

English - Writing Progression: Year 5

Spelling	<ul style="list-style-type: none"> *Words with the /i:/ (<i>she, bead, see, scheme, chief</i>) sound spelt ei after c *Words containing the letter-string ough *Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) *Homophones and other words that are often confused (e.g. affect/effect) *Words ending in -ible / -able / -ibly / -ably *Use of the hyphen (<i>Y6 punctuation</i>) *words from the statutory Y5/6 word list *words from the statutory Y3/4 word list *plurals *apostrophes for contraction & possession *Use a dictionary *Use a thesaurus *Proof-reading
Handwriting <i>(Years 5 & 6)</i>	<p>Revision and ongoing assessment of letter formation, sizing & positioning and joins</p> <p>Practise improving fluency and presentation</p>
Composition <i>(Introduced in Year 35 & reinforced in Year 6)</i>	<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 their 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 *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 advance the action *precising longer passages *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] *assessing the effectiveness of their own and others' writing *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 *perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Word Level <i>(Vocab & Grammar)</i>	<ul style="list-style-type: none"> *Converting nouns or adjectives into verbs using suffixes *Verb prefixes (<i>Y3 and Y4 spelling</i>)
Sentence Level <i>(Vocab & Grammar)</i>	<ul style="list-style-type: none"> *Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an implied (i.e. omitted) relative *Indicating degrees of possibility using adverbs or modal verbs pronoun *Using expanded noun phrases to convey complicated information concisely *Correct use of I and me
Text Level <i>(Vocab & Grammar)</i>	<ul style="list-style-type: none"> *Devices to build cohesion within a paragraph *Linking ideas across paragraphs using adverbials of time, place and number or tense choices *Use the perfect form of verbs to mark relationships of time and cause (<i>Y3 text level</i>)
Punctuation	<ul style="list-style-type: none"> *Brackets, dashes or commas to indicate parenthesis *Use of commas to clarify meaning or avoid ambiguity in writing *Use of commas for relative clauses
VGPS Terminology	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>