



Shotton Hall Primary School

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SHINE

Successful, Happy, Inspired and Nurtured towards Excellence



Progression in Writing: Year 5

Genres	Text level progression	Sentence Level
<ul style="list-style-type: none"> • Historic Story (WW2: Carrie's War) • Playscripts (turn a narrative into a play) • Newspaper Report • Formal Letter (Campaigning) • Discussion Text 	<p>Historical Fiction</p> <ul style="list-style-type: none"> • Appropriate archaic language • Accurate historical detail for authenticity <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>Newspaper Reports</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 and adverbials. 	<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

	<ul style="list-style-type: none"> • Attention grabbing headlines using puns, rule of 3, alliteration will be needed. • An orientation paragraph will be used to provide a brief overview of the main events at the start. (who/where/when/why/what) • Use of direct and reported speech will be needed for quotes. • Use of passive verbs e.g. the shop was robbed by a masked man. • Standard English and formal language will need to be maintained throughout. <p>Formal Campaigning Letters</p> <ul style="list-style-type: none"> • Children will read a selection of formal letters and identify features such as placement of addresses, salutations and complimentary closing statements e.g. Yours Sincerely. • An introductory sentence which clearly explains the purpose of the letter is essential. • Formal language and Standard English will be needed throughout. • Arguments will need to be supported with evidence. • Aspects of Persuasive Language explored in Year 3 will be drawn upon here – emotive language, rhetorical questions. <p>Discussion Texts</p> <ul style="list-style-type: none"> • Identify features of a balanced, written discussion which: <i>Summarise different sides of an argument.</i> <i>Clarify the strengths and weaknesses of different positions.</i> <i>Signal personal opinion clearly.</i> <i>Draw evidenced reasoned conclusions.</i> 	<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 • Begin to identify and use standard English where appropriate.
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	<ul style="list-style-type: none"> • First explore orally and then write a balanced report of a controversial issue using features above. • Investigate modal verbs and their persuasive uses e.g. in deduction, speculation and supposition. • Build a bank of useful terms and phrases for persuasive argument e.g. similarly, whereas, on the other hand, nevertheless. • Consider style and form to suit purpose and audience. 	
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. • 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. 	<ul style="list-style-type: none"> • Relative clause • Modal verb • Relative pronoun • Parenthesis

	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Bracket • Dash • Cohesion • Ambiguity
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