

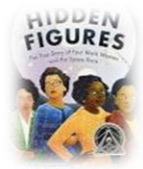




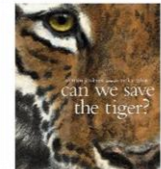







## CELT Small School Progression of Skills in Writing

### Year 5

<p><b>Year 5 writing units</b></p> <p>Non-fiction Fiction Skills work Poetry I – Independent S - Scaffolded</p>	 <p>The Day of the Dead Settings- Narrative Diary entry Character Dialogue</p>  <p>The Viewer Perspective (Narrative)</p>	 <p>Hidden Figures (Biography) (Letter writing)</p>  <p>Unexpected Guest (JL Ad 2021) Writing from different perspective</p>	 <p>The Boy at the back of the class (1<sup>st</sup> person Narrative) Non chronological reports</p>	 <p>Jasper O'Leary (Poetry Shed film) (Rhyming couplets) Instruction writing</p>  <p>The Present (Lit Shed) (Third Person Narrative)</p>	 <p>Can we save the tiger? Persuasive writing</p>  <p>Varmints Information texts</p>	 <p>Beowulf (Narrative- settings, atmosphere)</p>  <p>Titanium Titanium video (Literacy Shed) Newspaper Report</p>
<p><b>Phonic &amp; Whole word spelling</b></p>	<ul style="list-style-type: none"> <li>begin to spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>begin to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul> <p><b>See Spelling Progression in separate document</b></p>					
<p><b>Other word building spelling</b></p>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use a thesaurus</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>					
<p><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>work with increasing independence to transcribe own thoughts, opinions and ideas or take notes from others including videos and audio recordings.</li> </ul>					
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>begin to choose the writing implement that is best suited for a task</li> </ul>					
<p><b>Contexts for Writing</b></p>	<ul style="list-style-type: none"> <li>begin to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <b>Fiction</b></li> </ul>					
<p><b>Planning Writing</b></p>	<ul style="list-style-type: none"> <li>begin to make notes and develop initial ideas, drawing on reading and research where necessary</li> </ul>					
<p><b>Drafting Writing</b></p>	<ul style="list-style-type: none"> <li>begin to select appropriate grammar and vocabulary, understanding how such choices can change and</li> </ul>	<ul style="list-style-type: none"> <li>begin to precise longer passages</li> <li>begin to use further</li> </ul>	<ul style="list-style-type: none"> <li>begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>begin to precise longer passages</li> </ul>	<ul style="list-style-type: none"> <li>begin to select appropriate grammar and vocabulary,</li> </ul>



	<p><b>enhance meaning</b></p> <ul style="list-style-type: none"> <li>• in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• use adverbials and tense choices to build cohesion within and across paragraphs</li> </ul>	<p><b>organisational and presentational devices to structure text and to guide the reader</b></p>	<ul style="list-style-type: none"> <li>• in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• begin to precise longer passages</li> <li>• use adverbials and tense choices to build cohesion within and across paragraphs</li> <li>• begin to use further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• begin to precise longer passages</li> <li>• use adverbials and tense choices to build cohesion within and across paragraphs</li> <li>• begin to use further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• use adverbials and tense choices to build cohesion within and across paragraphs</li> <li>• begin to use further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<p>understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none"> <li>• in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• begin to precise longer passages</li> <li>• use adverbials and tense choices to build cohesion within and across paragraphs</li> <li>• begin to use further organisational and presentational devices to structure text and to guide the reader</li> </ul>
<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>• begin to assess the effectiveness of their own and others' writing</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• begin to edit for the consistent and correct use of tense throughout a piece of writing</li> <li>• begin to edit for correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• begin to proofread for spelling and punctuation errors</li> </ul>					
<b>Performing Writing</b>			<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>		<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	
<b>Word</b>		<ul style="list-style-type: none"> <li>• convert nouns or adjectives into verbs using suffixes (ate, ise, ify) and verb prefixes (dis, de, mis, over, re)</li> </ul>			<ul style="list-style-type: none"> <li>• convert nouns or adjectives into verbs using suffixes (ate, ise, ify) and verb prefixes (dis, de, mis, over, re)</li> </ul>	
<ul style="list-style-type: none"> <li>• synonyms &amp; antonyms - to understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word.</li> </ul>						



<p><b>Sentence</b></p>	<p>Revisit sentence structures from previous year groups – Alan Peat Sentence types, complex sentences, compound sentences and simple sentences.</p>	<ul style="list-style-type: none"> <li>• use expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>• indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must)</li> <li>• use expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>• use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• use expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>• indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must)</li> <li>• use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul>	<ul style="list-style-type: none"> <li>• indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must)</li> <li>• use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• use expanded noun phrases to convey complicated information concisely</li> </ul>
<p><b>Text</b></p>	<p>Revisit the use of the following for cohesion from earlier year groups</p> <ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Determiners</li> <li>• Nouns</li> <li>• Prepositions i.e. example, before, after, during, in, because of.</li> <li>• Use time, place and cause using conjunctions i.e. example, when, before, after, while, so, because.</li> <li>• Use adverbs [for example, then, next, soon, therefore] and fronted adverbials</li> <li>• organising paragraphs around a theme and starting a new</li> </ul>	<ul style="list-style-type: none"> <li>• use devices to build cohesion within a paragraph, including adverbials of time, place and number to link ideas AND tense choice to show connections (e.g. he has seen her before or this had happened the last time)</li> </ul> <p>Alongside earlier cohesive devices</p> <p>Use Expanded noun phrases for cohesion as a sentence openers.</p>	<ul style="list-style-type: none"> <li>• use devices to build cohesion within a paragraph, including adverbials of time, place and number to link ideas AND tense choice to show connections (e.g. he has seen her before or this had happened the last time)</li> </ul> <p>Alongside earlier cohesive devices</p> <p>Use Expanded noun phrases for cohesion as a sentence openers.</p> <p>• Repetition of a word or phrase for cohesion.</p> <p>Verb openers for cohesion</p>	<ul style="list-style-type: none"> <li>• use devices to build cohesion within a paragraph, including adverbials of time, place</li> </ul> <p>Alongside earlier cohesive devices</p> <ul style="list-style-type: none"> <li>• Use Expanded noun phrases for cohesion as a sentence openers.</li> </ul>	<ul style="list-style-type: none"> <li>• use devices to build cohesion within a paragraph, including adverbials of time, place</li> </ul> <p>Alongside earlier cohesive devices</p>	<ul style="list-style-type: none"> <li>• use devices to build cohesion within a paragraph, including adverbials of time, place and number to link ideas AND tense choice to show connections (e.g. he has seen her before or this had happened the last time)</li> <li>• Use Expanded noun phrases for cohesion as a sentence openers.</li> <li>• Repetition of a word or phrase for cohesion</li> <li>• Use ellipsis for suspense and cohesion between paragraphs.</li> <li>• Verb openers for cohesion</li> </ul> <p>Alongside earlier cohesive devices</p>



	<p>paragraph to show a change in location, person, time, or event.</p> <ul style="list-style-type: none"> <li>Choosing when to use pronouns and nouns appropriately to avoid repetition and promote clarity.</li> </ul>					
<b>Punctuation</b>	<p>Revisit punctuation types from previous year groups</p>	<ul style="list-style-type: none"> <li>ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>use brackets, dashes or commas to indicate parenthesis</li> <li>ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity</li> </ul>
<b>Terminology</b> for pupils to use and understand	<b>cohesion,</b>		<b>modal verb, parenthesis, cohesion,</b>	<b>relative pronoun, relative clause, bracket, modal verb, parenthesis, cohesion,</b>	<b>Dash,</b> relative pronoun, relative clause, bracket, modal verb, parenthesis, cohesion,	<b>ambiguity,</b> relative pronoun, relative clause, bracket, modal verb, parenthesis, cohesion,
<b>Sentence types introduced</b>	<p>Revisit sentence types from previous year groups</p>		<b>If, if, if, then</b> 2 pairs Imagine 3 examples	<b>Noun, who, which, where</b>	<b>Name – adjective pair - sentence</b>	<b>De:de</b>
<b>Statutory words</b>						
<b>Grammar Units</b>	<p>Ready to write Relative Clauses</p>	<p>Modal verbs and Adverbs Assessment</p>	<p>Parenthesis Expanded Noun phrases</p>	<p>Tenses Assessments</p>	<p>Commas Cohesion</p>	<p>Cohesion Prefixes Suffixes Assessment</p>
<b>Grammar coverage</b>	<p>Nouns or pronouns for clarity and cohesion Noun phrases expanded by</p>	<p>Modal verbs and adverbs of possibility</p>	<p>Parenthesis including brackets, dashes and commas</p>	<p>Using the perfect form of verbs to mark time and cause</p>	<p>Commas to clarify meaning and avoid ambiguity Devices to create cohesion across a paragraph including</p>	<p>Prefixes- dis, de, mis, over and re</p>



	modifying adjectives, nouns and prepositions  Fronted adverbials (including commas)  Plural and possessive s Direct speech punctuation  Relative clauses, pronouns		<b>Expanded noun phrases</b>		<b>adverbials of time, place and number or tense choices</b>	<b>Suffixes- to convert nouns or adjectives into verbs using - ate, ise and ify.</b>
<b>Sharing</b>	Own class	Parents	<b>Year 6</b>	<b>Assembly</b>	<b>Y4</b>	<b>Parents</b>