

		Secure Year 5	Secure Year 6
Composition	Planning	<ul style="list-style-type: none"> • Can discuss and record own ideas based on similar writing. 	<ul style="list-style-type: none"> • Can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
	Drafting, writing, reviewing and editing	<ul style="list-style-type: none"> • Can use paragraphs to organise ideas, although may not always be accurate. • In narrative, can describe settings and character. • Can ensure that the subject and verb agree when using singular and plural mostly accurately. • Can produce thoughtful and considered non-narrative writing (<i>uses simple explanation, opinion, justification and deduction</i>). • Can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). • Can begin to use appropriate formal and informal styles. • Can assess own and others writing and propose changes to grammar and vocabulary to improve consistency. • Can attempt to give opinion, interest or humour through detail. • Is beginning to develop a sense of pace (<i>lively and interesting</i>). 	<ul style="list-style-type: none"> • Can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). • Can use paragraphs consistently and appropriately. • Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Can integrate dialogue in narratives to convey character and advance the action. • Can use appropriate formal and informal styles with confidence mostly correctly. • Can use verb tense consistently and correctly throughout their writing. • Can ensure that the subject and verb agree when using singular and plural. • Can produce well-structured and organised writing using a range of conventions for lay-out (<i>eg. headings, sub-headings, bullets, underlining, brackets, contents etc.</i>). • In narratives, can describe settings, character and atmosphere in detail. • Can assess the effectiveness of their own and others' writing.

Transcription	Grammar	<ul style="list-style-type: none"> • Can use expanded noun phrases. • Can use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun. • Can use nouns, pronouns and tenses accurately and consistently throughout (<i>pronouns used to avoid repetition</i>). • Can use more sophisticated co-ordinating and subordinating conjunctions (eg. <i>although, however, nevertheless, despite, contrary to, as well as etc.</i>) • Can begin to use modal verbs / the conditional tense (eg. <i>might, may, could, should, will, must</i>). 	<ul style="list-style-type: none"> • Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narratives, using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). • Can use a range of subordinate clauses, such as relative clauses and adverbial clauses. • Can add detail, qualification and precision by using: adverbs (to indicate degrees of possibility eg. <i>perhaps, surely</i>); expanded noun phrases and preposition phrases. • Can use the passive voice for variety and to shift the focus mostly appropriately (eg. <i>the cake was eaten by the child</i>). • Can use the perfect form of verbs to mark relationships of time and cause (eg. <i>he has gone to lunch/he went to lunch</i>).
	Vocabulary	<ul style="list-style-type: none"> • Can use interesting and ambitious adjectives and adverbs. 	<ul style="list-style-type: none"> • Can select imaginative and ambitious vocabulary and use them precisely.
	Punctuation	<ul style="list-style-type: none"> • Can use commas after a fronted adverbial. • Can use apostrophes for contraction mostly correctly. • Can indicate possession by using the possessive apostrophe with plural nouns mostly correctly. • To begin to use brackets, dashes and commas to introduce parenthesis. 	<ul style="list-style-type: none"> • Can use a range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). Children are expected to show the KS2 range of punctuation. • Can use commas to clarify meaning or avoid ambiguity mostly correctly. • Can use inverted commas mostly correctly. • Can use brackets, dashes or commas to indicate parenthesis mostly correctly. • Can sometimes use semi-colons, colons and hyphens correctly (eg. <i>within lists and to mark boundaries between clauses</i>)
	Spelling	<ul style="list-style-type: none"> • Approximately 80% of the words written on a page are spelt correctly. • Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 3/4 High Frequency Words and some of the Year 5 words in the N.C. Appendix 1. 	<ul style="list-style-type: none"> • Spell correctly most words from the year 5/year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Can spell accurately all but the most complex words, and most or all of the Year 6 High Frequency words in the N.C. Appendix 1.

Baileys Court Primary School Writing Tracker: Year 5/6

	Handwriting	<ul style="list-style-type: none">• Can write neatly, legibly and accurately, usually maintaining a joined style.	<ul style="list-style-type: none">• Can write neatly, legibly and accurately in a flowing, joined style.• Can maintain legibility in joined handwriting when writing at speed.
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