

Year 5—Text Structure and Features

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To organise writing appropriately	<ul style="list-style-type: none"> Guide the reader by using a range of organisational devices, including a range of connectives, sub-headings, bullets or tables to structure Choose effective grammar and punctuation. <i>Ensure the correct use of tenses throughout a piece of writing.</i> Use a range of devices to engage the reader and to move the story forward. 	<p>When guidance or frameworks are provided, organisational features are used appropriately.</p> <p>A growing awareness of effective grammar and punctuation is emerging.</p> <p>Tenses are generally used correctly throughout a piece of writing, although there are some exceptions.</p>	<p>When reminders (such as success criteria) are provided, key organisational devices are used appropriately. Connectives are usually well chosen but may appear formulaic.</p> <p>Effective grammar and punctuation are often used.</p> <p>Tenses are used correctly throughout a piece of writing.</p>	<p>A range of effective organisational features is used. Connectives are well chosen for the intended purpose.</p> <p>Effective grammar and punctuation are used accurately and efficiently.</p> <p>Tenses are used correctly and altered accurately within a piece of writing. (The perfect forms of verbs are used effectively.)</p>
To use paragraphs	<ul style="list-style-type: none"> <i>Write paragraphs that give the reader a sense of clarity.</i> Write paragraphs that make sense if read alone. Write cohesively at length. Use devices to build cohesion within a paragraph and link ideas across paragraphs using adverbials of time. Link ideas across paragraphs using a wider range of cohesive devices: repetition, grammatical connections, adverbials and ellipsis. 	<p>When guidance is provided, paragraphs have a clear purpose.</p> <p>Paragraphs may, at times, refer to previously introduced ideas, which may not mean absolute clarity for the reader.</p> <p>Shorter pieces of writing are clear and cohesive but longer pieces may lack cohesion.</p>	<p>When reminders are provided, paragraphs show a clear purpose and a logical sequence.</p> <p>Paragraphs generally make sense if read alone.</p> <p>When reminders are provided, pieces of writing, even longer pieces, are generally cohesive.</p>	<p>Paragraphs are well sequenced, clear and organised.</p> <p>Each paragraph introduces a theme and expands upon it in appropriate detail.</p> <p>When read alone, paragraphs make sense and when read together they provide clarity.</p> <p>Longer pieces of writing are cohesive.</p>

Year 5 —Language and Vocabulary

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To use imaginative description	<ul style="list-style-type: none"> Use the techniques that authors use to create characters, settings and plots. Create vivid images by using alliteration, similes, metaphors and personification. Interweave descriptions of characters, settings and atmosphere with dialogue. Use a range of adverbial phrases effectively. Ensure that ideas are precise. 	<p>When models or frameworks are provided, characters, settings and plots are successfully developed.</p> <p>When guidance is provided, alliteration, similes, metaphors and personification are used appropriately.</p> <p>Dialogue and descriptions of characters, settings and atmosphere tend to be in separate blocks.</p>	<p>When reminders are provided, a good range of techniques is used to create characters, settings and plots.</p> <p>When reminders are provided, writing demonstrates a lively imagination, including the successful and appropriate use of alliteration, similes, metaphors and personification.</p> <p>There is some evidence of an attempt to interweave plot with descriptions of characters and settings.</p>	<p>Writing shows an impressive understanding of how to create characterisation, settings and plots.</p> <p>Vivid and believable images capture and sustain the reader's attention.</p> <p>Dialogue and descriptions of characters, settings and atmosphere are successfully interweaved.</p>

Year 5 — Grammar and Punctuation

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
<p>To use and to write sentences appropriately</p>	<ul style="list-style-type: none"> • <i>Write a variety of simple, compound and complex sentences using the correct punctuation. (M2)</i> • <i>Understand that connectives: link ideas within a sentence (conjunction), link sentences and link paragraphs (connecting adverbs or prepositions.) (M2)</i> • Write sentences that include relative clauses. • Write sentences that include modal verbs. • Write sentences that include relative pronouns. • Write sentences that include a mixture of active and passive voice. • <i>Write sentences that include a clear subject and object.</i> • Write sentences that include hyphens, colons and semi colons. • Write sentences that include bullet points. 	<p>Some of the features listed are evident. Support may be required.</p> <p>Begins to understand there are different types of subordinate clauses; relative clauses.</p> <p>Begins to use and understand relative clauses.</p> <p>Begins to write sentences that include a variety of punctuation.</p> <p>Begins to understand the difference between active and passive voice.</p>	<p>Most of the features listed are evident. Reminders may be required.</p> <p>With reminders, uses relative pronouns, such as who, which, whom and that etc. in relative clauses and punctuates them correctly.</p> <p>Mostly, writes sentences that include a variety of punctuation.</p> <p>Mostly, writes sentences that include active and passive voice.</p>	<p>Almost all of the features listed are evident. Features are independently applied without prompts or reminders. Independently punctuates and uses relative clauses correctly. Writes sentences that include a wide variety of punctuation. Independently, writes sentences that include active and passive voice.</p>
<p>To punctuate accurately</p>	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • <i>using commas to clarify meaning or avoid ambiguity in writing</i> • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently. • Use relative clauses. • Punctuates relative clauses correctly deeming whether the information within the clause is essential or non-essential. • <i>Punctuate simple, compound and complex sentences correctly.</i> • <i>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. (M1)</i> • <i>Punctuate direct and reported speech accurately. (M2)</i> • <i>Use apostrophes for contraction and to mark singular and plural possession. (M2)</i> 	<p>Some of the features listed are evident. Support may be required when using commas to clarify meaning or avoid ambiguity.</p> <p>With support, uses colons to introduce a list.</p> <p>Begins to understand how to use semi-colons or dashes to mark boundaries between independent clauses.</p> <p>Begins to use bullet points.</p> <p>Begins to add extra information using a relative clause but may not punctuate correctly.</p>	<p>Most of the features listed are evident.</p> <p>With occasional reminders, uses commas to clarify meaning or to avoid ambiguity.</p> <p>With reminders, uses colons to introduce a list.</p> <p>With some models and prompts, understands how to use semi-colons or dashes to mark boundaries between independent clauses.</p> <p>Mostly punctuates simple, compound and complex sentences correctly.</p> <p>Mostly, punctuates complex sentences containing relative clauses by understanding whether or not the information within the clause is essential or non essential. E.g. Ralph, who was old, lost his shoes. The man who was old lost his shoes.</p> <p>With reminders, punctuates using bullet points.</p> <p>With reminders, uses hyphens to avoid ambiguity, such as 'man-eating shark' versus man eating shark, or 're-cover verses recover'.</p>	<p>All of the features listed are evident. Features are independently applied without prompts or reminders. Punctuates consistently using a range of punctuation: colons, semi-colons, brackets, dashes, parenthesis, commas, clauses, bullet points etc.</p>

Year 5 — Planning, Re-drafting and Editing Skills

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To analyse writing	<p>Year 5</p> <ul style="list-style-type: none"> Use and understand grammatical terminology when discussing writing and reading: <i>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</i> <p>Year 6</p> <ul style="list-style-type: none"> Use and understand grammatical terminology when discussing writing and reading: <i>active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</i> Assess the effectiveness of own and others' writing. Proof read for spelling and punctuation errors. 	Most of the features in the Year 5 list are evident.	<p>All of the features in the Year 5 list are evident.</p> <p>Most of the features in the Year 6 list are evident.</p>	All of the features in the Year 5 and Year 6 lists are evident.
To present writing	<ul style="list-style-type: none"> Perform compositions, using appropriate intonation and volume. 	Performances show growing awareness of and experimentation with intonation, volume and pace.	Performances show confidence, appropriate intonation and good pace and volume.	Performances are confident and clear and show excellent awareness of the audience and pace, volume and intonation are altered well for effect and the reaction of the audience is very positive.
To plan and to write with purpose	<ul style="list-style-type: none"> Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. Note, develop and research ideas. 	<p>When guidance is provided, the audience for writing is identified.</p> <p>When structures are provided, writing is organised in line with its purpose.</p> <p>When support is provided, the main features of a type of writing are included.</p>	<p>When reminders are provided, writing shows an awareness of the audience.</p> <p>When reminders are provided, the appropriate form of writing for its intended purpose is chosen.</p> <p>When reminders are provided, the main features of a type of writing are used.</p>	<p>Writing shows a strong awareness of the audience.</p> <p>The appropriate form of writing is chosen for its purpose.</p> <p>The main features of the type of writing chosen are fluently and consistently applied.</p>

Year 5 — Transcription

Learning Objective	Key Milestone Indicator(s)	Basic	Advancing	Deep
To present neatly	<ul style="list-style-type: none"> Write fluently and legibly with a personal style. 	Writing is usually presented in a legible style. Some inconsistencies in style may appear, especially in longer pieces of writing.	Writing is generally fluent with some evidence of a consistent personal style emerging.	Writing is fluent and legible with a clear and consistent personal style.
To spell correctly	<ul style="list-style-type: none"> Use prefixes appropriately. Spell correctly some words with silent letters. Spell the vast majority of words correctly. 	<p>When help is provided, prefixes are used appropriately.</p> <p>Words with silent letters are used, although there may be some spelling errors.</p> <p>Spelling shows a good understanding of the rules and exceptions to the rules.</p>	<p>When reminders are provided, prefixes are used appropriately.</p> <p>Some words with silent letters are used and spelled correctly.</p> <p>Most words, including commonly misspelled words, technical or subject specific words are spelled correctly.</p>	<p>Prefixes are used appropriately.</p> <p>Words with silent letters are spelled correctly.</p> <p>The vast majority of words, including technical or scientific words, are spelled correctly.</p>