



Shotton Hall Primary School

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Successful, Happy, Inspired and Nurtured towards Excellence



Progression in Writing: Year 5

Genres	Text level progression	Sentence Level
<ul style="list-style-type: none"> • Narrative with dilemma (Night bus hero) • Explanation Text • Playscripts • Narrative with fantasy focus (Girl of Ink and Stars) • Recount (diary) • Recount (newspaper – The Three Little Pigs Literacy Shed Version). 	<p><i>Narratives with Dilemmas</i></p> <ul style="list-style-type: none"> • A main character with a tricky dilemma and a limited choice of actions. • Dilemma revealed quickly and makes the reader wait to see how it is resolved. • The narrative makes the wait interesting by adding to the suspense, for example by increasing the complexity or gravity of the dilemma or by threatening the right/ chosen course of action. • Characterisation is fundamental and includes details such as background history or interests. • Characters develop and change over time, usually as a result of the events that take place in the story and particularly as a result of the dilemma they face and their resulting actions. • Description, action and dialogue are all important for developing and deepening 	<ul style="list-style-type: none"> • Recognise vocabulary and structures that are appropriate for formal speech and writing • Recognise passive verbs and begin to use them in formal speech and writing • Begin to use expanded noun phrases to convey complicated information (e.g. The rare and beautiful butterfly, whose blue and green wings are about six inches across and have crimson tips) • Further increase their range of adverbials, including fronted adverbials and recognise and begin to use modal verbs and adverbs to indicate degrees of possibility • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Recognise the perfect form of verbs and begin to use them in formal speech and writing

	<p>character and showing why and how someone has changed.</p> <p>Explanation Text</p> <ul style="list-style-type: none"> • Read and analyse a range of explanatory texts investigating and noting features of impersonal style: complex sentences, passive voice, technical vocabulary and use of words or phrases to make sequential, causal or logical connections. • Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page using as impersonal style, hypothetical language and causal and temporal connections as appropriate. • In shared writing and independently, plan, compose, edit and refine explanatory texts using reading as a source focusing on clarity, conciseness and impersonal style. <p>Playscripts</p> <ul style="list-style-type: none"> • Structural conventions for scripting vary but usually: include name of character and the words they speak, organisational information and stage directions. • Exclusive use of direct speech and the absence of narrative text such as she said. • Any necessary narrative information is provided by stage directions or by supplementary narrative. <p>Fantasy Stories</p> <ul style="list-style-type: none"> • May be a basic chronological narrative but is set in a fantasy world. 	<ul style="list-style-type: none"> • Vary sentence length for impact. • Construct a variety of effective similes and metaphors and use personification. • Confidently use rhetorical questions
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	<ul style="list-style-type: none"> • Description is very important because fantasy uses settings which must be imagined by the reader. • Imagery plays an important role to describe places and things which the reader has never seen. • Adjectives should be carefully selected. • Similes will help the reader to imagine what you are describing. • Don't make everything so fantastic that it is unbelievable! • Don't get so involved in creating amazing places and characters that you forget to write a good story. <p>Recount (diary and newspaper)</p> <ul style="list-style-type: none"> • Identify features including, introduction, chronological sequence, varied by consistent use of past tense, possible supporting illustrations, appropriate level of formality, use of conjunctions. • Write recounts based on the same subject for two contrasting audiences, such as a close friend and an unknown reader. 	
Word Level	Punctuation	Spelling
<ul style="list-style-type: none"> • Converting nouns and adjectives into verbs using suffixes e.g. -ate, -ise, -ify. • Verb prefixes e.g. dis-, de-, mis-, over-, re-. • Conjunctions appropriate to text type (e.g. to compare, to add, to contrast). 	<ul style="list-style-type: none"> • Brackets, dashes and commas to indicate parenthesis. • Use of commas to clarify meaning and avoid ambiguity. 	<ul style="list-style-type: none"> • Words from the National Curriculum 5/6 list. PLEASE SEE APPENDIX FOR THESE SPELLINGS. • Words containing the letter string 'ough', e.g. bought, rough, cough, through, although, through and plough. • Words with the endings -ant, -ance, -ancy, -ent, ence, -ency.

		<ul style="list-style-type: none"> • Words ending in –able and –ible. • Words ending in –ably and –ibly. • .Words with silent letters e.g. doubt, island and lamb.
Handwriting	Plan, draft, evaluate and edit.	Terminology
<ul style="list-style-type: none"> • Write fluently using a cursive font which is legible. • Know when it is appropriate not to join letters (e.g. labels, email addresses etc). 	<p><i>Plan</i></p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • In narratives, consider how authors have developed characters and settings. <p><i>Draft</i></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 advance action. • Using a wide range of devices to build cohesion within and across paragraphs. <p><i>Evaluate and Edit</i></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. 	<ul style="list-style-type: none"> • Relative clause • Modal verb • Relative pronoun • Parenthesis • Bracket • Dash • Cohesion • Ambiguity

	<ul style="list-style-type: none">• Ensuring consistent and correct use of tense throughout a piece of writing.• Proof-read for spelling and punctuation errors.• Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear.• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	
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