**Writing Performance Indicators**

**Pupil/s:**

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| **Year 5** | **Emerging** | **Developing** | **Secure** |
| **Composition**  **(planning)** | Plans using vocabulary and grammar influenced by other writers when discussing and recording ideas and uses planning models effectively. | Plans ideas in narratives for characters and settings by beginning to draw upon other writers and modelled writing when discussing and recording ideas and uses planning models effectively. Uses the drafting process to rehearse ideas, making increasingly apt choices of grammar and vocabulary. | Plans ideas in narratives for characters and settings by beginning to draw upon what has been read, listened to or seen performed and uses appropriate planning models effectively. Uses the drafting process to make choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus. |
| **Composition**  **(drafting )** | Produces a wide variety of written pieces of narrative, non-fiction and poetry with a developing understanding of audience and purpose as part of their work within English and across the curriculum that demonstrates a clear understanding of selected form that has been modelled.  Makes deliberate choices of vocabulary and uses an increasing range of sentence structures, including a wide range of subordinating conjunctions to create multi-clause sentences | Produces a variety of written pieces of narrative, non-fiction and poetry with a clear understanding of audience, purpose and selected form as part of their work within English and across the curriculum, beginning to draw independently on models of similar writing.  Begins to make vocabulary choices and decisions about sentence lengths, types and structures more deliberately that start to impact on the overall effectiveness of the writing. | Writes for a range of purposes and audiences and demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing.  Makes deliberate vocabulary choices and decisions about sentence lengths, types and structures and these add to the overall effectiveness of the writing. |
| **Composition**  **(reviewing)** | Writing is edited, with some proposed changes to grammar and vocabulary in own and others’ writing to improve consistency and cohesion, e.g. the use of pronouns to avoid repetition.  Starts to use dialogue in writing with increasing independence. | Edits writing and proposes changes to grammar and vocabulary, in own and others’ writing to improve consistency and cohesion, including the accurate use of pronouns in sentences.  Uses some dialogue with independence to give more information about characters. | Evaluates writing and edits accordingly, proposing changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning; within own and others' writing.  Uses dialogue independently to begin to provide more information about characters. |
| **Grammar** | Consistently uses the standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done.  Begins to use relative clauses using some relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas, e.g. the stranger, who had dark, curly hair, entered the room.  Writes consistently using a variety of verb tenses appropriate to form, e.g. progressive, present perfect, simple past and present.  Uses modal verbs with support, e.g. would, should, could.  Creates cohesion by using a wide range of adverbials (phrases and clauses) to sequence time, identify place or describe manner and uses pronouns to avoid repetition of nouns, e.g. placed at the beginning of a paragraph to move time or place, As the sun began to set.  Groups sentences about similar topics together in simple paragraphs in fiction and non-fiction. Narratives are linked by choices of characters, settings and plotlines. Some organisational devices are used in non-narrative writing, e.g. subheadings.  Uses the correct grammatical terminology for Years 1, 2, 3 and 4 (as identified in the Appendix 2 of the National Curriculum) e.g. when evaluating and editing writing. | Begins to convert nouns or adjectives into verbs using suffixes e.g. –ate; –ise; –ify and uses within writing, e.g. solidify.  Uses relative clauses using some relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas, e.g. the stranger, who had dark, curly hair, entered the room. Begins to modify and specify noun phrases, for example by using adverbs to clarify meaning, e.g. the extremely tall teacher.  Writes using a variety of verb tenses appropriate to form, e.g. progressive, present perfect, simple past and present. Sometimes uses the present perfect form of verbs in contrast to the past tense.  Uses modal verbs to indicate degrees of possibility, probability and certainty, with increasing accuracy (including increasing accuracy of tense), e.g. would, could, should, will, shall, can, might.  Begins to use a wider range of cohesive devices to link ideas within paragraphs, e.g. grammatical connections, such as adverbials (phrases and clauses), e.g. As the sun began to set.  Organises writing within paragraphs around a theme in both fiction and non fiction writing. Uses simple organisational devices used in non-narrative material, e.g. headings and subheadings.  Uses the correct grammatical terminology for Years 1, 2, 3 and 4 as well as some from Year 5 (as identified in the Appendix 2 of the National Curriculum) e.g. when evaluating and editing writing. | Converts nouns or adjectives into verbs using suffixes e.g. –ate; –ise; –ify and uses within writing, e.g. solidify.  Uses relative clauses using some relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas, e.g. the stranger, who had dark, curly hair, entered the room. Modifies and specifies noun phrases, for example by using adverbs to clarify meaning, e.g. the extremely tall teacher.  Varies tense to support whole text cohesion and coherence, with increasing accuracy. The perfect form of verbs is sometimes used to mark relationships of time and cause, e.g. He had already left the building when the woman arrived.  Accurately uses modal verbs in the correct tense to indicate degrees of possibility, probability and certainty, e.g. the stranger was examined by the doctor as opposed to the docrot examined the man.  Uses a range of cohesive devices to link ideas within and across paragraphs, including repetition of a word or phrase; grammatical connections, such as adverbials.  Organises paragraphs to develop and expand some ideas, descriptions, themes or events. Uses a range of organisational and presentational devices consistently and independently in non-narrative material, e.g. headings and subheading. Columns, bullet points and tables beginning to be used to guide the reader.  Uses the correct grammatical terminology for Years 1, 2, 3, 4 and 5 (as identified in the Appendix 2 of the National Curriculum) e.g. when evaluating and editing writing: modal verb, relative pronoun, relative clause,  parenthesis, bracket, dash, cohesion, ambiguity |
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|  | | **Emerging** | **Developing** | **Secure** |
| **Punctuation** | | Uses a range of punctuation correctly, including full stops, commas to separate items in lists, after a fronted adverbial and after a reporting clause, exclamation and question marks and apostrophes for contractions and singular possession in nouns and plural nouns sometimes correctly.  Begins to use commas to mark phrases or clauses in writing. | Uses a range of punctuation consistently and correctly, including full stops, commas to separate items in lists, mark fronted adverbials and after a reporting clause, exclamation and question marks and apostrophes for contractions and singular possession in nouns.  Begins to use commas to clarify meaning within writing.  Begins to understand and use punctuation to create parenthesis, e.g. using brackets, dashes and comas. | Uses a range of punctuation with accuracy, including brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity.  Uses commas to clarify meaning within writing.  Develops a greater understanding and uses punctuation to create parenthesis, e.g. using brackets, dashes and comas. |
| **Transcription** | **Spelling** | Uses the spelling rules for Year 1, 2, 3 and 4 (as identified in Appendix 1 of the National Curriculum) accurately. Uses the first three letters of a word to check its spelling and meaning.  Spells some words with ‘silent’ letters [for example, knight, psalm, solemn]. | Uses the spelling rules for Year 1, 2, 3 and 4 as well as some of the spelling rules for Year 5, (as identified in Appendix 1 of the National Curriculum) accurately. Uses the first three letters of a word to check its spelling and meaning | Uses the spelling rules for Years 1, 2, 3, 4 and 5 (as identified in Appendix 1 of the National Curriculum) accurately. Uses the first three letters of a word to check its spelling and meaning.  Continues to distinguish between homophones and other words which are often confused. |
| **Handwriting** | Writes with mostly legible and consistent handwriting, including some diagonal and horizontal strokes used to join letters, when appropriate. | Writes with increasingly legible and consistent, handwriting, including diagonal and horizontal strokes used to join letters, when appropriate | Maintains legible, fluent handwriting when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement. |
| **Mastery** | | | | |
| * Demonstrates increasingly cohesive application of writing composition, grammatical devices and accurate spelling within a wide range of sustained writing across all areas of the curriculum that include sufficient detail to engage readers' interest throughout. * Writes avidly, willingly and for pleasure and demonstrates writing preferences. * Evaluates and reflects upon own writing, including composition, grammar, punctuation and spelling, and makes deliberate changes that improve the effect upon the chosen audience. * Makes deliberate choices about text forms with an understanding of the effect their choice will have, including organisation of materials or decisions about text-types or viewpoint. * Fluently applies grammatical, punctuation and spelling knowledge confidently and consistently across all writing, choosing appropriate tools to create effects that are considered and controlled. * Identifies independently spelling and grammatical rules and can apply these to new language structures and words, including identification of rule-breakers. * Has a clear writer’s voice and demonstrates a strong command of vocabulary and uses a range of appropriate and controlled language, selected for specific effect. | | | | |