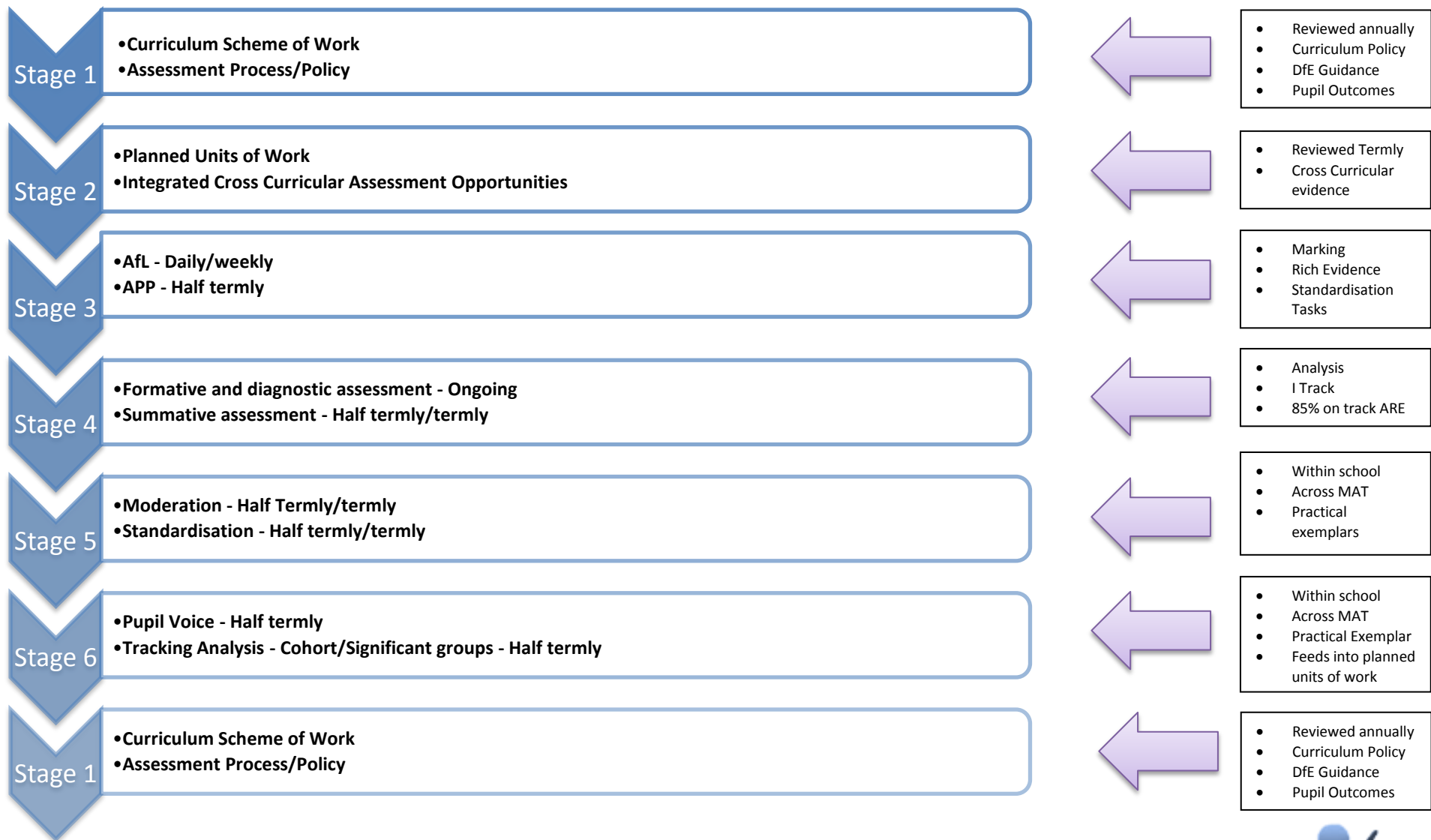




An Daras Multi Academy Trust

Assessing Pupil Progress – Writing (Y5)



Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Writing
Year Group:	Year 5
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiable 14 English Policy 15 Handwriting Policy 15 Assessment Policy 15 Marking Policy 15



ADMAT Year Group 5 Non-Negotiable Expectations	Key Concepts
Writing - Non-Negotiable	<ul style="list-style-type: none"> • Add phrases to make sentences more precise & detailed • Use range of sentence openers – judging the impact or effect needed • Begin to adapt sentence structure to text type • Use pronouns to avoid repetition • Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will). • Use the following to indicate parenthesis: <ul style="list-style-type: none"> ➤ brackets ➤ dashes ➤ comma • Use commas to clarify meaning or avoid ambiguity • Link clauses in sentences using a range of subordinating & coordinating conjunctions • Use verb phrases to create subtle differences (e.g. she began to run) • Consistently organise into paragraphs • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) • Write legibly, fluently and with increasing speed
Unlocking learning through Oracy - Non-Negotiable	<ul style="list-style-type: none"> • Talk and listen confidently in a wide range of contexts including some that are formal • Engage the interest of the listener by varying their expression and vocabulary • Adapt spoken language to the audience, purpose and context • Explain the effect of using different language for different purposes • Develop ideas and opinions with relevant detail • Express ideas and options justifying a point of view • Show understanding of the main points, significant details and implied meanings in a discussion • Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views • Begin to use Standard English in formal situations • Begin to use hypothetical language to consider more than one possible language or solution • Perform their own compositions using appropriate intonation and volume so that meaning is clear • Perform poems or plays from memory making careful choices how they convey ideas about characters and situations by adapting expression and tone • Understand and begin to select the appropriate register according to the context

ADMAT/ARE Year 5 Writing/Key Concepts (v2)				Pupil Name:				Term 1				Term 2				Term 3				Are Related Expectation Key:				NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding											
Class Teacher:				B/Punctuation				C/Writing Process				D/Text Structure and Organisation				E/Writing Composition				F/ Spelling and Handwriting				G/				H/							
A1. Expand noun phrases by use of relative clauses (including or omitting the relative pronoun)				B1. Punctuate simple compound and complex sentences accurately with commas and full stops				C1. Plan and draft writing making choices about: <ul style="list-style-type: none"> • Audience • Purpose • Form 				D1. Extend and elaborate ideas within paragraphs				E1. Write for a wide range of purposes and audiences. Draft and write by précising longer passages				F1. Spell accurately in general including spelling increasingly complex words correctly (<i>see word list for exemplification</i>) Spell some words with silent letters e.g. knight, psalm, solemn															
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC												
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A2. Use adverbials to indicate degrees of possibility (perhaps, surely)				B2. Use a range of punctuation accurately to clarify and extend meaning e.g. brackets, dashes or commas to indicate parentheses. Commas to clarify meaning or avoid ambiguity. Semi-colon, colon and dash to mark the boundary between independent clauses. Colon to introduce a list. Semi-colons within lists. Bullet points to list information. Hyphens to avoid ambiguity. Ellipsis to omit information				C2. Develop ideas at the planning stage taking account of research and text models				D2. Use a wide range of devices to build cohesion within paragraphs, between paragraphs e.g. connecting adverbs, synonyms/phrases to avoid repetition and generalise, pronouns, ellipsis, verb tense/form choices				E2. In narrative demonstrate growing ability to create effective settings, characters, atmosphere and plots. Integrate dialogue				F2. Word endings – cious, tious, ant, ance, ancy, ent, ence, ency, ible, able, ibly, ably, cial, tial															
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A3. Use modal verbs to indicate degrees of possibility (might, should, will, must)								C3. Make choices in drafting and revising writing, showing understanding of how these enhance meaning				D3. Use a range of organisational and presentational devices to structure text appropriate to purpose				E3. In non-narrative maintain an appropriate style and vocabulary to maintain the readers interest throughout				F3. Letter string – ough Silent letters “i before e except after c”															

								and audience																											
EM	TI	EXP	EXC					EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC																
1	2	3	4					1	2	3	4	1	2	3	4	1	2	3	4																
A4. Use the passive voice to affect the presentation of information in a sentence								C4. Proof read for spelling, punctuation and grammatical errors <i>e.g. subject/verb agreements, tense use</i>				E4. Develop ideas in depth				F4. Spell common homophones correctly																			
EM	TI	EXP	EXC					EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC																
1	2	3	4					1	2	3	4	1	2	3	4	1	2	3	4																
A5. Use different structures appropriate for the level of formality e.g. question tags in informal speech; subjunctive forms in very formal writing								C5. Draft and write by: using further organisational and presentational devices to structure text and to guide the reader <i>e.g. headings, bullet points, underlining</i>				E5. Use thesauruses to develop vocabulary				F5. Use knowledge of word structure to spell and to check spelling																			
EM	TI	EXP	EXC					EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC																
1	2	3	4					1	2	3	4	1	2	3	4	1	2	3	4																
																F6. Learn more challenging words where necessary																			
																EM																			
																1				2				3				4							
																				F7. Write fluently and legibly with increasing speed by choosing the writing implement that is best suited to the task															
																				EM															
																				1				2				3				4			
																								F8. Spell words on statutory word list											
																				EM															
																				1				2				3				4			

Rich Evidence – Guidance Year 5	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative 	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions) Writing from Outdoor Experiences	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions) Writing from Outdoor Experiences	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions) Writing from Outdoor Experiences
Summative 	'Cold Task' Writing (1x half term minimum)	'Cold Task' Writing (1x half term minimum)	'Cold Task' Writing (1x half term minimum)