

Year 5 WRITING	Y5 Low Emerging	Y5 High Emerging	Y5 Low Embedding	Y5 High Embedding	Y5 Low Expected	Y5 High Expected	Y5Low Exceeding Y6 Low Emerging	Y5High Exceeding Y6 High Emerging
STEP	26	27	28	29	30	31	32	33
Ticks required	16	33	49	67	82	87	92	97
✓ Total 102 with 21 Key Objectives	The three divisions within each statement are an indication of the depth of pupil understanding not the number of times observed						All Key objectives have to be secure in order to be exceeding	

	Writing - Year 5	Beginning	Progressing	Secure
Spelling	<i>I know how to add more prefixes and suffixes accurately.</i>			
	I can spell some words with silent letters			
	<i>I can spell 50 of the year five/six words</i>			
	I can distinguish between homophones and other words which are often confused			
	<i>I use the first three/four letter of a word to accurately check the spelling/meaning in a dictionary</i>			
	<i>I can confidently use a thesaurus</i>			
	<i>I use my knowledge of morphology and etymology in spelling</i>			
Vocabulary, Grammar & Punctuation	I am beginning to recognise a range of vocabulary and structures that are appropriate for formal speech and writing			
	I am beginning to use passive verbs to affect the presentation of information in a sentence			
	I use the perfect form of verbs to mark relationships of time and cause			
	<i>I use expanded noun phrases to convey complicated information.</i>			
	<i>I am beginning to use modal verbs or adverbs to indicate degrees of possibility</i>			
	With support I am beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun			
	<i>I am beginning to use commas to clarify meaning</i>			
	<i>I am experimenting with how to use a hyphen.</i>			
	<i>I am experimenting with how to use brackets, dashes and commas to indicate parenthesis.</i>			
	<i>With support I am beginning to use semi colons, colons or dashes to mark boundaries between independent clauses</i>			
<i>I use a colon to introduce a list</i>				
I punctuate bullet points consistently				
Handwriting	I write legibly, fluently and with increasing speed			
	<i>I know which letters to join and which ones to leave</i>			
	I choose the writing implement that is best suited for the task.			
Composition	I can select appropriate form for my writing based on audience and purpose.			
	I am beginning to add to my notes based on my reading and research.			
	<i>I am beginning to experiment with word choices to enhance the meaning of my sentences.</i>			
	In narratives I am beginning to describe setting, characters and atmosphere with integrated dialogue to convey the character and advance the action.			
	I am beginning to write narratives using ideas that authors have used to develop their setting and characters.			
	I use organisational and presentational techniques to structure text and to guide the reader (heading, subheading, bullet points, underlining).			
	I am beginning to use techniques to build cohesion within and across paragraphs.			
	I can assess the effectiveness of my own and others work			
	<i>I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i>			
	<i>I ensure the consistent and correct use of tense throughout a piece of writing</i>			
	I use the correct subject and verb agreement when using singular and plural			
<i>I proof read for spelling and punctuation errors</i>				