

# Writing Overview | Assessment Indicators and Outcomes

## Year 5

### Writing Assessment Indicators

#### Term 1

##### KPIs On-track for Expected Standard (EXS)

- Ideas across paragraphs are linked using a wide range of cohesive devices. **(2)**
- Identify the audience and purpose of the writing, selecting the appropriate form. **(4)**
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word. **(9)**
- Use a range of expanded noun phrases. **(12)**
- Use modal verbs or adverbs to indicate degrees of possibility, (e.g. *might, should, will, must.*) **(13)**
- Uses relative clauses beginning with *who, which, where, when, whose, that* or with an implied (*i.e. omitted*) relative pronoun. **(15)**
- Effectively plans their writing, noting and developing initial ideas, drawing on reading and research – précising where necessary. **(17)**
- Use both reported and direct speech with correct punctuation. **(18)**
- Imaginative detail and precise vocabulary included for effect, for example, to engage as well as to inform. **(19)**
- Begin to evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. **(22)**

#### Term 2

##### KPIs On-track for Expected Standard (EXS)

- Ideas across paragraphs are linked using a wide range of cohesive devices. **(2)**
- Secure use of complex sentences and position of clauses and commas, which show an understanding of how to achieve different effects. **(3)**
- Identify the audience and purpose of the writing, selecting the appropriate form. **(4)**
- Ensures the consistent and correct use of tense throughout a piece of writing. **(5)**
- Use brackets, dashes and/or commas to indicate parenthesis. **(10)**
- Can mark relationships of time and cause, through the use of perfect form of verbs. **(14)**
- Understands the purpose of different conjunctions and uses them appropriately across different types of writing. **(16)**
- Effectively plans their writing, noting and developing initial ideas, drawing on reading and research – précising where necessary. **(17)**
- Imaginative detail and precise vocabulary included for effect, for example, to engage as well as to inform. **(19)**
- In narrative, can use dialogue to help convey the character and advance the action. **(20)**
- In narrative, describes settings, characters and atmosphere using expressive or figurative language, (*words and phrases.*) **(21)**
- Sometimes will evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. **(22)**

#### Term 3

##### KPIs Expected Standard (EXS)

- Identify the audience and purpose of the writing, selecting the appropriate form. **(4)**
- Ensures the consistent and correct use of tense throughout a piece of writing. **(5)**
- Understands the purpose of different conjunctions and uses them appropriately across different types of writing. **(16)**
- Effectively plans their writing, noting and developing initial ideas, drawing on reading and research – précising where necessary. **(17)**
- Imaginative detail and precise vocabulary included for effect, for example, to engage as well as to inform. **(19)**
- In narrative, can use dialogue to help convey the character and advance the action. **(20)**
- In narrative, describes settings, characters and atmosphere using expressive or figurative language, (*words and phrases.*) **(21)**
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. **(22)**
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(23)**
- Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly, within a piece of writing. **(24)**
- Identify and use correct terminology for modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, colon (*for list*), cohesion and ambiguity. **(25)**

#### Spelling – rules taught explicitly

- Spell most of the Year 3/4 statutory word list and some of the Year 5/6 words correctly in my writing. **(6)**
- Write words with prefixes and suffixes understanding the meaning and effect they convey, (e.g. *-ible, -able, -ably, -ibly* etc.) **(8)**
- Knows that some words have silent letters and can spell them correctly, (e.g. *knight, psalm.*) **(7)**

#### Handwriting – ongoing

- Join writing legibly and fluently with increased speed. **(1)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(11)**

#### Greater Depth (GDS) Statement

- Write independently and effectively for multiple audiences and purposes, selecting appropriate levels of formality and vocabulary choices, effectively controlling their writing.
- Draw on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing.
- Make effective choices, revisions and purposeful omissions to impact on and interest the reader.

**\*The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

## Writing Outcomes

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Class Novels</b></p> <p><b>Autumn Term:</b> Anglo-Saxon Boy Viking Boy</p> <p><b>Spring Term:</b> Spy Master: First Blood Kensuke's Kingdom</p> <p><b>Summer Term:</b> Around the World in 80 Days The Breadwinner</p> <p><b>Optional Texts:</b> The Hobbit</p> <p>The Highwayman</p> <p>War Horse</p> <p>Jabberwocky.</p> <p>Stormbreaker</p> <p>The Boy in the Tower</p> <p>The night I met Father Christmas</p> <p>Cogheart</p> <p><b>Non-fiction</b> Range of high quality non-fiction including online and books</p>	<p style="text-align: center;"><b>Narrative</b></p> <p><b>Viking Legend – Saga of Biorn</b></p> <p><b>Expected Standard:</b> Write a five-part story using language to evoke mood and atmosphere and develop characterisation, complete as a Viking legend.</p> <p><b>Objectives:</b> 12, 15</p> <p><b>Transform for GDS:</b> Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.</p> <p style="text-align: center;"><b>Recount</b></p> <p><b>Viking Invasion – Viking Boy</b></p> <p><b>Expected Standard:</b> Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. Complete as a newspaper report.</p> <p><b>Objectives:</b> 2</p> <p><b>Transform for GDS:</b> Write the same recount for two or three audiences, appealing to each one through managed shifts of formality, i.e. tabloid, broadsheet, online news article, older audience or younger.</p> <p style="text-align: center;"><b>*Teachers Choice*</b></p>	<p style="text-align: center;"><b>Non-Chronological Reports</b></p> <p><b>Sticky Knowledge Invaders and Settlers</b></p> <p><b>Expected Standard:</b> Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience, e.g. a magazine spread.</p> <p><b>Objectives:</b> 13</p> <p><b>Transform for GDS</b> Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.</p> <p style="text-align: center;"><b>Narrative</b></p> <p><b>Stimulus from Literacy Shed e.g. Eye of the Storm</b></p> <p><b>Expected Standard:</b> Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p><b>Objectives:</b> 18</p> <p><b>Transform for GDS</b> Change the story to focus on a different technique looking at how the language choice changes, i.e. change to suspense, sci-fi or mystery etc.</p> <p style="text-align: center;"><b>*Teachers Choice*</b></p>	<p style="text-align: center;"><b>Narrative</b></p> <p><b>Kensuke's Kingdom</b></p> <p><b>Expected Standard:</b> Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.</p> <p><b>Objectives:</b> 5, 14, 20</p> <p><b>Transform for GDS</b> Change the story to show parallel narrators where events are portrayed simultaneously.</p> <p style="text-align: center;"><b>Factual Writing</b></p> <p><b>Spy Master, Henry VIII, Elizabeth I, William Shakespeare</b></p> <p><b>Expected Standard:</b> Use formal and technical language to create a biography on a chosen historical figure. Use a range of presentational devices to appeal to a specific audience.</p> <p><b>Objectives:</b> 3, 16</p> <p><b>Transform to GDS:</b> Transform biography in to online factual article for a younger audience.</p> <p style="text-align: center;"><b>*Teachers Choice*</b></p>	<p style="text-align: center;"><b>Narrative</b></p> <p><b>Kidnap on the California Comet</b></p> <p><b>Expected Standard:</b> Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p><b>Objectives:</b> 2, 21</p> <p><b>Transform for GDS</b> Adapt the story for a different audience aiming for consistency in character and style</p> <p style="text-align: center;"><b>Persuasion</b></p> <p><b>King Henry VIII</b></p> <p><b>Expected Standard:</b> Plan and write a persuasive piece, drawing upon historical facts from research. Write as an informal speech.</p> <p><b>Objectives:</b> 5</p> <p><b>Transform for GDS</b> Using the original piece, write for a different audience – formal speech</p>	<p style="text-align: center;"><b>Discussion</b></p> <p><b>Was the Tudor Dynasty a good or bad period for Britain? Was Henry VIII a good or bad king?</b></p> <p><b>Expected Standard:</b> Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion.</p> <p><b>Objectives:</b> 10</p> <p><b>Transform for GDS</b> Combine the discussion text with another text type with a clear audience and form.</p> <p style="text-align: center;"><b>Explanation</b></p> <p><b>How was High Force formed? The Journey of the River Tees</b></p> <p><b>Expected Standard:</b> Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style.</p> <p><b>Objectives:</b> 16</p> <p><b>Transform for GDS</b> Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.</p>	<p style="text-align: center;"><b>Narrative</b></p> <p><b>Alma (Literacy Shed)</b></p> <p><b>Expected Standard:</b> Plan and write a suspense story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p><b>Objectives:</b> 20, 21</p> <p><b>Transform for GDS</b> Change the story to focus on a different technique looking at how the language choice changes, i.e. change to suspense, sci-fi or mystery etc.</p> <p style="text-align: center;"><b>Non-fiction (choice)</b></p> <p><b>The Growth of Darlington over time. Joseph Pease</b></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p> <p><b>Objectives:</b> 24</p> <p style="text-align: center;"><b>*Teachers Choice*</b></p>

The class novels are read at story time, they may be used as a stimulus for writing. The optional texts may be read to the class across the year as and when the teacher decides.