



My Year 5 Learning Journey for Writing

Strand		I am Working Towards Year 5's objectives with support (Emerging)	I am Working Towards Year 5's objectives (Developing)	I am Achieving Year 5's objectives (Secure)	
Transcription	Spelling & Handwriting	I can use a dictionary with help. I can read and understand the definition with support.	I can use a dictionary to find a word by its initial letter then by using the first three letters of the word and the guide words. I can read and understand the definition.	I can use a dictionary confidently and quickly to find a word by its initial letter then by using the first three letters of the word and the guide words. I can read and understand the definition.	1
		I have some strategies to learn and spell common difficult words, including some words with simple prefixes and suffixes and words beginning with kn-. I spell common confusing homophone pairs correctly eg . its/it's, your/you're, where/wear, there/their/they're, here/hear, witch/which, to/too/two	I can correctly spell many words in my writing, including most words from the Year 3 and 4 word-list, phonetically regular or familiar common polysyllabic and some root words, sometimes using these to spell other words linked by meaning or spelling pattern. I can often make and spell words with prefixes and suffixes eg dis-, mis-, re-. and common words with silent letters.	*I can correctly spell most words in my writing, including: all words from the Year 3/4 word-list, some from the Year 5/6 word-list, familiar common polysyllabic words, a range of root words eg 'ordinary' and other words linked to the root words by meaning or spelling pattern, words with a range of prefixes and suffixes eg de-/ over-, -able/-ibly, -ant,-ent,-cious, -tious / -ate, -ise, -ify, most common words with silent letters (kn, mb, stle, mn, b) correctly and I correctly spell most confusing homophone pairs eg affect/effect guessed/guest.	2
		I can use neat and legible handwriting.	I can use neat and legible handwriting, usually joined. My presentation is usually good.	*I can use fluent, joined and legible handwriting. My presentation is good.	3
Composition	Planni	I can discuss and then record a clear plan for my own composition, using this as a basis for my own writing with support.	I can discuss and then record a clear plan for my own composition, using this as a basis for my own.	I can plan clearly and effectively before writing, eg by discussing, analysing and using ideas from similar writing to create a clear plan, making notes from research which I then use to create my own plan. I can use the plan appropriately to write my own composition, developing it as necessary.	4
	Content & Organisation	I can respond to a given audience and purpose and use a given model. With some support, I use an appropriate structure, vocabulary and tone for the genre.	I can identify the audience and purpose of my writing and can choose an appropriate genre for my writing from a given range. I mostly use an appropriate structure, formal or informal style, vocabulary and tone, showing awareness of my reader.	*I can identify the audience and purpose of my writing and I choose and use a suitable writing genre. I mostly use an appropriate structure, formal or informal style, vocabulary and tone throughout, showing good awareness of my reader	5
		I use some appropriate features to organise and present my writing and help my reader eg headings or sub-headings, underlining.	I use appropriate features to organise and present my writing and help my reader eg headings or sub-headings, grouping related points, an introduction and conclusion.	I use a range of appropriate features to organise and present my writing and help my reader eg questions as headings or sub-headings, bullet points.	6
		I can, with some support, organise my writing into a logical sequence of paragraphs.	I can sometimes write developed paragraphs in a logical sequence eg some pronouns or adverbials in paragraphs link to the opening sentence, some paragraphs are linked by connecting words or phrases e.g. then, after that, firstly, this.	*I can often write developed, coherent paragraphs linked in a logical sequence eg most paragraphs have a topic sentence or main idea which is developed or explained. *I can link ideas within and across paragraphs by using adverbials.	8
	Content &	My plot is simple and mostly makes sense to the reader.	My plot makes sense to the reader and I have tried to add tension and excitement.	My plot makes sense and is usually convincing to the reader. It has some elements of tension/surprise throughout to keep the reader interested.	9
		I can begin to describe characters and settings in more detail.	I can create clear characters and settings through some detailed description.	* I can describe characters, settings and atmosphere, adding some detail to make them convincing to the reader eg I create a clear mood or atmosphere for my reader by describing a setting in detail.	10



Grammar & Punctuation	I can use description and sometimes dialogue in my stories which shows what a character is like.	I can often include some integrated dialogue which sometimes shows what a character is like.	I can often show what characters are like eg through description, integrated dialogue (direct and reported), actions and interactions with other characters.	1
				1
	I use varied vocabulary, choosing interesting words and phrases. I can use a thesaurus with help to find and choose a better word.	I can choose some interesting words and phrases for deliberate effect on my reader and sometimes use similes. I can sometimes use a thesaurus to find and use a better synonym for a word.	I can choose interesting, imaginative words and phrases for deliberate effect on my reader eg 'stationary' not 'stopped', specialist words to match my topic and am starting to use figurative language: similes, metaphors, personification. I use a thesaurus to find and use more effective vocabulary.	1
				2
	I use some simple expanded noun phrases.	I use effective expanded noun phrases to add detail.	I use effective expanded noun phrases to add detail across a piece of writing and give extra information precisely eg 'a tiny kitten with its eyes still closed', 'the north coast beaches with the best surf'.	1
				3
	I can usually write in the correct tense and, with some help, find and correct mistakes in tense.	I can nearly always write in the correct tense and find and correct mistakes in tense.	*I can write in the correct tense consistently throughout my writing.	1
				4
	I can use relative clauses beginning with 'who'.	I can sometimes use relative clauses beginning with 'who', 'which', 'that'.	I can use a range of relative clauses beginning with 'who', 'which', 'where', 'when' 'whose', 'that'.	1
				5
	I can extend some of my sentences and sometimes begin them in some different ways.	I am beginning to vary the length, structure and subject of my sentences and often use different sentence openers.	*I can use main and subordinate clauses and move their position in sentences. I use a range of different sentence openers.	1
				6
	I can often mark the beginning and end of sentences accurately and am starting to use some punctuation within the sentence eg commas.	I can usually use accurate punctuation within my sentences, including some commas to make meaning clear and am beginning to use some other punctuations eg brackets or dashes.	*I can nearly always punctuate accurately within my sentences, (including dialogue) mostly using commas correctly to make meaning clear and sometimes using some other punctuation within my sentences eg brackets, dashes or colons accurately and appropriately.	1
				7
Editing	I can proof-read writing and spot and correct some spelling, and punctuation mistakes with some help.	I can proof-read writing and spot and correct some spelling and punctuation mistakes.	I can proof-read writing and spot and correct most spelling and punctuation mistakes. I can evaluate my writing and improve it by redrafting sentences and sometimes paragraphs or sections.	1
				8

My Learning Reflection

	This term in my Writing, I have improved...	My next step in my Writing is to...	SPAG Test Score
Autumn:			
Spring			
Summer			



DO NOT PRINT THIS PAGE

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.
- Underlined steps link to the Expected Standards in the Interim Assessment Framework.
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.