

Writing Progression | Year 5

Writing Composition	Writing Transcription and Vocabulary, Grammar and Punctuation	Text Types and Context		
<p>(Key performance indicators in bold)</p> <p>Planning</p> <p>Plan writing by:</p> <ul style="list-style-type: none">• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own• noting and developing initial ideas, drawing on reading and research where necessary• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Drafting</p> <p>Draft and write by:</p> <ul style="list-style-type: none">• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• précising longer passages <p>Structure</p> <ul style="list-style-type: none">• Using a wide range of devices to build cohesion within and across paragraphs• Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p>Range and devices</p> <ul style="list-style-type: none">• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action <p>Edit and proof-read</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• ensuring the consistent and correct use of tense throughout a piece of writing• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• Proof-read for spelling and punctuation errors <p>Evaluate own writing</p> <ul style="list-style-type: none">• Evaluate and edit by assessing the effectiveness of their own and others’ writing <p>Oral presentation of writing</p> <ul style="list-style-type: none">• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear	<p>Vocabulary, grammar and punctuation Text</p> <ul style="list-style-type: none">• Learning the grammar for Years 5 and 6 in English Appendix 2• Devices to build cohesion within a paragraph (eg then, after, that, this, firstly)• Linking ideas across paragraphs using adverbials of time eg later, place eg nearby and number eg secondly or tense choices eg he had seen her before <p>Sentence Construction</p> <ul style="list-style-type: none">• Develop their understanding of the concepts set out in English Appendix 2 by:• Using modal verbs or adverbs to indicate degrees of possibility• Using the perfect form of verbs to mark relationships of time and cause• Using expanded noun phrases to convey complicated information concisely <p>Punctuation</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none">• Using commas to clarify meaning or avoid ambiguity in writing• Using brackets, dashes or commas to indicate parenthesis <p>Terminology</p> <ul style="list-style-type: none">• Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity <p>Writing Transcription</p> <ul style="list-style-type: none">• Can convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]• Understands verb prefixes [for example, dis–, de–, mis–, over– and re–]• Uses dictionaries to check the spelling and meaning of words• Spells some words with ‘silent’ letters [for example, knight, psalm, solemn]• Continues to distinguish between homophones and other words which are often confused• Uses knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1• Uses a thesaurus.• Writes legibly, fluently and with increasing speed• Chooses which shape of a letter to use when given choices and decides whether or not to join specific letters• Chooses the writing implement that is best suited for a task.	<p>Autumn</p> <ul style="list-style-type: none">• Narrative: The Giant’s Necklace – setting and description, alternative ending,• Recount: newspaper report – The Lighthouse• Report: Information Beach safety• Explanation: formation of beaches	<p>Spring (Egyptians)</p> <ul style="list-style-type: none">• Narrative: The Eye of the Storm• Non-chronological report: Ancient Egypt• What was the greatest achievement by each ancient civilisation?• Instructions: How to mummify a pharaoh• Discussion: balanced argument re school issue eg homework/uniform	<p>Summer (Early Islamic Civilisation)</p> <ul style="list-style-type: none">• Narrative: Setting description of Ancient Baghdad• Narrative: Fallen Angel• Recount: biography – Linked to BAME figures from Space Race• Report: Pandora• Persuasion: letter re rainforest• Poetry: Slam poetry
		<p>Possible Writing Stimuli</p> <ul style="list-style-type: none">• The Jar Wizard (Once upon a picture)• The Giant’s Necklace (Michael Morpurgo)• The 'Where on Earth?' Book of: Rivers (Susie Brooks)	<p>Possible Writing Stimuli</p> <ul style="list-style-type: none">• The Egyptian Cinderella (Shirley Climo and Ruth Heller)• Secrets of a Sun King (Emma Carroll)• Ancient Egypt: Tales of Gods and Pharaohs (Marcia Williams) <p>Further book ideas at https://www.booksfortopics.com/ancient-egypt</p>	<p>Possible Writing Stimuli</p> <ul style="list-style-type: none">• The History Detective Investigates: Early Islamic Civilization (Claudia Martin)• Daily Life in the Islamic Golden Age (Don Nardo)• Sinbad the Sailor (Marcia Williams)
		<p>Spelling</p>		
		<p>Year 5 Statutory requirements:</p> <ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them• spell some words with ‘silent’ letters (rarer GPCs) [for example, knight, psalm, solemn]• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1• use dictionaries to check the spelling and meaning of words• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• use a thesaurus• proof-read for spelling errors		
		<p>Autumn</p> <p>Spelling Shed Units</p> <ol style="list-style-type: none">1. Words ending in ‘-ious.’2. Words ending in ‘-cious.’3. Ending ‘-cial’ and ‘-tial.’4. Ending ‘-cial’ and ‘-tial.’5. Ending ‘-cial’ and ‘-tial.’6. Challenge words7. Words ending in ‘-ant.’8. Words ending in ‘-ance.’9. Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu.10. Words ending in ‘-able’ and ‘-ible.’11. Words ending in ‘-ably’ and ‘-ibly.’12. Challenge Words	<p>Spring</p> <p>Spelling Shed Units</p> <ol style="list-style-type: none">13. Words ending in ‘-able.’14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.15. Adding suffixes beginning with vowel letters to words ending in –fer.16. Words with ‘silent’ letters at the start.17. Words with ‘silent’ letters18. Challenge Words19. Words spelled with ‘ie’ after c.20. Words with the ‘ee’ sound spelled ei after c.21. Words containing the letter string ‘ough’ where the sound is /aw/.22. Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow.23. Adverbs of possibility.24. Challenge Words	<p>Summer</p> <p>Spelling Shed Units</p> <ol style="list-style-type: none">25. homophones or near homophones.26. homophones or near homophones.27. homophones or near homophones.28. homophones or near homophones.29. homophones or near homophones.30. Challenge Words31. Hyphens32. Challenge Words33. Revision: Year 5 words34. Revision: Year 5 words35. Revision: Year 5 words36. Revision: Year 5 words
<p>Learning Spellings</p> <ul style="list-style-type: none">• Learn words taught in new knowledge this term• Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words.• Learn words from personal list (if applicable) <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups</p>				