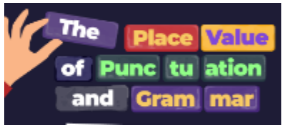
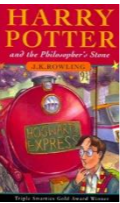










Mount Charles Progression of Skills in Writing

Year 5

<p>Year 5 writing units</p> <p>Non-fiction Fiction Skills work Poetry</p> <p><i>All units to include scaffolded and independent writing</i></p>	<p>Autumn 1 PVOG Recount Letter Letter linked to Treason</p> 	<p>Autumn 2 Harry Potter and the Philosopher's Stone Instructions for potion Narrative diary</p> 	<p>Spring 1 Non-chronological report linked to space & RFP text. Letter home linked to Cosmic.</p>  	<p>Spring 2 Setting description and character description linked to Tom's Midnight Garden. Explanation text linked to gardening.</p>  	<p>Summer 1 Poetry linked to wider curriculum. Continuation of a narrative linked to the explorer.</p> 	<p>Summer 2 Ancient Egyptians Narrative (Literacy shed) Historical Fact file about the museum.</p> 
<p>Sharing</p>	<p>Within year group</p>	<p>Y4</p>	<p>Parents</p>	<p>Y2</p>	<p>Poetry Visitor & whole school</p>	<p>Parents</p>
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> begin to spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused 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 <p>See Spelling Progression in separate document</p>					
<p>Other word building spelling</p>	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use a thesaurus use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 					
<p>Transcription</p>	<ul style="list-style-type: none"> work with increasing independence to transcribe own thoughts, opinions and ideas or take notes from others including videos and audio recordings. 					
<p>Handwriting</p>	<ul style="list-style-type: none"> begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters begin to choose the writing implement that is best suited for a task 					
<p>Contexts for Writing</p>	<ul style="list-style-type: none"> 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 in writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 					
<p>Planning Writing</p>	<ul style="list-style-type: none"> begin to make notes and develop initial ideas, drawing on reading and research where necessary 					
<p>Drafting Writing</p>	<ul style="list-style-type: none"> begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action begin to precise longer passages use adverbials and tense choices to build cohesion within and across paragraphs begin to use further organisational and presentational devices to structure text and to guide the reader 					
<p>Editing Writing</p>	<ul style="list-style-type: none"> begin to assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning begin to edit for the consistent and correct use of tense throughout a piece of writing 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 begin to proofread for spelling and punctuation errors 					

Performing Writing	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 					
Word	<ul style="list-style-type: none"> convert nouns or adjectives into verbs using suffixes (ate, ise, ify) and verb prefixes (dis, de, mis, over, re) synonyms & antonyms - to understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word. 					
Sentence	<p>Focus on PVOG SV sentence types as relevant.</p>	<ul style="list-style-type: none"> use expanded noun phrases to convey complicated information concisely indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must) 	<ul style="list-style-type: none"> use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun use expanded noun phrases to convey complicated information concisely indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must) 	<ul style="list-style-type: none"> use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun use expanded noun phrases to convey complicated information concisely indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must) 	<ul style="list-style-type: none"> use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun use expanded noun phrases to convey complicated information concisely indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must) 	<ul style="list-style-type: none"> use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun use expanded noun phrases to convey complicated information concisely indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must)
Text	<ul style="list-style-type: none"> 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) 					
Punctuation	<ul style="list-style-type: none"> ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity. use brackets, dashes or commas to indicate parenthesis Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists, contractions, commas for fronted adverbials, and apostrophes for possession (singular and plural). 	<ul style="list-style-type: none"> Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists, contractions, commas for fronted adverbials, and apostrophes for possession (singular and plural). use brackets, dashes or commas to indicate parenthesis ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity. punctuate bullet points consistently 	<ul style="list-style-type: none"> Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists, contractions, commas for fronted adverbials, and apostrophes for possession (singular and plural). use brackets, dashes or commas to indicate parenthesis ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity. 	<ul style="list-style-type: none"> Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists, contractions, commas for fronted adverbials, and apostrophes for possession (singular and plural). use brackets, dashes or commas to indicate parenthesis ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity. punctuate bullet points consistently Teach full use of speech punctuation, including reporting clauses, capitalisation, inverted commas, punctuation within the speech and between the reporting clause and speech clauses. Include moving the speech and reporting clauses around within the sentence. 	<ul style="list-style-type: none"> Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists, contractions, commas for fronted adverbials, and apostrophes for possession (singular and plural). use brackets, dashes or commas to indicate parenthesis ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity. Teach full use of speech punctuation, including reporting clauses, capitalisation, inverted commas, punctuation within the speech and between the reporting clause and speech clauses. Include moving the speech and reporting clauses around within the sentence. 	<ul style="list-style-type: none"> Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists, contractions, commas for fronted adverbials, and apostrophes for possession (singular and plural). use brackets, dashes or commas to indicate parenthesis ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity. use a colon to introduce a list Teach full use of speech punctuation, including reporting clauses, capitalisation, inverted commas, punctuation within the speech and between the reporting clause and speech clauses. Include moving the speech and reporting clauses around within the sentence.

Terminology for pupils to use and understand	cohesion	cohesion, parenthesis, bracket	cohesion, parenthesis, bracket, modal verb, relative pronoun, relative clause, dash, ambiguity	cohesion, parenthesis, bracket, modal verb, relative pronoun, relative clause, dash, ambiguity	cohesion, parenthesis, bracket, modal verb, relative pronoun, relative clause, dash, ambiguity	cohesion, parenthesis, bracket, modal verb, relative pronoun, relative clause, dash, ambiguity
Statutory word lists to be covered.	accompany, awkward, communicate, correspond, familiar, forty, leisure, opportunity, programme, sincerely	amateur, available, conscience, criticise, curiosity, determined, dictionary, disastrous, equip (-ped, -ment), harass, immediately, interrupt, neighbour, occupy, persuade, privilege, recommend, signature, suggest, variety	according, apparent, average, category, competition, desperate, explanation, hindrance, lightning, mischievous, profession, secretary, shoulder, stomach	appreciate, attached, bargain, develop, embarrass, environment, especially, frequently, individual, muscle, necessary, occupy, physical, relevant, sufficient	accommodate, aggressive, committee, (in)convenience, definite(ly), exaggerate, guarantee, interfere, marvellous, nuisance, recognise, temperature, thorough, twelfth	achieve, ancient, bruise, cemetery, community, conscious, controversy, existence, foreign, government, identity, language, occur, prejudice, pronunciation, sacrifice, soldier, symbol, system *parliament, queue, restaurant, rhyme, rhythm, yacht