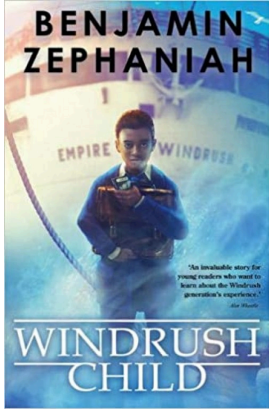
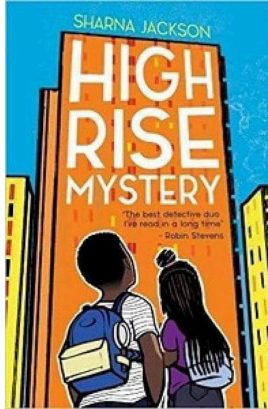
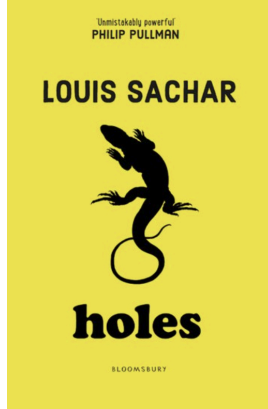
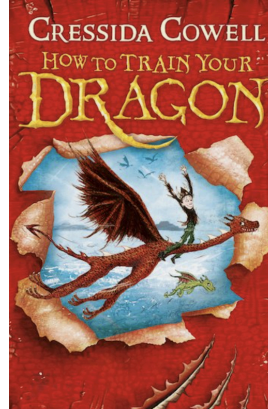
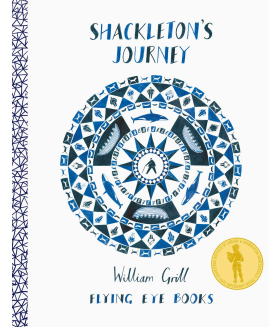
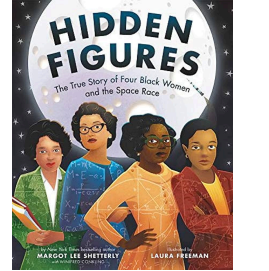


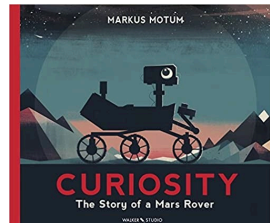




Year 5: Progression Overview for Writing 2023 -2024

Main focus	What is the legacy of the Windrush?	Can I carry out an independent fieldwork enquiry?	Would you like to live in the desert?	Were the Vikings raiders, traders or settlers?	Who lives in Antarctica?	Kingdom of Benin: art loot and empire
Writing is:	RESPONSIVE Responds to what is happening right now CREATIVE Linked to science and the arts COMMUNITY Has a purpose EXPERIENTIAL Is enhanced by experiences					
Core Text/s To prompt writing	 <p>Windrush Child Benjamin Zephaniah Literacy Tree Planning</p>	 <p>High Rise Mystery</p>	 <p>Holes Louis Sachar</p> <p>Rationale Set in USA and desert which links to geography topic. Children are exposed to flashbacks as a literary device.</p>	 <p>How to train your dragon Cressida Cowell</p>	 <p>Shackleton's Journey William Grill Literacy Tree Planning</p>  <p>Hidden Figures</p>	 <p>Children of the Quicksands Efua Traore</p> <div> <p>Germany first to hand back Benin bronzes looted by British</p> <p>Culture minister says country is facing up to 'historic and moral responsibility' by returning artefacts to Nigeria</p>  </div>

EXPERIENTIAL
COMMUNITY
CREATIVITY
ASPIRATIONAL


					<p>Margot Lee Shetterly Literacy Tree Planning</p>  <p>Curiosity: The Story of a Mars Rover Markus Motum Literacy Tree Planning</p>	<p>Guardian Article 'Germany returns bronzes'</p>
<p>Coverage of genres</p> <p>Texts reflect our COMMUNITY</p>	<p>HISTORICAL FICTION</p> <p>PSHE FICTION</p> <p>DIVERSE FICTION</p>	<p>HISTORICAL FICTION</p> <p>DIVERSE FICTION</p> <p>POETRY</p> <p>CLASSIC FICTION</p>	<p>POETRY</p> <p>DIVERSE FICTION</p> <p>PICTURE BOOK</p>	<p>FANTASY FICTION</p> <p>NON-FICTION</p>	<p>FANTASY FICTION</p> <p>PICTURE BOOK</p>	<p>PSHE FICTION</p>
<p>Writing outcomes and opportunities</p> <p>ENTERTAIN</p> <p>Character description</p> <p>Setting description</p> <p>Narrative retelling</p> <p>1st person narrative</p> <p>3rd person narrative</p> <p>Play script</p> <p>INFORM</p> <p>Diary</p> <p>Letter (informal/formal)</p> <p>Non-chronological report</p> <p>Instructions</p> <p>Newspaper report</p> <p>Biography</p> <p>Autobiography</p> <p>EXPLAIN</p> <p>Explanation text</p>	<p>TO ENTERTAIN</p> <p>Narrative on board the Windrush</p>	<p>TO ENTERTAIN</p> <p>Dialogue to convey character</p>	<p>TO ENTERTAIN</p> <p>Character description - Stanley</p> <p>Setting description - Camp Green Lake</p> <p>Third person narrative - flashback</p>	<p>TO ENTERTAIN</p>	<p>TO ENTERTAIN</p> <p><u>Shackleton's Journey</u></p> <p>Setting description</p> <p><u>Curiosity</u></p> <p>Play script</p> <p>Character description</p>	<p>TO ENTERTAIN</p> <p>Character description - Simi - <i>Children of the Quicksands</i></p> <p>Tense paragraph - Quicksand - <i>Children of the Quicksands</i></p> <p>Setting description - New world - <i>Children of the Quicksands</i></p>
	<p>TO INFORM</p> <p>Diary Entry</p> <p>Explanation text</p>	<p>TO INFORM</p> <p>Newspaper report - announcing murder</p>	<p>TO INFORM</p> <p>Formal letter - to judge</p> <p>Non-chronological report - Lizards/desert animals</p>	<p>TO INFORM</p>	<p>TO INFORM</p> <p>Diary (logbook) - Shackleton's Journey</p> <p>Biography - Shackleton's Journey</p> <p>Newspaper report - Curiosity Rover</p>	<p>TO INFORM</p> <p>Diary - Simi - <i>Children of the Quicksands</i></p> <p>Informal letter- to Simi's mother- <i>Children of the Quicksands</i></p>

EXPERIENTIAL
COMMUNITY
CREATIVITY
ASPIRATIONAL


<p>Scientific report</p> <p>PERSUADE Persuasive texts (advert/letter/brochure)</p> <p>DISCUSS Debate (spoken)</p>					Instructions - <i>Curiosity Information text</i>	
	TO PERSUADE <i>Advert for Windrush</i>	TO PERSUADE Persuasive letter	TO PERSUADE	TO PERSUADE	TO PERSUADE <u>Shackleton's Journey</u> Persuasive letter	TO PERSUADE
	TO DISCUSS	TO DISCUSS	TO DISCUSS	TO DISCUSS	TO DISCUSS	TO DISCUSS
	POETRY	POETRY	POETRY	POETRY	POETRY	POETRY
	<p>GRAMMAR National curriculum statements to cover Year 5 - New</p> <p>Prior knowledge Ensure you refer and revise</p> <p>Year 1 Year 2 Year 3 Year 4</p>	<p>WORD Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>using conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a</p>	<p>SENTENCE Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (ISAWAWABUB)</p>	<p>TEXT Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>In narratives, creating settings, characters and plot</p> <p>Headings and subheadings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the</p>	<p>PUNCTUATION Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p> <p>Inverted commas to punctuate direct speech</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>TERMINOLOGY modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p> <p>determiner pronoun, possessive pronoun adverbial</p> <p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>

EXPERIENTIAL
COMMUNITY
CREATIVITY
ASPIRATIONAL


		<p>rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>How words can combine to make sentences Joining words and joining clauses using and</p>	<p>simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Sequencing sentences to form short narratives</p>	<p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	
<p>TIER 2 VOCABULARY</p> <p><i>Tier 2 words are those that provide access to more complex topics and discussions outside of the everyday, eg</i></p>	<p><u>September</u></p> <p>hearty</p> <p>homonym</p> <p>antonym</p>	<p><u>October</u></p> <p>independent</p> <p>gigantic</p> <p>identical</p>	<p><u>January</u></p> <p>intercept</p> <p>hazy</p> <p>impressive</p>	<p><u>February</u></p> <p>summit</p> <p>sparse</p> <p>slither</p>	<p><u>May</u></p> <p>talon</p> <p>suffix</p> <p>solitary</p>	<p><u>June</u></p> <p>taunt</p> <p>suffocate</p> <p>solo</p>

EXPERIENTIAL
COMMUNITY
CREATIVITY
ASPIRATIONAL


<i>relative, vary, frown, swoop, hesitate</i>	achievement portable exasperate cautiously visible agree prejudice	anxious aggressive beverage excavate arrive solar confident	antagonist provide budge companion withdraw detect courteous	route require overthrow nonchalant escalate crave remote	senseless retire pedestrian obsolete mischief comply avalanche	sever revert perish occasion monarch compose bungle
	<u>November</u> industrious illuminate accident alternate preserve exert character vivid dedicate strive	<u>December</u> intense immense attention altitude protagonist blizzard exhibit combine access deprive	<u>March</u> suspend spurt sluggish saunter resemble pardon numerous evade compassion astound	<u>April</u> synonym rigorous soar seldom retrieve pasture oasis soothe stationary superior		

Year 5 Writing progression

Transcription	Handwriting	Composition	Vocabulary, Grammar and Punctuation
Use further prefixes and suffixes: - words from root words using prefixes and suffixes - suffix: adding to words ending in -fer - prefixes: dis-, de-, mis-, over-, re- to convert nouns to verbs. - suffixes: -ate, -ise, -ify to convert nouns into adjectives. • Spell some words with silent letters • Spell words with hyphens. • Continue to distinguish between homophones and other words, which are often confused.	Write legibly, fluently and with increasing speed • Choose which shape of a letter to use when given choices and deciding, as part of their personal styles, whether or not to join specific letters • Choose the writing implement that is best suited for a task	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Note and develop initial ideas, drawing on reading and research • Consider how authors have developed characters and settings • Select appropriate grammar and vocabulary to enhance and clarify meaning • Describe setting, characterisation and atmosphere • Integrate dialogue to convey character and	Punctuation: o correct speech punctuation for all speech o commas to clarify meaning or avoid ambiguity o hyphens to avoid ambiguity o brackets, dashes or commas for parenthesis o colon to introduce a list or speech in playscripts o semicolons, colons or dashes to mark boundaries between independent clauses. o bullet points for a list o ellipsis

EXPERIENTIAL**COMMUNITY****CREATIVITY****ASPIRATIONAL**

<ul style="list-style-type: none">• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically:<ul style="list-style-type: none">- ough- ible/ibly and able/ably- 'ie', 'ei' and 'cei' words• Use dictionaries to check the spelling and meaning of words• Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary• Use a thesaurus• Apply rules from Spelling Progression – Y5		<p>advance the action</p> <ul style="list-style-type: none">• Use a wide range of devices to build cohesion within/across paragraphs.• Use further organisational and presentational devices to structure text and guide the reader• Assess the effectiveness of their own and others' writing• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning• Ensure consistent and correct use of tense throughout a piece of writing• Ensure correct subject and verb agreement• Proofread for spelling and punctuation errors.• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	<ul style="list-style-type: none">• Formal and informal vocabulary and structures including passive and subjunctive.• Use perfect form of verbs to mark relationships of time and cause.• Use expanded noun phrases to convey complicated information concisely.• Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.• Use cohesive devices within a paragraph e.g. then, after that, this, firstly.• Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he had seen her before).
---	--	--	--