

Progression in Writing – Year 5

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Grammar and Punctuation collective nouns cohesion parenthesis dash bracket hyphen semi-colon prepositional phrase relative clause relative pronoun subordinating/ coordinating conjunctions genre	<ul style="list-style-type: none"> ➤ Revise common, proper and introduce collective & abstract nouns ➤ Revise word classes and sentence types taught up to Y4 ➤ Revise how to use inverted commas to punctuate direct speech ➤ Revise how to use commas in lists and to separate clauses ➤ Identify and use rhetorical questions within writing ➤ Compose expanded noun phrases and evaluate effectiveness ➤ Use a colon to introduce lists and add detail ➤ Use modal verbs to indicate degrees of possibility ➤ Identify and use adverbials in different positions within the sentence and evaluate effect ➤ Identify and use coordinating and subordinating conjunctions ➤ Write sentences using relative clauses and identify the relative pronoun 	<ul style="list-style-type: none"> ➤ Identify a range of determiners ➤ Identify a range of prepositions/ prepositional phrases in sentences e.g. He was <i>in bed</i>/I met them <i>after the party</i>. ➤ Revise present and perfect tense ➤ Use apostrophes correctly for omission and possession ➤ Show parenthesis using comma and brackets ➤ Identify and use imperative verbs ➤ Identify and use fronted adverbials ensuring correct use of a comma ➤ Build cohesion in paragraphs using adverbs, time connectives and conjunctions ➤ Write in the first and third person and use the correct pronoun ➤ Punctuate using bullet point ➤ Experiment with verb tenses within a piece of writing e.g. <i>a section of the text may be written in 1st person- present tense to add suspense and drama</i> ➤ Revise verbs in progressive tense ➤ Convert nouns and adjectives to verbs using suffixes 	<ul style="list-style-type: none"> ➤ Revise word classes ➤ Consolidate embedded clauses using comma, dash or brackets to indicate parenthesis ➤ Accurately demarcate direct speech and interrupted speech; to write reported speech ➤ Use adverbs of manner, time, place, degree, frequency and certainty to add cohesion to writing ➤ Revise modal verbs ➤ Use a semi-colon to break up clauses in a sentence ➤ Use hyphens to form compound nouns ➤ Use prefixes to change the meaning of verbs ➤ Use commas and begin to use dashes to mark boundaries between clause ➤ Use synonyms to improve sentences ➤ Write a range of sentence types including: relative clauses, subordinating and coordinating conjunctions ➤ Introduce the passive and active voice

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Spelling	<ul style="list-style-type: none"> ➤ Write, from memory, simple sentences dictated by the teacher that include words from the Y5 and Y6 common exception rules ➤ Use the first three or four letters of a word to check meaning, spelling or both of these in a dictionary 		
Spelling Shed Scheme Level 5	<ul style="list-style-type: none"> ➤ Words ending in ‘-ious.’ ➤ Words ending in ‘-cious.’ ➤ Ending ‘-cial’ and ‘-tial.’ ➤ Words ending in ‘-ant. ➤ Words ending in ‘-ance ➤ Use –entand -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. ➤ Words ending in ‘-able’ and ‘-ible ➤ Words ending in ‘-ably’ and ‘-ibly.’ Challenge Words 	<ul style="list-style-type: none"> ➤ Words ending in ‘-able.’ ➤ Adverbs of time (temporal adverbs) these are words to develop chronology in writing. Adding suffixes beginning with vowel letters to words ending in –fer. ➤ Words with ‘silent’ letters at the start Words with ‘silent’ letters ➤ Words with the ‘ee’ sound spelled ei after c. ➤ Words containing the letter string ‘ough’ where the sound is /aw/ ➤ Words containing the letter string ‘ough’ Adverbs of possibility ➤ Challenge Words 	<ul style="list-style-type: none"> ➤ Homophones or near homophones ➤ Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. ➤ Challenge Words ➤ Revision of Level 5 spellings
Handwriting	<ul style="list-style-type: none"> ➤ Increase the pace and fluency of their handwriting; to aim for a consistent, legible, cursive joined style ➤ Be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version 		
Planning, Writing & Editing	<ul style="list-style-type: none"> ➤ Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ➤ Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details ➤ Consistently link ideas across paragraphs ➤ Proofread their work to assess the effectiveness of their own and others’ writing and to make necessary corrections and improvements 		
Awareness of audience/ purpose and structure	<p>To consistently produce a range of sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear</p>		