**WRITING PROGRESS TRACKER**

**YEAR 5 TARGETS 2022-23**

**Working at the expected standard**

Year 5 writers working at the expected standard demonstrate understanding of the purpose and audience of their writing. They use the features and appropriate sentence structures of the text types taught so far. They generally select the appropriate voice or register for the audience and purpose and maintain it. Writing shows the appropriate level of informality and formality in line with the audience and purpose. Standard English is used for oral rehearsal and in written texts. Writing is organised into paragraphs which aid the overall organisation. Ideas are linked within paragraphs and topic sentences are used to create cohesion between paragraphs both in narrative and non-narrative writing. They demonstrate how to use the grammatical features taught so far to create an effect and engage the reader’s interest. They use different sentence types and sentence starters, choosing how to start sentences to emphasise meaning. Year 5 writers add well-chosen detail to sentences, including a range of phrases and relative clauses. Vocabulary choices are precise and chosen for a purpose. Technical language is used appropriately and correctly. Stylistic devices such as simile and metaphor are used to add detail and for effect. They can develop a written argument using modal language. In narrative writing, characters are developed using action and dialogue to “show” and not “tell” the reader. Commas are used to mark grammatical boundaries in complex sentences and embedded clauses and adverbials. Any inconsistencies in the use of punctuation, tenses and pronouns are addressed when proof reading. They apply the spelling rules taught so far and can spell the words from the Year 3/4 word list and those taught so far from the Year 5/6 word list. They use a range of spelling strategies to narrow possibilities and write unfamiliar words. Handwriting is fluent and joined.

© Focus Education Ltd

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| 1 | I can select the appropriate voice or register for the audience and purpose and maintain it throughout the piece of writing. |  |  |  |  |  |  |
| 2 | I can write both informally and formally, in line with the audience and purpose. |  |  |  |  |  |  |
| 3 | The linguistic, grammatical and structural choices I make engage the reader’s interest and help to entertain / inform / persuade them. |  |  |  |  |  |  |
| 4 | I can select an appropriate planning method before writing and use it to order and develop my ideas before writing the text in full. |  |  |  |  |  |  |
| 5 | I can proof read and edit my work to improve its accuracy and impact using a dictionary, thesaurus or other classroom resources. |  |  |  |  |  |  |
| 6 | I can demonstrate the correct use of past, present and future verb tenses throughout a piece of writing. |  |  |  |  |  |  |
| 7 | I can vary sentence length and word order to sustain interest (e.g. “*Having experienced great setbacks, what motivated him to continue? Why did he press on?*”) |  |  |  |  |  |  |
| 8 | I can integrate dialogue to convey character and punctuate this correctly. |  |  |  |  |  |  |
| 9 | I use relative clauses beginning with who, which, where, when, whose, that (e.g. *My brother, who was usually mean to me,* *gave me his sweets.)* and punctuate these correctly. |  |  |  |  |  |  |
| 10 | I can show degrees of possibility by using modal verbs (e.g. *might, should, will, must*) and adverbs (e.g. *perhaps, surely*). |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 11 | I use a range of techniques to achieve cohesion between sentences and paragraphs, both in narrative and non-narrative writing, including:   * topic sentences * adverbials  1. ‘when’ (temporal), e.g. *later, during the night, already, yesterday* 2. ‘where’ (spatial), e.g. *nearby, at the bottom of the page* 3. ‘how’ (manner, degree, frequency, probability), e.g. *excitedly, almost, occasionally, probably* |  |  |  |  |  |  |
| 12 | I can use colons to introduce a bullet point list. |  |  |  |  |  |  |
| 13 | 1. I can add extra information to my writing, punctuated (mostly correctly) by: 2. a pair of commas 3. brackets |  |  |  |  |  |  |
| 14 | I can use layout devices to structure text (e.g. headings, sub-headings, columns, bullets, tables). |  |  |  |  |  |  |
| 15 | I can independently select words which are appropriate for the task and use them accurately in both fiction and non-fiction writing. Technical language is used appropriately and correctly. Stylistic devices such as simile and metaphor are used to add detail and for effect. |  |  |  |  |  |  |
| 16 | I use a range of spelling strategies to narrow possibilities and write unfamiliar words. |  |  |  |  |  |  |
| 17 | My handwriting is joined and I can write legibly and fluently at speed. |  |  |  |  |  |  |

**Working at greater depth**

Year 5 writers working at greater depth write texts in different contexts across the curriculum with clear purpose and audience. Writing is clearly structured and organised according to the text type. They attempt to write hybrid texts to show an alternative point of view or to engage the reader with an unexpected approach. The use of Standard English is consistent and level of formality appropriate for the register of the text. Paragraphs are clearly constructed and help to guide the reader through the text. Those in narrative writing support the plot structure and clearly signal changes in time, place and events. Paragraphs consistently open with topic sentences setting out the main idea which is then developed. In all writing the closing of a text refers to the opening. They adapt sentence structures by re-ordering or embedding clauses and use different sentence lengths to create effects. Detail is often added by expanding noun phrases and sentence starters with effective word choices. Commas are used accurately to mark grammatical boundaries and proof reading checks that they help to clarify intended meaning. The editing process may involve taking out or simplifying rather than adding.

© Focus Education Ltd