

Y5: Writing Progression

Composition	Transcription	Spelling	Common exception words:	Homophones and near-homophones	Terminology for pupils
<p>Plan: Identify audience and purpose, select appropriate form Note and develop initial ideas, draw on reading and research narratives - consider how authors develop character and setting</p> <p>Draft and write: Select appropriate grammar and vocabulary and understand how choices enhance meaning narrative – describe setting, character and atmosphere, integrate dialogue to convey character and advance action precise longer passages use wide range of devices to build cohesion within and across paragraphs use organisational and presentational devices</p> <p>Evaluate and edit: assess the effectiveness of writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify ensure consistent use and correct use of tense throughout meaning ensure correct subject and verb agreement when using singular and plural distinguish between language of speech and writing – choosing appropriate register Proofread for spelling and punctuation errors Perform own compositions using intonation, volume and movement</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>spell some words with silent letters (solemn, psalm)</p> <p>distinguish between homophones and others words which are often confused</p> <p>use knowledge of morphology and etymology and understand spelling some words need to be learnt specifically</p> <p>use dictionary to check spelling and meaning</p> <p>use thesaurus</p>	<p>Words ending in -cious -tious</p> <p>Words ending -cial -tial</p> <p>Words ending -ant, -ance/--ancy, -ent, -ence/-ency</p> <p>Words ending -able, -ible, -ably, -ibly</p> <p>Suffixe -fer</p> <p>Prefix di-, de-, mis-, over-, and re-</p> <p>Use of hyphen</p> <p>Words with ei after c</p> <p>Letter string 'ough'</p> <p>Words with silent letters</p>	<p>accommodate, accompany, according, achieve, aggressive amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy farther/further/ father guessed/guest heard/herd led/lead morning/mourning past/passed precede/proceed principal/principle profit/prophet stationary/ stationery steal/ steel wary/weary who's/whose</p>	<p>preposition, conjunction, word family prefix clause subordinate clause coordinating clause relative clause direct/reported speech inverted commas present perfect form cohesion cohesive devices ambiguity modal verbs <u>active and passive voice</u> apostrophe for plural possession adverbial adverbial phrase determiner possessive pronoun relative pronoun relative clause brackets (parenthesis) personification, simile, onomatopoeia, metaphor, comparative, alliteration superlative, rhetorical questions colon/semi colon</p>

Y5: Instructions

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
Consolidate work from previous learning.	Sentence length varied e.g short/long.	Don't forget to..	Fronted adverbials	<u>Noun</u> Locate and identify expanded noun phrases.	Consolidate all previous learning.
Can write accurate instructions for complicated processes.	Wide range of subordinate connectives e.g. whilst, until, despite.	Be careful of...	Imperative verbs	<u>Verbs</u> Use modal verbs.	Brackets
Can write imaginative instructions using flair and humour.		Don't worry about...	Rhetorical questions	Prefixes for verbs; dis, de, mis, over, ise, ify.	Dashes
		It is vital to	Relative clause	Convert adjectives in verbs using suffixes; ate, ise, ify.	Colons
		It is essential to remember...	Parenthesis	Choose appropriate adjectives	Semi colons
		Concentrate on...	Comparative	<u>Adjectives</u>	
		At this point...	Superlative	<u>Connectives/conjunctions</u> Use a wide range of connectives.	
		It is essential to...	Simile	<u>Tense</u> Change tense according to features of the genre.	
			Alliteration	<u>Adverbs</u> Know what an adverbial phrase is.	
			<u>Rhyme</u>	Fronted adverbials	
			<u>Pun</u>	Comma after fronted adverbials.	
				Adverbials of time, place and number.	

Y5: Recount (experiences, diary, police report, sport report)

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
Developed introduction and conclusion including elaborated personal response.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement.	As it happened As a result of Consequently Subsequently	Fronted adverbials Expanded noun phrases Imperative verbs Relative clause	<u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over,ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.	Consolidate all previous learning. Brackets Dashes
Description of events are detailed and engaging.	e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite.	Unlike the rest of the group, I felt... In a flash... Presently	<u>Active/Passive voice</u> Rhetorical questions Reported/Direct speech Comparative / Superlative	Adjectives Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives.	Colons Semi colons
The information is organized chronologically with clear signals to the reader about time, place and personal response.		Meanwhile In conclusion The experience overall..	Parenthesis <u>Senses</u> <u>Alliteration</u> <u>Repetition</u> <u>Personification</u> <u>Onomatopoeia</u> <u>Juxtaposition</u>	<u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	
Purpose of the recount an experience revealing the writer's perspective.					

Y5: Non-Chronological Report

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>The purpose of this report/article is to..</p> <p>The information presented will...</p> <p>Some experts believe... This article is designed to Many specialists consider Firstly I will... It can be difficult ___ will enable you to understand.</p> <p>Unlike Despite Although Like many</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Imperative verbs</p> <p>Rhetorical questions</p> <p>Relative clause</p> <p><u>Active/Passive voice</u></p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p> <p>Varied sentences</p> <p><u>Repetition</u></p> <p>Reported/direct speech</p> <p><u>Pun</u></p> <p><u>Rhyme</u></p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over,ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

Y5: Letters

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace...</p> <p>Unfortunately...</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Imperative verbs</p> <p>Rhetorical questions</p> <p>Relative clause</p> <p><u>Active/Passive voice</u></p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p> <p><u>Tone - Formal/informal language</u></p> <p>Reported/direct speech</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over,ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

Y5: Persuasion (purpose – advert leaflet, argument)

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
Arguments are well constructed that answer the reader's questions.	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...	It appears that... There can be no doubt that.. It is critical..	Fronted adverbials Imperative verbs <i>Rhetorical questions</i>	<u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs.	Consolidate all previous learning. Brackets
The writer understands the impact or the emotive language and thinks about the response.	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally	Fundamentally... How can anyone believe this to be true? Does anyone really believe that?	Varied sentences Relative clause <u>Comparative / Superlative</u>	Prefixes for verbs; dis, de, mis, over,ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.	Dashes Colons Semi colons.
Information is prioritised according to the writer's point of view.	Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout...	As everyone knows, I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal, Unique, Unmissable Horribly, You will be... Don't.. Take a moment to... Isn't it time to...? Worried about...	<u>Alliteration</u> <u>Powerful and emotive language</u> <u>Hyperbole</u> <u>Idioms e.g. face the music; it's raining cats and dogs</u> <u>Reported/direct speech</u> <u>Tone: formal/informal</u>	Adjectives Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	

Y5: Biography

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>In (insert year) at the age of.....he/she...</p> <p>The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had...</p> <p>Nobody is sure why...</p> <p>In spite of...</p> <p>His/Her lasting legacy is that...</p>	<p>Fronted adverbials</p> <p>Imperative verbs</p> <p>Expanded noun phrases</p> <p>Relative clause</p> <p><u>Active/Passive voice</u></p> <p>Rhetorical questions</p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p> <p><u>Pun</u></p> <p><u>Simile, metaphor</u></p> <p>Reported/direct speech</p> <p><u>Tone: formal/informal</u></p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over,ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

Y5: Balanced Argument (purpose – speech, essay, letter)

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both view points are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</p>	<p>It strikes me that... My intention is to... To do this I will... As I see it...</p> <p>It appears to me... Naturally... It is precisely because... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...</p>	<p>Fronted adverbials</p> <p>Imperative verbs</p> <p>Rhetorical questions</p> <p><u>Active/Passive voice</u></p> <p><u>Comparative / Superlative</u></p> <p>Relative clause</p> <p><u>Alliteration</u></p> <p><u>Powerful and emotive language</u></p> <p><u>Juxtaposition</u></p> <p><u>Hyperbole</u></p> <p><u>Tone: formal/informal</u></p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

Y5: Newspaper

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>Until this is resolved... Unfortunately...</p> <p>Chaos ensued...</p> <p>Many panicked when...</p> <p>He disputed...</p> <p>She refused to accept that...</p> <p>The parents agreed that...</p> <p>Witnesses...</p> <p>Pupils emphasized... They spoke to... In addition to this...</p>	<p>Fronted adverbials</p> <p>Imperative verbs</p> <p>Rhetorical questions</p> <p><u>Active/Passive voice</u></p> <p>Relative clause</p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p> <p><u>Juxtaposition</u></p> <p><u>Tone: formal/informal</u></p> <p>Reported/direct speech</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over,ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

Y5: Narrative

Text Structure	Sentence	Useful Vocabulary	Grammar and Literary Devices	Word Classes	Punctuation
<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolutionshape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hidethe doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clausesare used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Year 5 ambitious vocabulary used</p>	<p>Fronted adverbials</p> <p>Imperative verbs</p> <p>Rhetorical questions</p> <p>Varied sentences</p> <p>Active/passive voice</p> <p>Expanded noun phrases</p> <p><u>Comparative / Superlative</u></p> <p><u>Alliteration</u></p> <p><u>Senses</u></p> <p><u>Simile, metaphor</u></p> <p><u>Repetition</u></p> <p><u>Personification</u></p> <p><u>Onomatopoeia</u></p> <p>Dialogue</p> <p>Relative clause</p>	<p><u>Noun</u> Locate and identify expanded nounphrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over,ise, ify. Convert adjectives in verbs usingsuffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features ofthe genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>