



ST. JOHN BOSCO RC PRIMARY SCHOOL

Writing KPI's

Year Group:

5

	Autumn Term		Spring Term		Summer Term	
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half
	Fiction	<ul style="list-style-type: none"> Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style Begin to use dialogue to convey character and advance the action Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase 	<ul style="list-style-type: none"> Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style Use literary devices such as repetition, alliteration, 'rule of three' Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase 	<ul style="list-style-type: none"> Effectively use dialogue to convey character and advance the action Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs Use commas to clarify meaning and avoid ambiguity Use a range of punctuation from KS2 including brackets, dashes, commas, semi-colons and colons Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Y3/Y4 and some Y5/Y6 Consistently produce legible joined handwriting 	<ul style="list-style-type: none"> Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases Use commas to clarify meaning and avoid ambiguity Use a range of punctuation from KS2 including brackets, dashes, commas, semi-colons and colons Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Y3/Y4 and some Y5/Y6 Consistently produce legible joined handwriting 	<ul style="list-style-type: none"> Write a non-linear structure Use preposition phrases and expanded noun phrase to add detail, qualification and precision Build cohesion within and across a paragraph using a range of devices Spell correctly many words from Y5/Y6 Consistently produce legible joined writing



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	<ul style="list-style-type: none"> Independently adapt language choices based on the audience and the intended impact on the reader Write for more than one audience, managing changes in content, features and levels of formality Embed one text-type within another, controlling the writing and maintain the overall purpose Use a wide range of clause structures, sometimes varying their position within a sentence 		<ul style="list-style-type: none"> Start to build cohesion with a paragraph e.g. some use of pronouns, conjunctions and reference chains Independently enhance the effectiveness of writing through reading, evaluating and re-drafting Use the full range of punctuation taught correctly and appropriately Evaluate and edit own and others' writing against a set of criteria generated themselves and drawn from reading 	<ul style="list-style-type: none"> Develop writing into a parallel narrative telling same events from two points of view Start to build cohesion with a paragraph e.g. some use of pronouns, conjunctions and reference chains Independently enhance the effectiveness of writing through reading, evaluating and re-drafting Use the full range of punctuation taught correctly and appropriately Evaluate and edit own and others' writing against a set of criteria generated themselves and drawn from reading 	<ul style="list-style-type: none"> Choose to combine text-types to support overall effectiveness of the writing Write effectively for multiple audiences selecting appropriate levels of formality and vocabulary choices Select precise vocabulary and grammatical structures Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader Use the full range of punctuation taught correctly and appropriately Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis Develop own success criteria and make choices on audience and form of writing 		
Non-Fiction	<ul style="list-style-type: none"> Write a recount with a specific form and audience Write concisely ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones 	<ul style="list-style-type: none"> Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones 	<ul style="list-style-type: none"> Use a wide range of presentation and organisational features to structure texts specific to the form and audience Begin to adapt writing based on a change in the audience Use commas to clarify meaning and avoid ambiguity Use a range of punctuation from KS2 including brackets, dashes, commas, semi-colons and colons Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Y3/Y4 and some Y5/Y6 Consistently produce legible joined handwriting 	<ul style="list-style-type: none"> Write a linear procedural text with a wide range of presentational and organisational devices Begin to adapt writing based on a change in the audience Use commas to clarify meaning and avoid ambiguity Use a range of punctuation from KS2 including brackets, dashes, commas, semi-colons and colons Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Y3/Y4 and some Y5/Y6 Consistently produce legible joined handwriting 	<ul style="list-style-type: none"> Plan, compose, edit and refine a balance discussion: presenting two sides of an argument showing good awareness of the reader Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary Use preposition phrases and expanded noun phrase to add detail, qualification and precision Build cohesion within and across a paragraph using a range of devices Spell correctly many words from Y5/Y6 Consistently produce legible joined writing 	<ul style="list-style-type: none"> Plan, compose, edit and refine an explanation text showing good awareness of the reader Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary Use preposition phrases and expanded noun phrase to add detail, qualification and precision Build cohesion within and across a paragraph using a range of devices Spell correctly many words from Y5/Y6 Consistently produce legible joined writing 	



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			<ul style="list-style-type: none"> Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing Independently enhance the effectiveness of writing through reading, evaluating and re-drafting Use the full range of punctuation taught correctly and appropriately Evaluate and edit own and others' writing against a set of criteria generated themselves and drawn from reading 	<ul style="list-style-type: none"> Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing Independently enhance the effectiveness of writing through reading, evaluating and re-drafting Use the full range of punctuation taught correctly and appropriately Evaluate and edit own and others' writing against a set of criteria generated themselves and drawn from reading 			