



Writing Progression: Year 5

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).