



Writing Stage 5



Write a range of fiction and non-fiction
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.
There is an expectation that Standard English will be used consistently.

	Working Towards Expected	Working at Expected	Working at Greater Depth
	Text Structure & Composition	Text Structure & Composition	Text Structure & Composition
Planning	Writing shows evidence of planning through its structure and organisation, and its content	Writing shows evidence of planning through its structure, organisation of ideas and cohesion, and its content	Writing shows evidence of planning through its structure, organisation and cohesion, and its content
Audience and Purpose	Write for a range of purposes – showing an awareness of the audience for, and the purpose of, the writing	Write for a range of purposes – showing an awareness of the audience for, and the purpose of, the writing	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
Genre specific Features	Select and use features of the text type studied	Select and use specific features for the text type studied	Select and use specific features for the text type studied, considering the effect and impact
Narrative	In narratives, create a plot and describe settings and characters	In narratives, describe settings, characters and develop a plot	In narratives, describe settings, characters and atmosphere
	Integrate dialogue in narratives	Integrate dialogue in narratives to convey character	Integrate dialogue in narratives to convey character and advance the action
Organisation & Paragraphing	In non-narrative writing, use simple devices to structure the writing (e.g. headings, sub-headings, bullet points)	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	Use organisational and presentational devices (e.g. heading, sub-headings, bullet points, diagrams, text boxes) to structure the text and guide the reader
	Use paragraphs to organise ideas around a theme	Use paragraphs to organise ideas	Use paragraphs to organise ideas – use a wide range of devices to build cohesion within and across paragraphs
Figurative language	Use well-chosen, effective similes and alliteration and begin to create metaphors.	Experiment with a wider range of figurative language (e.g. similes, metaphors, alliteration & personification)	Use figurative language effectively to add detail
Detail to engage / to enhance meaning (word classes, language & formality)	Create expanded quality noun phrases with ease and use in context	Use expanded noun phrases effectively to add detail and maintain interest	Use expanded noun phrases effectively to add detail and to engage the reader
	Choose verbs for effect and to maintain interest	Use purposely-chosen, specific verbs effectively to add detail	Use powerful verbs for precision, meaning and effect
	Use adverbs, adverbial phrases and preposition phrases to add detail	Use adverbs, adverbial phrases and preposition phrases effectively to add detail	Use adverbs, adverbial phrases and preposition phrases to add detail and to engage the reader
	Begin to be more selective with choice of subject/technical vocabulary	Use subject / technical vocabulary with increasing accuracy and awareness of task and/ or audience.	Select vocabulary and grammatical structures that reflect what the writing requires (formality), doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using modal verbs to suggest degrees of possibility)
Show awareness of informal/formal vocabulary appropriate to the text type being written	Mostly maintain formality or informality with regard to task and / or audience		

		Grammar, Sentence Structure & Punctuation	Grammar, Sentence Structure & Punctuation	Grammar, Sentence Structure & Punctuation
Verb tenses		Use present and past tense (simple and progressive) correctly and consistently as well as present perfect and future simple when appropriate	Use simple and progressive verb tenses (past, present, future) correctly and consistently and begin using past/present perfect forms with increasing accuracy	Use verb tenses consistently and correctly throughout their writing (including passive/active verb forms, subjunctive form, past/present progressive, past/present perfect)
Punctuation		Use capital letters, full stops, question marks or exclamation marks when required, commas for lists and apostrophes for contraction and possession (singular) correctly in their writing	Use capital letters, full stops, question marks or exclamation marks when required, commas for lists and apostrophes for contraction and possession (singular and plural) correctly in their writing	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, apostrophes for contraction and possession, colons, semi colons, dashes, brackets and hyphens)
		Use commas after fronted adverbials	Begin to use commas to demarcate clauses and begin to aid meaning	Use punctuation (commas, semi-colons, dashes, brackets) to demarcate clauses and aid meaning
		Use inverted commas and other punctuation to present direct speech (including new speaker=new line) mostly correctly	Use inverted commas and other punctuation to present direct speech (including new speaker=new line) accurately	
			Begin to use brackets, dashes and commas to indicate parenthesis	Use punctuation (commas, dashes, brackets) to demarcate clauses and aid meaning
				Begin to use semi-colons and colons
Sentences		Use a range of coordinating & subordinating conjunctions	Use a range of conjunctions (coordinating, subordinating & conjunctive adverbs)	Use a wide range of conjunctions for variety and interest (coordinating, subordinating & conjunctive adverbs)
		Begin to vary the position of a subordinate clause within a sentence	Vary the structure of complex sentences for variety. E.g. move the sub-clause to the beginning, begin sentences with different openers (-ed, -ly, -ing, simile starter)	Vary the structure of complex sentences for variety, interest and flow E.g. move the sub-clause to the beginning, begin sentences with different openers (-ed, -ly, -ing, simile starter), include relative clause
		Create sentences with fronted adverbials for when E.g. Later that day , we went swimming.	Use relative clauses (who, which, where, whose, when, that)	
		Spelling	Spelling	Spelling
Spelling		When used, most words from the Y3/Y4 spelling list and some words from the Y5/Y6 spelling list are spelt correctly	When used, most words from the Y3/Y4 spelling list and many words from the Y5/Y6 spelling list are spelt correctly	When used, most words from the year 5 / year 6 spelling list, are spelt correctly (see list - NC Appendix 1)
		Distinguish between some homophones and near homophones encountered in Y2 - 4, and select appropriately. NC Appendix 1	Distinguish between most homophones, near homophones and words which are easily confused encountered so far (taught Y2- 5) and select appropriately. NC Appendix 1	Distinguish between most homophones, near homophones and words which are easily confused encountered so far (taught Y2- 5 and own wider reading) and select appropriately. NC Appendix 1
		Editing & Revising	Editing & Revising	Editing & Revising
Purple Pen	Editing	Find most of their own punctuation, grammar, spelling and capitalisation errors	Find most of their own punctuation, grammar, spelling and capitalisation errors	Add, change or fix any problems in grammar, punctuation and sentence structure and improve language/vocabulary in order to produce an end product of their best efforts
		Make improvements to their writing through word choice	Improve language/vocabulary/ sentence structure for sense, effect or to avoid unwanted repetition	
		Use a dictionary to spell unknown words	Use a dictionary to check the spelling of words they mis-spell	
	Revising	After re-reading, revise writing to link and develop ideas coherently	Revise writing after re-reading to add reasons, provide examples or delete for clarification	Add, cut, move or change information in order to make ideas clearer, more accurate, more interesting or more convincing for their audience
		Handwriting	Handwriting	Handwriting
Handwriting		Ensure that letter formation is distinguishable e.g. size, appropriate joining	Handwriting is clear, fluent, uses the diagonal and horizontal strokes and know when to leave specific letters unjoined (b, f, g, j, p, s, x, y, z)	Maintain legibility in joined handwriting when writing at speed, using the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined (b, f, g, j, p, s, x, y, z)

Dependence

Independence



Experienced
Writer

Independent
Writer