



Writing Progression: Year 5

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| Year 5 Writing Concepts |
| Composition |
| Identify the audience for and purpose of the writing. Select the appropriate form and use other similar writing as a model for their own writing. |
| In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. |
| Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). |
| Ensure the consistent and correct use of tense throughout a piece of writing. |
| Proof-read for errors in spelling and punctuation. |
| Make notes and develop initial ideas, drawing on reading and research where necessary. |
| When developing characters and settings for a narrative, consider what has been learned from their experience of reading, listening to and watching the work of real authors. |
| Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect. |
| Attempt to précis longer passages. |
| Use a wide range of devices to build cohesion within and across paragraphs. |
| Assess the effectiveness of their own, and others' writing. |
| Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. |
| Ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing, and choose the appropriate register. |
| Vocab spelling and punctuation |
| Use commas to clarify meaning or avoid ambiguity. |
| Use a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). |
| Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). |
| Understand how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify). |
| Use brackets, dashes or commas to indicate parenthesis. |
| Use a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before). |
| Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. |
| Knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re-). |
| Transcription/spelling |
| Use further prefixes and suffixes and understand the guidelines for adding them. |
| Spell some words with 'silent' letters, e.g. knight, psalm, solemn. |
| Continue to distinguish between homophones and other words, which are often confused. |
| Use knowledge of morphology and etymology in spelling and understand that the spellings of some words need to be learnt specifically. |
| Use dictionaries to check the spelling and meaning of words. |
| Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. |
| Use a thesaurus. |
| Transcription/ handwriting |
| Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. |
| Decide, as part of their personal style, whether or not to join specific letters. |
| Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). |
| Choose the writing implement that is best suited for a task (e.g. quick notes, letters). |