

# Writing Progression | Year 5

Writing Composition	Writing Transcription and Vocabulary, Grammar and Punctuation	Text Types and Context		
<p><b>(Key performance indicators in bold)</b></p> <p><b>Planning</b> Plan writing by:  <ul style="list-style-type: none"> <li>• <b>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own</b></li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• <b>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</b></li> </ul> <b>Drafting</b> Draft and write by:  <ul style="list-style-type: none"> <li>• <b>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</b></li> <li>• précising longer passages</li> </ul> <b>Structure</b>  <ul style="list-style-type: none"> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• <b>Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</b></li> </ul> <b>Range and devices</b>  <ul style="list-style-type: none"> <li>• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> </ul> <b>Edit and proof-read</b> Evaluate and edit by:  <ul style="list-style-type: none"> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• <b>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</b></li> <li>• <b>Proof-read for spelling and punctuation errors</b></li> </ul> <b>Evaluate own writing</b>  <ul style="list-style-type: none"> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing</li> </ul> <b>Oral presentation of writing</b>  <ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul> </p>	<p><b>Vocabulary, grammar and punctuation</b></p> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>• Learning the grammar for Years 5 and 6 in English Appendix 2</li> <li>• Devices to build cohesion within a paragraph (eg then, after, that, this, firstly)</li> <li>• 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</li> </ul> <p><b>Sentence Construction</b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• <b>Using modal verbs or adverbs to indicate degrees of possibility</b></li> <li>• Using the perfect form of verbs to mark relationships of time and cause</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Indicate grammatical and other features by:</li> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Using brackets, dashes or commas to indicate parenthesis</li> </ul> <p><b>Terminology</b></p> <ul style="list-style-type: none"> <li>• Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity</li> </ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"> <li>• <b>Can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</b></li> <li>• Understands verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>• <b>Uses dictionaries to check the spelling and meaning of words</b></li> <li>• Spells some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• Continues to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• Uses a thesaurus.</li> <li>• <b>Writes legibly, fluently and with increasing speed</b></li> <li>• Chooses which shape of a letter to use when given choices and decides whether or not to join specific letters</li> <li>• Chooses the writing implement that is best suited for a task.</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Narrative: The Giant's Necklace – setting and description, alternative ending,</li> <li>• Recount: newspaper report – The Lighthouse</li> <li>• Report: Information Beach safety</li> <li>• Explanation: formation of beaches</li> </ul> <p><b>Possible Writing Stimuli</b></p> <ul style="list-style-type: none"> <li>• The Jar Wizard (Once upon a picture)</li> <li>• The Giant's Necklace (Michael Morpurgo)</li> <li>• The 'Where on Earth?' Book of: Rivers (Susie Brooks)</li> </ul> <p><b>Spring (Egyptians)</b></p> <ul style="list-style-type: none"> <li>• Narrative: The Eye of the Storm</li> <li>• Non-chronological report: Ancient Egypt</li> <li>• What was the greatest achievement by each ancient civilisation?</li> <li>• Instructions: How to mummify a pharaoh</li> <li>• Discussion: balanced argument re school issue eg homework/uniform</li> </ul> <p><b>Summer (Early Islamic Civilisation)</b></p> <ul style="list-style-type: none"> <li>• Narrative: Setting description of Ancient Baghdad</li> <li>• Narrative: Fallen Angel</li> <li>• Recount: biography – Linked to BAME figures from Space Race</li> <li>• Report: Pandora</li> <li>• Persuasion: letter re rainforest</li> <li>• Poetry: Slam poetry</li> </ul> <p><b>Possible Writing Stimuli</b></p> <ul style="list-style-type: none"> <li>• The Egyptian Cinderella (Shirley Climo and Ruth Heller)</li> <li>• Secrets of a Sun King (Emma Carroll)</li> <li>• Ancient Egypt: Tales of Gods and Pharaohs (Marcia Williams)</li> </ul> <p>Further book ideas at <a href="https://www.booksfortopics.com/ancient-egypt">https://www.booksfortopics.com/ancient-egypt</a></p>	<p><b>Spelling</b></p> <p><b>Year 5 Statutory requirements:</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters (rarer GPCs) [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> <li>• proof-read for spelling errors</li> </ul> <p><b>Autumn</b></p> <p><b>Spelling Shed Units</b></p> <ol style="list-style-type: none"> <li>1. Words ending in '-ious.'</li> <li>2. Words ending in '-cious.'</li> <li>3. Ending '-cial' and '-tial.'</li> <li>4. Ending '-cial' and '-tial.'</li> <li>5. Ending '-cial' and '-tial.'</li> <li>6. Challenge words</li> <li>7. Words ending in '-ant.'</li> <li>8. Words ending in '-ance.'</li> <li>9. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu.</li> <li>10. Words ending in '-able' and '-ible.'</li> <li>11. Words ending in '-ably' and '-ibly.'</li> <li>12. Challenge Words</li> </ol> <p><b>Spring</b></p> <p><b>Spelling Shed Units</b></p> <ol style="list-style-type: none"> <li>13. Words ending in '-able.'</li> <li>14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</li> <li>15. Adding suffixes beginning with vowel letters to words ending in -fer.</li> <li>16. Words with 'silent' letters at the start.</li> <li>17. Words with 'silent' letters</li> <li>18. Challenge Words</li> <li>19. Words spelled with 'ie' after c.</li> <li>20. Words with the 'ee' sound spelled ei after c.</li> <li>21. Words containing the letter string 'ough' where the sound is /aw/.</li> <li>22. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.</li> <li>23. Adverbs of possibility.</li> <li>24. Challenge Words</li> </ol> <p><b>Summer</b></p> <p><b>Spelling Shed Units</b></p> <ol style="list-style-type: none"> <li>25. homophones or near homophones.</li> <li>26. homophones or near homophones.</li> <li>27. homophones or near homophones.</li> <li>28. homophones or near homophones.</li> <li>29. homophones or near homophones.</li> <li>30. Challenge Words</li> <li>31. Hyphens</li> <li>32. Challenge Words</li> <li>33. Revision: Year 5 words</li> <li>34. Revision: Year 5 words</li> <li>35. Revision: Year 5 words</li> <li>36. Revision: Year 5 words</li> </ol>	<p><b>Learning Spellings</b></p> <ul style="list-style-type: none"> <li>• Learn words taught in new knowledge this term</li> <li>• Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words.</li> <li>• Learn words from personal list (if applicable)</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from <b>Y5/6 word list groups</b></p>