



Writing Progression Year 5

Autumn	Spring	Summer
<p>'Front Loaded' Objectives: Cohort specific and to be determined by Class Teacher</p> <ul style="list-style-type: none"> -To distinguish between homophones and other words often confused. -To use commas to add extra information rather than splicing. -Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concise (in other words not being flowery with language). 	<p>'Front Loaded' Objectives: Cohort specific and to be determined by Class Teacher</p>	<p>'Front Loaded' Objectives: Cohort specific and to be determined by Class Teacher</p>
<p>Specific Genres to be taught are in red. Additional genres can be taught if appropriate – linked to reading spine/in-the-moment events.</p> <ul style="list-style-type: none"> • Letters, Non-Chronological Report, Instruction, Recipe, (Auto)Biography, Explanation, Newspaper Report, Essay, Poetry, Characterisations, Describing and object/setting, recount, stories, diary, chapter/extract, myths and legends, playscripts, review, advert, leaflet, balanced argument, speech 		
<p>Features of Writing Select appropriate grammar and vocabulary, describe settings, characters and atmospheres and integrates dialogue to convey characters and advance action in narrative, use a wide range of cohesive devices to structure the text and guide the reader in non-narratives; e.g headings, bullet points, extends the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses, use present and perfect form of verbs, chooses nouns and pronouns appropriately, uses conjunctions, adverbs and prepositions to express time and cause, uses fronted adverbials, uses modal verbs or adverbs to indicate degrees of possibility, learns grammar for Year 5 in the English Appendix Standard English</p> <p>Punctuation Uses full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural, uses and punctuates direct speech, uses commas after fronted adverbials, uses commas to clarify meaning or avoid ambiguity in writing, use brackets, dashes or commas to indicate parenthesis, uses and understands the year 5 English Appendix</p> <p>Spelling</p>		

Uses further prefixes and suffixes and understands how to add them, spells words with silent letters, continues to distinguish between homophones and words which are often confused, uses knowledge of morphology and etymology in spelling and understands that the spelling of some of the words needs to be learnt specifically, places the possessive apostrophe accurately in words with regular and irregular plurals

Handwriting

Writes legibly, fluently and with increasing speed, chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters, chooses the writing implement that is best suited for a task, develops using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined, increases the legibility, consistency and quality of their handwriting

Content from previous Years

Joins words and joins clauses using subordination and co—ordination, punctuates sentences using a capital letter and a full stop, question mark or exclamation mark, uses a capital letter for names of people, places, days and personal pronoun 'I', uses expanded noun phrases, demonstrates accuracy with tenses, uses different sentence forms, uses direct speech, uses subordinate clauses, uses adjectives, prepositions and conjunctions, uses a range of determiners, uses fronted adverbials with commas.

Writing Transcription

Spellings have few errors; e.g mebers, remains, yong, ladie Were used instead of Where

Writing Composition

Opening introduces time and setting.
 Range of devices to build up cohesion are used within and across paragraphs; e.g In Australia, At 9:15, They recently, Eventually Formal tone for certain genres.
 Expanded Noun Phrase to describe and specify; e.g pale white powdered face, thick, black hair.
 Adverbials used to support cohesion with the paragraph; e.g Furthermore, In addition.
 Opening sets the scene with facts and figures.
 Question to address the reader in second person.
 Range of fronted adverbials and pronouns used to build cohesion with paragraphs; e.g Unfortunately, At the age of 65, He
 Opening sets the scene and starts with action and suspense. A range of cohesive devices; e.g Next, Later, After a while

Writing Transcription

Some spelling errors; vicouis, egges Incorrect use of the apostrophe; e.g it's instead of its
 Spellings are mostly correct. A few errors but these are technical vocabulary not Year 5 and 6 NC spellings.

Writing Composition

Opening description sets scene with expanded noun phrase.
 Subheadings used appropriately; e.g where do they live?
 Summary.
 Subheadings guide the reader.
 Atmosphere created through expanded noun phrases, prepositional phrases and alliteration; e.g majestic movement, big, bright, terrifying teeth
 Simple pronouns and occasional adverbial.

Writing Transcription Spellings

are most accurate

Writing Composition

Opening title is catchy with a play on words; e.g Owlful Disasters.
 Range of adverbials and pronouns are used for cohesion; e.g Yesterday, They, Meanwhile.
 Pronouns to aide cohesion; e.g He, We, This.
 Opening sets the scene
Diary written in first person.
 Noun phrases are used to convey an atmosphere and give vivid image; e.g my beloved tree.
Narrative opening with an array of noun phrases to give vivid description; e.g the rolling, churning waves whose white spray roamed like horses.

<p>Opening sets the scene with the use of an expanded noun phrase; e.g On a beautiful autumn day.</p> <p><u>Writing Grammar and Punctuation</u> Multi clause sentences throughout the piece. Punctuated with full stops, capital letters, exclamation marks, dashes, brackets for parenthesis and occasional comma after a fronted adverbial. Commas clarify meaning. Subordinate clauses introduced to explain the information given. Prepositional phrase is used to describe and specify; e.g that swishes into the cold breeze. Relative Clause to add information; e.g who ended up killing 40 million people.... Fronted subordinate clauses; e.g As most people were nomads. Noun phrases used to describe and specify; e.g boney fingers, jet black egg. Expanded Noun Phrases to describe and specify; e.g towering, soaring, lofty tree. Inverted commas for direct speech. Ellipsis. Apostrophes for contractions.</p>	<p>Formal tone for biography. Simple cohesive devices are used to aide reader; e.g As a child, Later on. Adverb opener sets the scene; e.g Wearily First Person Description.</p> <p><u>Writing Grammar and Punctuation</u> Brackets for parenthesis to add detail; e.g snakes, which can sometimes spit out raging acid. Noun phrases used to describe and specify; e.g dark ,deep, burrow Question Marks Hyphens Exclamation Marks Expanded Noun Phrase to describe and specify; e.g a very rare reptile with its majestic crest and its terrifying teeth Subordinate clause to add more about why it is a carnivore; e.g so it feeds on small birds and insects. Colon used although not accurately Single piece punctuated with brackets, commas after fronted adverbial although not always consistently and capital letters and full stops. Co-ordinating conjunctions; e.g half of the rain forests have been cut down and we can still breathe ok. Modal verbs are used to indicate degrees of possibility.</p>	<p>Powerful word choices, similes and personification are used to give vivid images and create atmosphere; e.g surge of warmness envelope her fragile body. Letter in formal tone, with a switch In 2nd and 3rd paragraphs Letter concludes with a proposal</p> <p><u>Writing Grammar and Punctuation</u> Relative Clause; e.g who are nocturnal creatures Punctuated with commas after fronted adverbials, a colon before a list, dashes and brackets for parenthesis and inverted commas for direct speech Expanded Noun phrases to describe and specify; e.g colossal twister, a gigantic cloud Preposition of cause; e.g because of the tornado. Single dashes. Question Marks. Colons. Subordinate clause; e.g but today it saved my life. Multi-clause sentences. Single clause sentence contrasted with a multi-clause sentence for emphasis; e.g This was Charmouth. Lizzie loved it here. Semi Colon used.</p>
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	<p>Punctuation includes commas after fronted adverbials, brackets, exclamation marks, apostrophes for possession and a question mark.</p> <p>Noun phrases used to describe and specify; e.g the over-grown insect, the abandoned swap.</p> <p>Evidence of hyphens, commas, full stops and capital letters.</p>	<p>Fronted subordinate clause; e.g. Because you already have an amazing hotel.</p> <p>Modal verbs used to indicate degrees of possibility; e.g could.</p> <p>Adverb to indicate a degree of possibility; e.g Surely.</p>
<p>Working Towards</p> <p>The pupil can, with increasing independence:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes. • Use a range of conjunctions. • Use some adverbs and prepositions. • Use paragraphs to organise ideas. • In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings and sub-headings). • In narratives, create settings, characters and simple plot. • Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. • Use some direct speech, punctuating it mostly correctly. • Make some use of fronted adverbials, punctuating them correctly. • Use and maintain the appropriate verb tense in most of their writing. • Spell correctly most of the words from the year 3/4 spelling list. • Write legibly using mostly joined handwriting. 	<p>Expected</p> <p>The pupil can, with increasing independence:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes showing some awareness of the intended audience. • Use a range of devices to build cohesion across paragraphs (e.g. conjunctions, adverbials, pronouns). • Create a link between the first and last paragraphs in non-narrative writing. • Vary sentence structure to reflect what the writing requires, including the use of subordinating conjunctions and embedded clauses to add interest and detail. • Use some parenthesis to add information, using correct punctuation. • Integrate dialogue in narratives, using correct punctuation. 	<p>Greater Depth</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences. • Use vocabulary precisely to describe characters, settings and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Use a range of devices to build cohesion within and across paragraphs. • Use parenthesis effectively to support the reader. • Use verb tenses consistently and correctly throughout their writing. • Use the range of punctuation taught at Key Stage 2 mostly correctly. • Spell correctly many words from the Y5/6 spelling list.

<ul style="list-style-type: none"> Identify and correct some spelling and punctuation errors in their own work. 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction and possession correctly. Use Standard English in most writing, unless for effect. Spell correctly some words from the Year 5/6 spelling list. Identify and correct spelling and punctuation errors in their own work and use a dictionary when necessary. Write legibly using joined handwriting in most work. 	
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National Curriculum Expectations	Skills/Knowledge	Strategies to support
<p>Proofreading For spelling and punctuation errors</p>	Punctuation – as per appendix 1 Spelling knowledge and rules – as per appendix 1 Ability to identify errors with increasing independence Dictionary skills	Paired reading aloud to support peer marking Spot the error Model proof reading Use of more challenging word mats and dictionaries Personalised checklists
<p>Editing evaluate and edit by:</p> <ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural 	Grammar knowledge – as per appendix 1 Automatically re-reading to check for consistency Reading – wide range of grammatical structures	Contextual grammar teaching Success criteria and checklists Peer marking and editing Editing stations Spot the error and explain correction Sentence games – wider range of grammar and punctuation Slow writing
<p>Refining</p>	Features of form/genre	Shared and collaborative writing

<p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - distinguishing between the language of speech and writing and choosing the appropriate register 	<p>Clarity of purpose and audience – wider range, including more formal contexts</p> <p>Reading and evaluating effective vocabulary, sentence structures, etc.</p> <p>Standard English</p> <p>Colloquial English</p> <p>Figurative language</p>	<p>Adapting writing for different purposes and audiences</p> <p>Personalised checklists</p> <p>Writing conferences</p> <p>Discussion of effective vocabulary, grammar and punctuation in quality texts – and children's writing</p> <p>Text marking and annotation</p> <p>Focused improvement across whole texts</p>
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