

**Steps 28-33 Writing: Planning and Assessment from National Curriculum Upper Key Stage 2 Total Stars 63 6 KPIs for Step 33**

Step 27 must have been attained	Step	28, Entering Y5	29, Developing Y5	30, Secure Y5	31, Entering Y6	32, Developing Y6	33, Secure Y6
	Typical attainment time	Autumn Y5	Spring Y5	Summer Y5	Autumn Y6	Spring Y6	Summer Y6
	Stars routinely required	8	17	25	34	42	50, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Year 5 pupils would not typically be secure in the statements below in their Y5 year. Statements are taken from upper key stage 2 and would be typically embedded by the end of Year 6.

Transcription - Handwriting		★ B	★ P	★ E	Composition		★ B	★ P	★ E				
<p><i>Write legibly, fluently and with increasing speed by:</i></p> <ul style="list-style-type: none"> <li>❖ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>❖ choosing the writing implement that is best suited for a task.</li> </ul>								<p><i>in narratives;</i></p> <ul style="list-style-type: none"> <li>❖ <u>describing settings, characters and atmosphere;</u></li> <li>❖ <u>integrating dialogue to convey character and advance the action;</u></li> </ul>					
<p><b>Composition</b></p> <p><i>Plan their writing by:</i></p> <ul style="list-style-type: none"> <li>❖ <u>identifying the audience for and purpose of the writing;</u></li> <li>❖ <u>selecting the appropriate form and using other similar writing;</u></li> <li>❖ using other similar writing as models for their own compositions;</li> <li>❖ noting and developing initial ideas, drawing on reading and research where necessary;</li> <li>❖ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> <li>❖ selecting appropriate grammar and vocabulary;</li> <li>❖ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</li> </ul>								<ul style="list-style-type: none"> <li>❖ <u>precising longer passages;</u></li> <li>❖ using a wide range of devices to build cohesion within and across paragraphs;</li> <li>❖ <u>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining].</u></li> </ul> <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> <li>❖ assessing the effectiveness of their own and others' writing;</li> <li>❖ proposing changes to Vocabulary, Grammar &amp; Punctuation to enhance effects and clarify meaning;</li> <li>❖ <u>ensuring the consistent and correct use of tense throughout a piece of writing;</u></li> <li>❖ ensuring correct subject and verb agreement when using singular and plural;</li> <li>❖ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>❖ <u>Proof-read for spelling and punctuation errors.</u></li> <li>❖ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>					

★:B Beginning to

★ P Progressing

★ E Embedded