

Year 5

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- Identify the audience and purpose of the writing, selecting the appropriate form **(4)**
- Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style
- Write a recount with a specific form and audience
- Effectively plans writing, noting and developing initial ideas, drawing on reading and research where necessary **(17)**
- Use literary devices such as repetition, alliteration, "rule of three"
- Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience
- In narrative, begin to use dialogue to convey character and advance the action **(20)**
- Begin to use a range of devices to build cohesion (e.g. adverbials of time and place, pronouns, synonyms) across paragraphs **(2)**
- Use modal verbs or adverbs to indicate degrees of possibility **(13)**
- Understands the purpose of different conjunctions and uses them appropriately across different types of writing **(16)**
- Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase **(12)**
- Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones
- Use a dictionary to check meaning and spelling of words, and to use a thesaurus to find synonyms **(9)**
- Perform own compositions with growing confidence to a group or whole class using appropriate intonation and controlling the tone and volume **(23)**

KPIs On-track for Greater Depth (GDS)

- Independently adapt language choices based on the audience and the intended impact on the reader
- Write for more than one audience, managing changes in content, features and levels of formality
- Embed one text-type within another, controlling the writing and maintain the overall purpose
- Use a wide range of clause structures, including relative clauses, sometimes varying their position within a sentence **(15)**
- Draw on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing

Term 2

KPIs On-track for Expected Standard (EXS)

- Effectively use dialogue to convey character and advance the action
- Use both reported and direct speech with correct punctuation **(18)**
- Secure use of complex sentences and position of clauses **(3)**
- Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases
- Write a linear procedural text with a wide range of presentational and organisational devices
- Use a wide range of presentational and organisational features to structure texts specific to the form and audience
- Begin to adapt writing based on a change in the audience.
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs
- Use commas to clarify meaning and avoid ambiguity
- Use commas to mark clauses in more complex sentences **(11)**
- Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons **(10)**
- Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6 **(6)**
- Knows that some words have silent letters and can spell them correctly **(7)**
- Consistently produce legible joined handwriting fluently and with increased speed **(1)**

KPIs On-track for Greater Depth (GDS)

- Develop writing into a parallel narrative telling same events from two points of view
- Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains
- Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing
- Independently enhance the effectiveness of writing through reading, evaluating, editing and re-drafting **(22)**
- Use the full range of punctuation taught correctly and appropriately
- Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading
- Make effective choices, revisions and purposeful omissions to impact on and interest the reader

Term 3

KPIs Expected Standard (EXS)

- In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism **(21)**
- Uses imaginative details and precise vocabulary included for effect, for example, to engage as well as inform **(19)**
- Write with a non-linear structure
- Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader
- Plan, compose, edit and refine an explanation text showing good awareness of the reader
- Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary
- Use dialogue to convey character and advance the action
- Use preposition phrases and expanded noun phrases to add detail, qualification and precision
- Build cohesion within and across a paragraph using a range of devices
- Select vocabulary and grammatical structures that reflect the level of formality required within a piece of writing **(24)**
- Ensures consistent and correct use of tense throughout a piece of writing **(5)**
- Can mark relationships of time and cause through the use of perfect form of verbs **(14)**
- Spell correctly many words from Yr5/6
- Write words with prefixes and suffixes, understanding the meaning and effect they convey **(8)**
- Consistently produce legible joined writing

KPIs Greater Depth (GDS)

- Choose to combine text-types to support overall effectiveness of the writing
- Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices
- Select precise vocabulary and grammatical structures
- Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader
- Identify and use the full range of punctuation taught correctly and appropriately, including correct terminology **(25)**
- Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis
- Develop own success criteria and makes choices on audience and form of writing.
- Write independently and effectively for multiple audiences and purposes, selecting appropriate levels of formality and vocabulary choices, effectively controlling their writing.

Writing Outcomes						
Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Chosen Texts</u> Aut 1: Anglo-Saxon Boy Aut 2: Viking Boy Spr 1: Cogheart Spr 2: Boy in the Tower Sum 1: Running Wild Sum 2: The Breadwinner</p> <p><u>Archaic Texts</u> Robin of Sherwood by Michael Morpurgo, The Hobbit, White Fang, The Secret Garden, The Call of the Wild, Goodnight Mr Tom.</p> <p><u>Non-Linear Time Sequences</u> A Christmas Carol, Time Travelling with a Hamster, Cosmic</p> <p><u>Complexity of the Narrator</u> Clockwork, Black Beauty, A Series of Unfortunate Events, War Horse</p> <p><u>Complexity of Plot</u> Northern Lights, A Monster Calls, Harry Potter, In Flanders Fields, Daffodils, The Arrival</p> <p><u>Resistant Texts</u> Jabberwocky, The Lie Tree, The Highwayman, Flannan Isle</p>	<p><u>Narrative</u></p> <p>Expected Standard: Write a five-part story using language to evoke mood and atmosphere and develop characterisation, complete as a Viking legend.</p> <p>Transform for GDS: Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.</p> <p><u>Recount</u></p> <p>Expected Standard: Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. Complete as a newspaper report.</p> <p>Transform for GDS: Write the same recount for two or three audiences, appealing to each one through managed shifts of formality, i.e. tabloid, broadsheet, online news article, older audience or younger.</p> <p><u>Non-fiction (choice)</u></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>	<p><u>Narrative</u></p> <p>Expected Standard: Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. Use a digital narrative.</p> <p>Transform for GDS Change the story to focus on a different technique looking at how the language choice changes, i.e. change to suspense, sci-fi or mystery etc.</p> <p><u>Non-Chronological Reports</u></p> <p>Expected Standard: Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience, e.g. a magazine spread.</p> <p>Transform for GDS Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.</p> <p><u>Letter</u></p> <p>Expected Standard: Write an informal letter from one key character to another.</p> <p>Transform for GDS: Write in advanced style of another character adapting their speech and mannerisms through writing, e.g. BFG speech, stammers, nervous habits.</p>	<p><u>Narrative</u></p> <p>Expected Standard: Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p>Transform for GDS Adapt the story for a different audience aiming for consistency in character and style</p> <p><u>Persuasion</u></p> <p>Expected Standard: Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.</p> <p>Transform for GDS Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.</p> <p><u>Factual Writing</u></p> <p>Expected Standard: Use formal and technical language to create a biography on a chosen historical figure. Use a range of presentational devices to appeal to a specific audience, e.g. Henry VIII.</p> <p>Transform to GDS: Transform biography in to online factual article for a younger audience.</p>	<p><u>Narrative</u></p> <p>Expected Standard: Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.</p> <p>Transform for GDS Change the story to show parallel narrators where events are portrayed simultaneously.</p> <p><u>Procedural Text</u></p> <p>Expected Standard: Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</p> <p>Transform for GDS Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.</p> <p><u>Recount</u></p> <p>Expected Standard: Practise writing a recount in the style of a blog so that pupils are forced to consider the precise level of formality required.</p> <p>Transform for GDS: Write the same recount over a series of Tweets.</p>	<p><u>Narrative</u></p> <p>Expected Standard: Plan and write a non – linear story e.g. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.</p> <p>Transform for GDS Use the non-linear structure to show changes in atmosphere and mood.</p> <p><u>Discussion</u></p> <p>Expected Standard: Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion.</p> <p>Transform for GDS Combine the discussion text with another text type with a clear audience and form.</p> <p><u>Non-fiction (choice)</u></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>	<p><u>Narrative</u></p> <p>Expected Standard: Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p>Transform for GDS Add an additional narrative voice demonstrating a change in formality.</p> <p><u>Explanation</u></p> <p>Expected Standard: Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style.</p> <p>Transform for GDS Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.</p> <p><u>Non-fiction (choice)</u></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>