




Year 5 Writing Progression

Year 5							
<p>Grammatical Terminology to teach</p> <p>Year 4 review determiner, pronoun, possessive pronoun, adverbial</p> <p>Year 5 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>							
Autumn 1							
<p>Supporting text/s:</p>    <p>National Poetry Day</p>	<p>Spelling:</p> <ul style="list-style-type: none"> • spell some words with 'silent' letters • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance 	<p>Grammar:</p> <ul style="list-style-type: none"> • use a thesaurus • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<p>Punctuation:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns 	<p>Oracy:</p>	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary <p>Drafting:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary • in narratives, describing settings, characters • using further organisational 	<p>Transcription:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting • write from memory simple 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Legend • Biography • Recount • Poetry - nature inspired

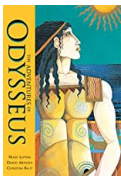
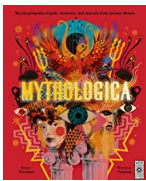
Year 5 Writing Progression

	<p>from Appendix 1 as set out in the Home Learning overview</p> <ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words 				<p>and presentational devices to structure text and to guide the reader</p> <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • ensuring the consistent and correct use of tense throughout a piece of writing • proofread for spelling and punctuation errors, using the Brecknock Marking code 	<p>sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	
Autumn 2							
Supporting text/s:	<p>Spelling:</p> <ul style="list-style-type: none"> • continue to distinguish between homophones and other 	<p>Grammar:</p> <ul style="list-style-type: none"> • using expanded noun phrases to convey complicated 	<p>Punctuation:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in 	Oracy:	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on 	<p>Transcription:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Writing in role • Missing scene • Information

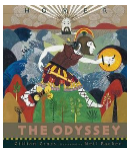
Year 5 Writing Progression

	<p>words which are often confused</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • use dictionaries to check the 	<p>information concisely</p> <ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun 	<p>writing</p> <ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis 		<p>reading and research where necessary</p> <p>Drafting:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary • in narratives, describing settings, characters and atmosphere • using further organisational and presentational devices to structure text and to guide the reader <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • ensuring the consistent and correct use of tense throughout a piece of 	<p>join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>text</p> <ul style="list-style-type: none"> • Poetry - kenning
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Year 5 Writing Progression

	spelling and meaning of words				writing <ul style="list-style-type: none"> • ensuring correct subject and verb agreement when using singular and plural • proofread for spelling and punctuation errors using the Brecknock Marking code 		
Spring 1							
Supporting text/s:  	Spelling: <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the spelling of some words 	Grammar: <ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely • using the perfect form of verbs to mark relationships of time and cause • converting nouns or 	Punctuation: <ul style="list-style-type: none"> • using and punctuating direct speech (including punctuation within and surrounding inverted commas) • using commas to clarify meaning or avoid ambiguity in writing 	Oracy:	Composition: <p>Planning:</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary <p>Drafting:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such 	Transcription: <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	Writing outcomes: <ul style="list-style-type: none"> • Myth • Report - olympics • Monster - character desc • Poetry - epic




Year 5 Writing Progression

	<p>needs to be learnt specifically, as listed in Appendix 1</p> <ul style="list-style-type: none"> • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • use dictionaries to check the spelling and meaning of words 	<p>adjectives into verbs</p> <ul style="list-style-type: none"> • devices to build cohesion, including adverbials of time, place and number • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun 	<ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis 		<p>choices can change and enhance meaning</p> <ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to 		
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Year 5 Writing Progression

					<p>enhance effects and clarify meaning</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 • proofread for spelling and punctuation errors using the Brecknock Marking code 		
Spring 2							
Supporting text/s:	Spelling: <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them 	Grammar: <ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information 	Punctuation: <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing 	Oracy:	Composition: <p>Planning:</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and 	Transcription: <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding 	Writing outcomes: <ul style="list-style-type: none"> • Setting description • Information text


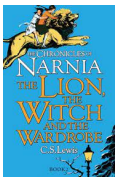
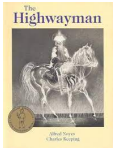
Year 5 Writing Progression

  	<ul style="list-style-type: none"> • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • use dictionaries to check the spelling and meaning of words 	<p>concisely</p> <ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility • converting nouns or adjectives into verbs • devices to build cohesion, including adverbials of time, place and number • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun 	<ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis 		<p>research where necessary</p> <p>Drafting:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings and atmosphere • 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 <p>Editing:</p>	<p>whether or not to join specific letters</p> <ul style="list-style-type: none"> • choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • Persuasive text (rivers sustainability) • WBD narrative
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Year 5 Writing Progression

					<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 • ensuring correct subject and verb agreement when using singular and plural • distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors using the Brecknock Marking code 		
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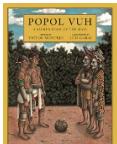
Year 5 Writing Progression

Summer 1							
<p>Supporting text/s:</p>   	<p>Spelling:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview 	<p>Grammar:</p> <ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • converting nouns or adjectives into verbs • devices to build cohesion, including adverbials of time, place and number • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun 	<p>Punctuation:</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>Oracy:</p>	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary <p>Drafting:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and 	<p>Transcription:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Discussion text • Fantasy story • Poetry - figurative

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	<ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words 				<p>advance the action</p> <ul style="list-style-type: none"> • précision longer passages • using a wide range of devices to build cohesion within and across paragraphs <p>Editing:</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 		
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Year 5 Writing Progression

					<p>register</p> <ul style="list-style-type: none"> • proofread for spelling and punctuation errors using the Brecknock Marking code 		
Summer 2							
<p>Supporting text/s:</p>  	<p>Spelling:</p> <ul style="list-style-type: none"> • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning 	<p>Grammar:</p> <ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility • using the perfect form of verbs to mark relationships of time and cause • converting nouns or adjectives into verbs • devices to build cohesion, including adverbials of time, place and 	<p>Punctuation:</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>Oracy:</p>	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary <p>Drafting:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing 	<p>Transcription:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Playscript • Myth • Non-chron. Report • Discussion text

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	overview	<p>number</p> <ul style="list-style-type: none"> • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun 			<p>settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> • précision longer passages • using a wide range of devices to build cohesion within and across paragraphs <p>Editing:</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 		
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Year 5 Writing Progression

					<ul style="list-style-type: none">•distinguishing between the language of speech and writing and choosing the appropriate register• proofread for spelling and punctuation errors using the Brecknock Marking code		
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