



Barrow cliff School

Skills Progression in Years 5 & 6

Writing

Year 5

	Emerging	Working Towards	ARE	EXC
Composition	<p>To have knowledge of a range of genres and the associated features e.g. persuasive writing – leaflet, adverts etc Note and develop initial ideas, drawing on reading and research where necessary e.g. use of mind maps, planning frames – Recognise characters and settings in what they read, listen to or see performed e.g. Roald Dahl, Identify appropriate vocabulary and grammar across arrange of genres</p> <p>Understand and identify how authors describe settings, characters and atmospheres and integrate dialogues to convey character and advance action To identify and read summaries of longer texts</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>To select appropriate genre for a specific purpose and use associated features effectively Apply, in writing, their knowledge of how authors develop characters and settings Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the boy cautiously walked slowly through the gate Create settings, develop characters and create atmosphere their own writing using dialogue to advance the action</p>	<p>A range of texts, structured and organised for different purposes e.g. stories, plays, poetry, nonfiction</p> <p>Identifies the audience for, and purpose of a piece of writing Independently selects a suitable form based on similar models. In narrative, settings and characters are carefully described. Descriptive sentences are used to create atmosphere.</p> <p>A range of appropriate organisation and presentational features are used to structure texts in order to support and guide the reader.</p> <p>Paragraphs are arranged logically and ideas link between them</p>	<p>Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing, wider reading and research. Using and applying composition skills to create a mood and atmosphere In planning for narratives, ideas from characters and settings are often drawn from what pupils have read, listened to or seen performed. In narratives, description of settings, characters and atmosphere is used appropriately including integration of dialogue</p>

	<p>To identify a range of devices to build cohesion within and across paragraphs</p> <p>To identify organizational and presentational devices to structure texts and to guide the reader e.g. headings, bullet points and underlining</p> <p>To recognise the features that make a piece of writing effective.</p> <p>To recognise when tense is used incorrectly in speech and writing e.g. yesterday I walk to the park.</p> <p>To identify and use the correct subject and verb agreement when using singular and plural in speech e.g. we was going, we goed</p> <p>To recognise and correct spelling and punctuation errors in examples of others' writing</p> <p>Recognise a coherent sentence in all forms of writing</p>	<p>Précise longer passages of writing -To use devices effectively and appropriately to build cohesion within and across paragraphs e.g. time conjunctions, flashbacks, adverbs etc</p> <p>To use organizational and presentational devices effectively and appropriately to structure texts and to guide the reader e.g. headings, bullet points and underlining</p> <p>To assess the effectiveness of their own and others' writing.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>To identify and use the correct subject and verb agreement when using singular and plural distinguishing between the language of speech and</p>	<p>Written work is checked independently for errors in spelling, punctuation</p> <p>Sentences are written coherently with a mixture of written and complex sentences demarcated by a range of punctuation</p> <p>Words are used precisely. Vocabulary choices are imaginative. Sentences extended by using relative clauses.</p> <p>Accurate grammar and punctuation applied to all writing. Verb tenses are consistent. Adverbs and modal verbs used to indicate degrees of possibility Cohesive devices used within paragraphs (e.g. then, after that, firstly)</p>	<p>to convey character and advance the action</p> <p>To persevere when looking at the effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning</p> <p>The grammatical terminology in the is used when discussing and evaluating writing A dictionary and thesaurus are used to check word meaning and appropriateness</p> <p>Writing for a wider audience is proof-read to ensure accurately of spelling and punctuation, including effective use of a dictionary</p>
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		<p>writing, choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors in their own work and that of others (peer marking).</p>		<p>Justify reasons and opinions about texts</p> <p>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of: paragraphs to develop and expand some ideas, descriptions, themes or events in depth</p> <p>A range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis)</p> <p>A range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader</p>
<p>Vocabulary, Grammar and Punctuation</p>	<p>-Identify and collect words that are used effectively in the</p>	<p>-Consistently form accurate coherent sentences with correct basic punctuation</p>	<p>Full speech punctuation is mostly accurate. Commas used to mark clauses and to</p>	<p>The perfect form of verbs to mark relationships of time</p>

	<p>writing of others, and find definitions.</p> <p>To find examples of expanded noun phrases that convey complicated information and identify how they work. Link idea across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), and number (e.g. secondly).</p> <p>To use a comma correctly to separate two clauses.</p>	<p>Use vocabulary effectively in own writing finding appropriate synonyms. -Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>To use modal verbs (e.g. will, would, can, could, may etc) or adverbs (perhaps, possibly, certainly, definitely) to indicate degrees of possibility.</p> <p>Link idea across paragraphs using tense choices e.g. he had seen her before</p> <p>To use commas to separate embedded clauses; extend to using brackets (as parenthesis) - To use a colon accurately to introduce a list. -To punctuate bullet points consistently.</p>	<p>clarify meaning or avoid ambiguity. Brackets, dashes or commas indicate parenthesis.</p> <p>Accurate grammar and punctuation applied to all writing. Verb tenses are consistent. Adverbs and modal verbs used to indicate degrees of possibility</p>	<p>and cause Model verbs and adverbs to indicate degrees of possibility, probability and certainty</p> <p>The passive voice to affect the presentation of information</p> <p>Vocabulary and grammatical choices to suit both formal and informal situations Use and apply adventurous vocabulary linked to their reading</p> <p>A range of punctuation is used, mostly accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semicolons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points) Is able to write from memory</p>
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				sentences, dictated by the teacher, that include words and punctuation included in the KS2 national curriculum
Transcription (spelling & handwriting)	<p>-Ensure correct posture when writing. -Ensure that all letters (capital and lower case) and joins are being formed correctly and accurately.</p> <p>-Learn and use verb prefixes – dis-, de- , mis-, over-, re-</p>	<p>-To know different styles of handwriting and use them appropriately e.g. notes, labelling diagrams, dictation, presentation. -To increase fluent handwriting speed.</p> <p>Convert nouns or adjectives into verbs using suffixes - - ate, -ise, ify -Use further prefixes and suffixes and understand the guidance for adding them. -Spell some words with silent letters e.g. knight, psalm, solemn. - Continue to distinguish between homophones and other words which are often confused. -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. -Use dictionaries to check the spelling and meaning of words. -Use a thesaurus.</p>	<p>Joined, clear and legible. Adapted for different purposes e.g. printed, italicised, bold</p> <p>Most spelling including polysyllabic words is accurate. Know the spelling rules and patterns as outlined in the National Curriculum (Year 5 appendix).</p>	<p>Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the KS2 national curriculum</p> <p>Legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed</p> <p>Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the KS2 national curriculum Accurate spelling, with only occasional errors in more ambitious vocabulary choices</p>

Year 6

	Emerging	Working Towards	ARE	EXC
Composition	<p>To identify a range of genres and discuss the associated features and differences between them e.g. persuasive writing- leaflet, adverts etc</p> <p>Use a range of fiction and nonfiction to develop characters and settings in their own writing using the influence of significant authors Identify appropriate vocabulary and grammar across arrange of genres Use dialogue as a device to enhance character and setting</p> <p>To identify and read summaries of longer texts To identify a range of devices to build cohesion within and across paragraphs</p> <p>To discuss organisational and presentational devices to structure texts and to guide</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>To select appropriate genre for a specific purpose and use associated features effectively; to combine genre features where appropriate</p> <p>Confidently use note-taking and research to develop their own planning for a piece of work (scaffolding used where necessary)</p> <p>To combine knowledge from a whole spectrum of literary conventions linked to personal experiences to develop characters and settings.</p>	<p>Enjoy a range of texts, structured and organised for different purposes e.g. stories, scripted drama, poetry, non-fiction</p> <p>Identifies and understands the audience for and the purpose of a piece of writing and selects appropriate vocabulary and grammar to fully engage the reader</p> <p>Generates ideas, drafts, redrafts and edits written work to ensure the meaning and impact is clear.</p> <p>Proof reads for spelling and punctuation errors.</p> <p>Uses appropriate layout devices to structure texts e.g. headings, subheadings,</p>	<p>All aspects of writing composition: planning, drafting, evaluating, editing and proof-reading at the above national standard are embedded</p> <p>Writing for a range of purposes and audiences is manipulated and controlled to achieve the intended effect</p> <p>The drafting process is used to make judicious choices of grammar and vocabulary to manipulate meaning for the intended effect</p> <p>Effectiveness of own and others' writing is evaluated and edited to make judicious changes to vocabulary, grammar</p>

	<p>the reader e.g. headings, bullet points and underlining, cycles, text boxes, arrows</p> <p>To recognise the features that make a piece of writing effective.</p> <p>To recognise when tense is used incorrectly in speech and writing e.g. yesterday I walk to the park.</p> <p>To identify and use the correct subject and verb agreement when using singular and plural in speech e.g. we was going, we goed</p> <p>Consistently and confidently construct a range of sentences within a piece of writing with the correct range of punctuation.</p> <p>Identify figurative language – similes, metaphors, personification</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the boy cautiously walked slowly through the gate</p> <p>Create settings, develop characters and create atmosphere their own writing using dialogue to advance the action and the impact on the reader invoking personal opinions</p> <p>Précise longer passages of writing</p> <p>To use devices effectively and appropriately to build cohesion within and across paragraphs e.g. time conjunctions, flashbacks, adverbs etc</p> <p>To use organisational and presentational devices effectively and appropriately to structure texts and to guide the reader e.g. headings, bullet points and underlining, cycles, text boxes, arrows (make</p>	<p>columns, bullet points or tables</p> <p>Ideas are organised into well developed, linked paragraphs using a wide range of cohesive devices e.g. deliberate repetition of a word or phrase, grammatical connections through the use of adverbs (e.g. in contrast, on the other hand) and ellipsis</p> <p>Editing takes place during writing</p> <p>Consciously control the structure of sentences in writing.</p> <p>Demonstrate a clear knowledge of linguistic terms e.g. through analysing a writer’s prose noting likes and dislike Uses formal and informal language appropriately depending on the task.</p>	<p>and punctuation to enhance effects and clarify meaning</p> <p>All aspects of writing composition: structuring and organising text at the above national standard are embedded</p> <p>Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of: paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect Overall cohesion through the deliberate manipulation of a range of well-chosen devices for effect</p>
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		<p>booklets, leaflets, posters etc)</p> <p>To assess the effectiveness of their own and others' writing.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>To identify and use the correct subject and verb agreement when using singular and plural</p> <p>Distinguishing between the language of speech and writing, choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors in their own work and that of others (peer marking).</p>		
Vocabulary, Grammar and Punctuation	To recognise and correct spelling and punctuation errors in examples of others' writing	Apply vocabulary and structures that are appropriate for formal speech and writing,	Range of tenses and tense forms used for effect including the simple	All aspects of writing composition: applying vocabulary, grammar and punctuation at the

	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms e.g. The school requires that all the pupils be honest; The school rules demand that the pupils do not enter the class at lunch time.</p> <p>-Recognise passive verbs and how and why they are used - Recognise the perfect form of verbs -Link idea across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), and number (e.g. secondly).</p> <p>To use colons to mark boundaries between independent clauses.</p>	<p>including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Link idea across paragraphs using tense choices e.g. he had seen her before.</p> <p>To use hyphens to avoid ambiguity e.g. the man-eating tiger walked through the jungle, ice-cream etc</p> <p>To use dashes to replace commas when embedding clauses (as parenthesis)</p> <p>To use semi-colons and dashes to mark boundaries between independent clauses</p>	<p>past/present, progressive, perfect and subjunctive</p> <p>All punctuation marks are used accurately to clarify meaning across a range of text types. Full speech punctuation.</p>	<p>above national standard are embedded.</p> <p>According to audience, purpose and context, writing demonstrates conscious control of: clauses manipulated to emphasise relationships between complex ideas or to convey information succinctly</p> <p>Consistently precise vocabulary and grammatical choices, including use of the subjunctive mood where appropriate, to suit both formal and informal situations.</p> <p>Is able to write from memory complex sentences, dictated by the teacher, that include words included in the KS2 national curriculum</p> <p>The full range of punctuation is used for clarity and emphasis,</p>
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				with only occasional errors in more ambitious constructions
Transcription (spelling & handwriting)	<p>Ensure correct posture when writing.</p> <p>Ensure that all letters (capital and lower case) and joins are being formed correctly and accurately.</p>	<p>To know different styles of handwriting and use them appropriately e.g. notes, labelling diagrams, dictation, presentation.</p> <p>Use a variety of handwriting implements.</p> <p>To increase fluent handwriting speed</p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with silent letters e.g. knight, psalm, solemn.</p> <p>Continue to distinguish between homophones and other words which are often confused. -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p>	<p>Joined, clear and legible.</p> <p>Adapted for different purposes e.g. printed, italicised, bold</p> <p>Neat and legible</p> <p>Spelling is accurate.</p> <p>Irregular words are generally spelt accurately</p>	<p>All aspects of writing transcription: handwriting at the above national standard are embedded</p> <p>Legible, fluent handwriting is consistently maintained when writing at sustained, efficient speed</p> <p>All aspects of writing transcription: spelling at the above national standard are embedded</p>

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