



## Widmer End CC School Progression of Skills in Writing

<b>Year 5 writing grid</b>
<b>Composition</b>
<b>Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.</b>
<b>In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.</b>
<b>Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</b>
<b>Ensures the consistent and correct use of tense throughout a piece of writing.</b>
<b>Proof-reads for errors in spelling and punctuation.</b>
Makes notes and develops initial ideas, drawing on reading and research where necessary.
When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.
Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.
Attempts to précis longer passages.
Uses a wide range of devices to build cohesion within and across paragraphs.
Assesses the effectiveness of their own, and others' writing.
Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
<b>Vocab spelling and punctuation</b>
<b>Uses commas to clarify meaning or avoid ambiguity.</b>
<b>Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</b>
<b>Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</b>
<b>Understands how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).</b>
Uses brackets, dashes or commas to indicate parenthesis.
Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).
Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
Knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re-).
<b>Transcription/spelling</b>
Uses further prefixes and suffixes and understands the guidelines for adding them.
Spells some words with 'silent' letters, e.g. knight, psalm, solemn.
Continues to distinguish between homophones and other words which are often confused.
Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.
Uses dictionaries to check the spelling and meaning of words.
Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Uses a thesaurus.
<b>Transcription/ handwriting</b>
Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
Decides, as part of their personal style, whether or not to join specific letters.
Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).
<b>Terminology</b>
Model verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity