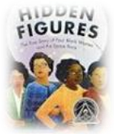
CELT Small School Progression of Skills in Writing

Year 5

Year 5 writing units Non-fiction Fiction Skills work Poetry *I – Independent* *S - Scaffolded*	 The Day of the Dead Settings- Narrative Diary entry Character Dialogue  The Viewer Perspective (Narrative)	 The Place Value of Punctuation  Hidden Figures (Biography) (Letter writing)  Unexpected Guest (JL Ad 2021) Writing from different perspective	 The Boy at the back of the class (1st person Narrative) Non chronological reports	 Jasper O'Leary (Poetry Shed film) (Rhyming couplets) Instruction writing  The Present (Lit Shed) (Third Person Narrative)	 Can we save the tiger? Persuasive writing  Varmints Information texts	 Beowulf (Narrative- settings, atmosphere)  T Titanium video (Literacy Shed) Newspaper Report
Phonic & Whole word spelling	• 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 ***See Spelling Progression in separate document***					
Other word building spelling	• 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					
Transcription	• work with increasing independence to transcribe own thoughts, opinions and ideas or take notes from others including videos and audio recordings.					
Handwriting	• 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					
Contexts for Writing	• 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 Fiction					
Planning Writing	• begin to make notes and develop initial ideas, drawing on reading and research where necessary					

Drafting Writing	• **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** • **use adverbials and tense choices to build cohesion within and across paragraphs**	• **begin to précise longer passages** • **begin to use further organisational and presentational devices to structure text and to guide the reader**	• 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 précise 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	• 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 précise 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	• begin to précise 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	• 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 précise 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
Editing Writing	• 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			• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
Word		• **convert nouns or adjectives into verbs using suffixes (ate, ise, ify)**			• **convert nouns or adjectives into verbs using**	

		and verb prefixes (dis, de, mis, over, re)			**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	Revisit sentence structures from previous year groups – Alan Peat Sentence types, complex sentences, compound sentences and simple sentences.	**• use expanded noun phrases to convey complicated information concisely**	**• indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must)** • use expanded noun phrases to convey complicated information concisely	**• 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) • use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	• indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must) • 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
Text	Revisit the use of the following for cohesion from earlier year groups • Pronouns • Determiners • Nouns • Prepositions i.e. example, before, after, during, in, because of. • Use time, place and cause using conjunctions i.e. example, when, before, after, while, so, because. • Use adverbs [for example, then, next,	**• 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)~~ Alongside earlier cohesive devices • **Use Expanded noun phrases for cohesion as a sentence openers.**	• 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)~~** Alongside earlier cohesive devices • Use Expanded noun phrases for cohesion as a sentence openers.	• use devices to build cohesion within a paragraph, including adverbials of time, place Alongside earlier cohesive devices • Use Expanded noun phrases for cohesion as a sentence openers.	• use devices to build cohesion within a paragraph, including adverbials of time, place Alongside earlier cohesive devices	• 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)** Use Expanded noun phrases for cohesion as a sentence openers. Repetition of a word or phrase for cohesion **Use ellipsis for suspense and cohesion between paragraphs.** • Verb openers for cohesion Alongside earlier cohesive devices

	soon, therefore] and fronted adverbials • organising paragraphs around a theme and starting a new paragraph to show a change in location, person, time, or event. • Choosing when to use pronouns and nouns appropriately to avoid repetition and promote clarity.		**Repetition of a word or phrase for cohesion.** **Verb openers for cohesion**			
Punctuation	Revisit punctuation types from previous year groups	**• ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity**	**• use ~~brackets~~, ~~dashes~~ or commas to indicate parenthesis**	**• use brackets, ~~dashes~~ or** commas **to indicate parenthesis**	**• use** brackets**, dashes or** commas **to indicate parenthesis**	• use brackets, dashes or commas to indicate parenthesis • ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity
Terminology for pupils to use and understand	**cohesion,**		**modal verb, parenthesis,** cohesion**,**	**relative pronoun, relative clause, bracket,** modal verb, parenthesis, cohesion**,**	**Dash,** relative pronoun, relative clause, bracket, modal verb, parenthesis, cohesion**,**	**ambiguity,** relative pronoun, relative clause, bracket, modal verb, parenthesis, cohesion**,**
Sentence types introduced	Revisit sentence types from previous year groups		**If, if, if, then** **2 pairs** **Imagine 3 examples**	**Noun, who, which, where**	**Name – adjective pair - sentence**	**De:de**
Statutory words						
Grammar Units	Ready to write	Modal verbs and Adverbs Assessment	**Parenthesis**	**Tenses** **Assessments**	**Commas** **Cohesion**	**Cohesion** **Prefixes**

	Relative Clauses		**Expanded Noun phrases**			**Suffixes** **Assessment**
Grammar coverage	Nouns or pronouns for clarity and cohesion Noun phrases expanded by modifying adjectives, nouns and prepostions Fronted adverbials (including commas) Plural and possessive s Direct speech punctuation Relative clauses, pronouns	Modal verbs and adverbs of possibility	**Parenthesis including brackets, dashes and commas** **Expanded noun phrases**	**Using the perfect form of verbs to mark time and cause**	**Commas to clarify meaning and avoid ambiguity** **Devices to create cohesion across a paragraph including adverbials of time, place and number or tense choices**	**Prefixes- dis, de, mis, over and re** **Suffixes- to convert nouns or adjectives into verbs using -ate, ise and ify.**
Sharing	Own class	Parents	**Year 6**	**Assembly**	**Y4**	**Parents**