



St John's Church of England Academy – Writing Progression

Year 5

Writing

Text Types T4W

Fiction – Legends, Fables, Conquering the Monster Tale, Warning Story, Story with historical Setting, Tale of Fear,

Non – Fiction - Discussion, Explanation, Report, Persuasion, Recount

Poetry – Cinquain, Rap

Transcription		Composition		Terminology
Spelling	Handwriting	Composition and Purpose	Vocabulary, Grammar and Punctuation	Ongoing:-
<p>Sufficient evidence shows the ability to...</p> <p>Write from memory, dictated sentences which include words from the ks2 curriculum.</p> <p>Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.</p> <p>Spell correctly words with letters which are not sounded e.g. knight, solemn.</p> <p>Use the hyphen to join a prefix to a root e.g. re-enter.</p> <p>Spell some homophones from the YR 5-6 spelling appendix.</p> <p>Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.</p>	<p>Evidence:</p> <p>Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)</p> <p>Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>	<p>Sufficient evidence shows the ability to...</p> <p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.</p> <p>Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)</p> <p>Use a range of presentational devices, including use of title, subheadings and bullet points.</p> <p>Use dialogue to indicate character and event.</p> <p>Describe characters, settings and plot, with growing precision.</p> <p>Find key words and ideas; begin to write a summary.</p> <p>Evaluate own and others' writing; with direction, proof read, edit and revise.</p>	<p>Sufficient evidence shows the ability to...</p> <p>Write a range of sentence structures which are grammatically accurate.</p> <p>Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.</p> <p>Demarcate sentences correctly. Use comma for a pause in complex sentences.</p> <p>Begin to use punctuation for parenthesis: brackets, commas, dashes.</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.</p> <p>Usually maintain correct tense.</p> <p>Begin to recognise active and passive voice.</p> <p>Identify and select determiners.</p> <p>Choose vocabulary and grammar to suit formal and informal writing, with guidance.</p> <p>Use vocabulary which is becoming more precise.</p> <p>Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.</p>	<p>Preposition</p> <p>Determiner</p> <p>Tense</p> <p>Pronoun-relative</p> <p>Subordinate/relative clause</p> <p>Adverbial /Fronted</p> <p>Alliteration</p> <p>Simile/Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Singular/plural</p> <p>Suffix/Prefix</p> <p>Word family</p> <p>Consonant/vowel</p> <p>Synonym</p> <p>Homonym</p> <p>Introduce</p> <p>Active and Passive voice</p> <p>Subject and object</p> <p>Hyphen</p> <p>Colon/semi-colon</p> <p>Bullet points</p> <p>Ellipsis</p> <p>Antonym</p> <p>Modal verb</p> <p>Parenthesis</p> <p>Bracket</p> <p>Dash</p> <p>Cohesion</p> <p>Ambiguity</p>