

Writing—Year 5

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To plan writing and to write with purpose.	- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Noting and developing initial ideas, drawing on reading and research where necessary.	In narratives, describe settings and characters and begin to create atmosphere.	In narratives, describe settings and characters and begin to create atmosphere. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary.
To use imaginative description.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Select appropriate grammar and vocabulary to change and enhance meaning (powerful language, adverbs, fronted adverbials, similes, metaphors).	Select powerful vocabulary. Use similes and metaphors. Using fronted adverbials (where, when, how). Use a variety of adverbs.
To organise writing	- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. - Using expanded noun phrases to convey complicated information concisely.	In non-narrative writing use organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	In non-narrative writing use organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Use expanded noun phrases to convey complicated information.
To paragraphs	- Adverbials to link ideas across paragraphs. - Using a wide range of devices to build cohesion within and across paragraphs	Adverbials to link ideas across paragraphs.	Adverbials to link ideas across paragraphs.
To use and to write sentences appropriately.	- Ensuring the consistent and correct use of tense throughout a piece of writing. - Ensuring correct subject and verb agreement when using singular and plural.. - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. - Using passive verbs to affect the presentation of information in a sentence. - Using the perfect form of verbs to mark relationships of time and cause. - Using modal verbs or adverbs to indicate degrees of possibility. - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. - learning the grammar for years 5 and 6 in English Appendix 2	- Ensuring the consistent and correct use of tense throughout a piece of writing. - Use modal verbs to indicate degrees of possibility. - Use a variety of coordinating and subordinating conjunctions. - Variety of simple, compound and complex sentences.	Ensuring the consistent and correct use of tense throughout a piece of writing. Use modal verbs to indicate degrees of possibility. Use a variety of coordinating and subordinating conjunctions. Variety of simple, compound and complex sentences. Ensuring correct subject and verb agreement when using singular and plural. Using the perfect form of verbs to mark relationships of time and cause. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
To spell correctly.	- Use further prefixes and suffixes and understand the guidance for adding them. - Spell some words with ‘silent’ letters [for example, 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, as listed in English Appendix 1. - Use dictionaries to check the spelling and meaning of words. - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - Use a thesaurus.	- Spell some words from the year 5 and 6 spelling list correctly. - Use a dictionary to spell more ambiguous language.	Spell some words from the year 5 and 6 spelling list correctly. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused.

Writing—Year 5

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To punctuate accurately.	- Using commas to clarify meaning or avoid ambiguity in writing. - 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 and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	- Use punctuation to avoid ambiguity (commas and hyphens). - Using brackets, dashes or commas to indicate parenthesis. - Using a colon to introduce a list. - Use semi-colons to join independent clauses.	Use punctuation to avoid ambiguity (commas and hyphens). Using brackets, dashes or commas to indicate parenthesis. Using a colon to introduce a list. Punctuating bullet points consistently. Use semi-colons to join independent clauses (replacing the coordinating conjunction).
To analyse writing.	- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. - Précising longer passages. - Distinguishing between the language of speech and writing and choosing the appropriate register. - Assessing the effectiveness of their own and others' writing. - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - Proof-read for spelling and punctuation errors. - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.		In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Précising longer passages (summarising). Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof-read for spelling and punctuation errors.
To present neatly.	- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. - Choosing the writing implement that is best suited for a task.	Mostly maintain legibly joined handwriting.	Mostly maintain legibly joined handwriting. Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.
To present writing.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing—Year 6

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To plan writing and to write with purpose.	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	- 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). - Integrate dialogue in narratives to convey character and advance the action .	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
To use imaginative description.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	In narratives, describe settings, characters and atmosphere.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (powerful vocabulary, adverbs, adverbial phrases, similes, metaphors and personification).
To organise writing	- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. - Using expanded noun phrases to convey complicated information concisely.	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). Using expanded noun phrases to convey complicated information concisely.
To paragraphs	- Adverbials to link ideas across paragraphs. - Using a wide range of devices to build cohesion within and across paragraphs	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	Adverbials to link ideas across paragraphs. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
To use and to write sentences appropriately.	- Ensuring the consistent and correct use of tense throughout a piece of writing. - Ensuring correct subject and verb agreement when using singular and plural.. - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. - Using passive verbs to affect the presentation of information in a sentence. - Using the perfect form of verbs to mark relationships of time and cause. - Using modal verbs or adverbs to indicate degrees of possibility. - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Use verb tenses consistently and correctly throughout their writing.	Ensuring the consistent and correct use of tense throughout a piece of writing. Use modal verbs to indicate degrees of possibility. Use a variety of coordinating and subordinating conjunctions. Variety of simple, compound and complex sentences. Ensuring correct subject and verb agreement when using singular and plural. Using the perfect form of verbs to mark relationships of time and cause. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Using passive verbs to affect the presentation of information in a sentence. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
To spell correctly.	- Use further prefixes and suffixes and understand the guidance for adding them. - Spell some words with ‘silent’ letters [for example, 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, as listed in English Appendix 1. - Use dictionaries to check the spelling and meaning of words. - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - Use a thesaurus.	Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	Spell most words from the year 5 and 6 spelling list correctly. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused.

Writing—Year 6

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To punctuate accurately.	- Using commas to clarify meaning or avoid ambiguity in writing. - 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 the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).	Using commas to clarify meaning or avoid ambiguity in writing. 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.
To analyse writing.	- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. - Précising longer passages. - Distinguishing between the language of speech and writing and choosing the appropriate register. - Assessing the effectiveness of their own and others' writing. - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - Proof-read for spelling and punctuation errors. - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.		Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Précising longer passages (summarising). Distinguishing between the language of speech and writing and choosing the appropriate register. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof-read for spelling and punctuation errors.
To present neatly.	- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. - Choosing the writing implement that is best suited for a task.	Maintain legibility in joined handwriting when writing at speed .	Mostly maintain legibly joined handwriting at speed. Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.
To present writing.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.