

Year 5 Writing Progression

Range of writing	<ul style="list-style-type: none"> • Fiction: myths, legends, stories from other cultures, stories with historical settings, film and play script. • Non-fiction: newspapers, information texts, formal reports, persuasive texts, discussion texts. • Poetry: classic narrative poems, poems with figurative language, poems with a structure. 			
	Key Learning	Autumn Term	Spring Term	Summer Term
Spelling	Follow the progression of your Spelling Programme to ensure pupils have sufficient practice to master the Y5 spelling objectives.			
Handwriting	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y5 handwriting objectives.			
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Create multi-clause sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill. • Create multi-clause sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead. 	<ul style="list-style-type: none"> • Create multi-clause sentences by adding a relative clause using a relative pronoun: who, which, where, whose, when, that e.g. Prince Llewellyn had a baby son who was his pride and joy. • Using relative pronouns who, which, where, whose, when, that, create multi-clause sentences by using relative clauses, both at the end of sentences and embedded within, e.g. The animals watched the man who had been chopping down the tree. The man, who had been chopping down the tree, stopped to rest. • Create multi-clause sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead. 		
	<ul style="list-style-type: none"> • Create and punctuate multi-clause sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap. • Create and punctuate multi-clause sentences using ing opening clauses e.g. Grinning with anticipation, Paul launched himself from the diving board. 	<ul style="list-style-type: none"> • Create and punctuate multi-clause sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap. 	<ul style="list-style-type: none"> • Create and punctuate multi-clause sentences using ing opening clauses e.g. Grinning with anticipation, Paul launched himself from the diving board. 	
	<ul style="list-style-type: none"> • Demarcate multi-clause sentences using commas in order to clarify meaning. 		<ul style="list-style-type: none"> • Demarcate multi-clause sentences using commas in order to clarify meaning. 	<ul style="list-style-type: none"> • Demarcate multi-clause sentences using commas in order to clarify meaning, including those which have relative clauses.
	<ul style="list-style-type: none"> • Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. 		<ul style="list-style-type: none"> • Identify and use commas to indicate parenthesis, e.g. The lighthouse, which had been abandoned for years, towered above the town. 	
	<ul style="list-style-type: none"> • Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa 			<ul style="list-style-type: none"> • Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa. • Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.
	<ul style="list-style-type: none"> • Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. 	<ul style="list-style-type: none"> • Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. 		
	<ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. 		<ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. 	
	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely e.g. carnivorous predators with 	<ul style="list-style-type: none"> • Explore, identify, collect and use noun phrases e.g. Gelert stared in horror at the 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey information concisely, e.g. Ole Kirk Christiansen was a 	

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	surprisingly weak jaws and small teeth.	upturned crib with splatters of blood and scratch marks.	respected carpenter with his own company.	
	<ul style="list-style-type: none"> Use different verb forms appropriately 		<ul style="list-style-type: none"> Explore, identify and use modal verbs correctly Explore, identify and use passive verbs correctly 	<ul style="list-style-type: none"> Select and use verb forms for meaning and effect
Composition: Planning	<ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures. 	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. to persuade my classmates with my speech for a debate using emotive language, statistical information, rhetorical questions, and persuasive words. 		
	<ul style="list-style-type: none"> Use similar writing models. Draw on reading and research. Note and develop ideas. 	<ul style="list-style-type: none"> Plan writing by drawing on a writing model, e.g. chunking a known fiction text, or boxing up a non-fiction text, in preparation for innovation. Develop and clarify ideas through talk, noting key events and vocabulary on a written plan. 	<ul style="list-style-type: none"> Compare two similar texts and, with support, draw on these to create own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. 	<ul style="list-style-type: none"> Drawing on reading and research, create own plan for writing, e.g. read, evaluate and analyse a selection of non-chronological reports before designing the structure and layout of their own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan and phrases.
	<ul style="list-style-type: none"> Think how authors develop characters and settings 	<ul style="list-style-type: none"> Examine how authors develop characters in books e.g. study a short section of text which introduces a character, discuss effect on the reader and make a toolkit of techniques used. 	<ul style="list-style-type: none"> In narrative, create atmosphere by describing characters and setting with correctly punctuated dialogue which advances action. 	
Composition: Drafting & Writing	<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs. 	<ul style="list-style-type: none"> Show characterisation through the use of description and dialogue, e.g. drawing on reading, develop and use a toolkit to write about a character based on a still or moving image. Select appropriate structure, vocabulary and grammar to describe setting, e.g. drawing on reading, develop and use a toolkit to write a setting description based on a still or moving image. 		<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs, e.g. Following modelling, experiment with presenting a short scene from a film as a piece of written prose.
	<ul style="list-style-type: none"> Use different sentence structures with increasing control (see VGP) 	<ul style="list-style-type: none"> Improve a passage prepared by the teacher (e.g. one written using an overused sentence opener or type) with a focus on different sentence structures. 	<ul style="list-style-type: none"> During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). 	<ul style="list-style-type: none"> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).
Evaluating & Editing	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> Proofread to ensure: <ul style="list-style-type: none"> Consistent and correct use of tense throughout. Consistent subject and verb agreement. Spelling and punctuation errors are addressed. 	<ul style="list-style-type: none"> Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Performing	<ul style="list-style-type: none"> Use appropriate intonation and volume. Add movement. Ensure meaning is clear. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. using an authoritative tone when delivering a persuasive speech. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. using intonation in response to commas or dashes which indicate parenthesis. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. performing their own poem.