**Year 5 Writing Progression Small Steps**

**Contexts for Writing:**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Narratives (Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.) | Non-Narratives:Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.) | Narratives (Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.) | Non-Narratives:Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.) | Narratives (Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.) | Non-Narratives:Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.) |

**Year 5 Writing Small Steps:**

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| **Composition: Planning** | * 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 where necessary.
* In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
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| **Composition Drafting & Writing (including Grammar Text Level)** | * Use devices to build cohesion **within** a paragraph (e.g. then, after that, this, firstly)
* Link ideas **across** paragraphs using **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).

Time:* Move action on in narratives, whilst ensuring cohesion is maintained across paragraphs e.g. Sam closed his eyes and drifted off.// The next morning …
* Ensure sense of chronology in recounts.

Place:* Describe location of noun ( on… in… over ..).
* Give sense of scale (near… over ….).
* Describe movement (as they travelled north …).

Number:* Give orders in speech e.g. “ Firstly I’m …. then I’m …”
* Ensure effective use of chronology in instructional and explanatory texts.
* Structure arguments in persuasive texts.

Tense choices* Link events backwards and forwards in time e.g. ‘as he had seen her before …’
 | Draft and Write:* Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
* Use a wide range of devices to build cohesion within and across paragraphs.
* Precis longer paragraphs.
* In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
* Ensure setting reflects mood of character(s) and vice-versa.
* Alter pace and mood by varying sentence length.
* Use personification and similes accurately to create appropriate atmosphere and sensitive mood.
* Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
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| **Grammar Sentence Level** | * Use **relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun.
* Understand a relative clause is a subordinating clause using a relative pronoun (*who*, *which*, *where*, *when*, *whose*, *that)*.
* Insert a non-defining relative clause when adding detail to a non-specific noun within a sentence e.g. Chocolate, which is made from cocoa beans, is delicious.
* Use correct relative pronouns to describe nouns.
* Insert a non-defining relative clauses when adding detail to a non-specific noun at the end of a sentence e.g. Chocolate is delicious, which is the reason people enjoy eating it so much.
* Insert a defining relative clause without commas and understanding why it does NOT have parenthesis i.e. the noun needs to be defined e.g. The chocolate which was on the table was eaten by the boy.
* Explore which pronouns can be omitted when constructing relative clauses.
* Indicate degrees of possibility using **adverbs** [e.g. perhaps, surely] or **modal verbs** [e.g. might, should, will, must].
* Use range of adverbs e.g. maybe, perhaps, surely, unfortunately, clearly, certainly, definitely, obviously, probably.
* Understand how the choices of modal verbs affect the degree of possibility of an event or action.
* Select an appropriate modal verb to express possibility accurately.
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| **Punctuation** | * Use brackets, dashes or commas to indicate parenthesis.
* Understand dashes, brackets and commas are used to mark parenthesis.
* Use dashes to add detail or information in informal writing.
* Use dashes to add opinions, afterthoughts or to support or explain main clauses in informal writing.
* Use brackets in formal writing to provide explanation or an afterthought.
* Use commas to clarify meaning or avoid ambiguity.
* Use commas to demarcate items in a list.
* Use commas in formal writing to provide explanation or an afterthought.
* Use commas accurately to mark fronted adverbials, relative and other types of subordinating clauses.
* Use commas to clarify meaning e.g. Let’s eat Grandma! Let’s eat, Grandma!
* Use commas to separate the name of someone being addressed directly.
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| **Composition: Evaluating and Editing**  | * Assess the effectiveness of their own and others’ writing and suggest improvements.
* Compare own writing to author’s text (model text) - identifying similarities and differences, strengths and areas for development.
* Compare own writing to other pupils - identifying similarities and differences, strengths and areas for development.
* Justify feedback given – explain why a piece is effective or not whilst giving reference to the model text.
* Adapt writing in response to feedback from peers or/and adults.
* Ensure appropriate level of formality.

• Ensure sustained style.* Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
* Change vocabulary choices to ensure clarity and avoid repetition e.g. using synonyms.
* Ensure sentences make sense with accurate use of phrases and clauses.
* Ensure the consistent and correct use of tense throughout a piece of writing.
* Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

• Ensure accurate use of irregular verbs.• Ensure tense is sustained with purpose.• Ensure subject verb agreement.* Proof reading for spelling and punctuation errors.
* Systematically edit punctuation errors.
* Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
* Use dictionaries to check the spelling and meaning of words.
* Use a thesaurus.

• Using dictionaries, spelling and vocabulary mats to identify mistakes and make accurate changes.* Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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| **Grammar (Word Level)** | * Convert and use nouns or adjectives into verbs using **suffixes** [e.g. –ate; –ise; –ify]
* Use verb **prefixes** [e.g. dis–, de–, mis–, over– and re–]
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| **Transcription: Spelling and Handwriting** | * Continue to distinguish between homophones and other words which are often confused.
* Use further prefixes and suffixes and understand the guidance for adding them.
* Spell some words with ‘silent’ letters [for example, knight, psalm, solemn].
* Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in NC English Appendix 1 below.
* Spell Word List Years 5 and 6
* 50% for Year 5.
* Write legibly, fluently and with increasing speed by:
* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
* choosing the writing implement that is best suited for a task.
* Maintain a consistent style, joining in a way that suits with the most appropriate writing implement.
* Maintain Y3/4 expectations – ensuring ascenders and descenders do not clash and down-strokes are parallel and equal.
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| **Terminology for pupils** | modal verb, relative pronounrelative clauseparenthesis, bracket, dashcohesion, ambiguity |

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| **English - Appendix 1: Year 5 and 6 Spellings****Year 5: spell 50% of the following:** |
| accommodate | accompany | according | achieve | aggressive | amateur | ancient | apparent | appreciate |
| attached | available | average | awkward | bargain | bruise | category | cemetery | committee |
| communicate | community | competition | conscience\* | conscious\* | controversy | convenience | correspond | criticise (critic+ise) |
| curiosity | definite | desperate | determined | develop | dictionary | disastrous | embarrass | environment |
| equip (-ped, -ment) | especially | exaggerate | excellent | existence | explanation | familiar | foreign | forty |
| frequently | government | guarantee | harass | hindrance | identity | immediate(ly) | individual | interfere |
| interrupt | language | leisure | lightning | marvellous | mischievous | muscle | necessary | nuisance |
| occupy | occur | opportunity | parliament | persuade | physical | prejudice | privilege | profession |
| programme | pronunciation | queue | recognise | recommend | relevant | restaurant | rhyme | rhythm |
| sacrifice | secretary | shoulder | signature | sincere(ly) | soldier | stomach | sufficient | suggest |
| symbol | system | temperature | thorough | twelfth | variety | vegetable | vehicle | yacht |

| **Appendix 1: Spelling – Years 5 and 6** |
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| **Revise work done in previous years** |
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| **New work for years 5 and 6** |
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| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Endings which sound like /ʃəs/ spelt –cious or –tious |  | Not many common words end like this.If the root word ends in **–ce**, the /ʃ/ sound is usually spelt as **c** – e.g. *vice – vicious*, *grace – gracious*, *space – spacious*, *malice – malicious.***Exception**: *anxious*. | vicious, precious, conscious, delicious, malicious, suspiciousambitious, cautious, fictitious, infectious, nutritious |
| Endings which sound like /ʃəl/ |  | **–cial** is common after a vowel letter and **–tial** after a consonant letter, but there are some exceptions.**Exceptions**: initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance*, *commerce* and *province*). | official, special, artificial, partial, confidential, essential |
| Words ending in –ant, –ance/–ancy, –ent, –ence/–ency |  | Use **–ant** and **–ance/–ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; –**ation** endings are often a clue.Use **–ent** and **–ence/–ency** after soft **c** (/s/ sound), soft **g** (/dʒ/ sound) and **qu**, or if there is a related word with a clear /ɛ/ sound in the right position.There are many words, however, where the above guidance does not help. These words just have to be learnt. | observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)assistant, assistance, obedient, obedience, independent, independence |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Words ending in –able and –ibleWords ending in –ably and –ibly |  | The **–able/–ably** endings are far more common than the **–ible/–ibly** endings.As with **–ant** and **–ance/–ancy**, the **–able** ending is used if there is a related word ending in **–ation**.If the **–able** ending is added to a word ending in **–ce** or **–ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their ‘hard’ sounds (as in *cap* and *gap*)before the **a** of the **–able** ending.The **–able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in **–ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i** in accordance with the rule.The **–ible** ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*). | adorable/adorably (adoration),applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)changeable, noticeable, forcible, legibledependable, comfortable, understandable, reasonable, enjoyable, reliablepossible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly |
| Adding suffixes beginning with vowel letters to words ending in –fer |  | The **r** is doubled if the **–fer** is still stressed when the ending is added.The **r** is not doubled if the **–fer** is no longer stressed. | referring, referred, referral, preferring, preferred, transferring, transferredreference, referee, preference, transference |
| Use of the hyphen |  | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. | co-ordinate, re-enter, co-operate, co-own |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Words with the /i:/ sound spelt ei after c |  | The ‘**i** before **e** except after **c**’ rule applies to words where the sound spelt by **ei** is /i:/.**Exceptions**: *protein*, *caffeine*, *seize* (and *either* and *neither* if pronounced with an initial /i:/ sound)*.* | deceive, conceive, receive, perceive, ceiling |
| Words containing the letter-string ough |  | **ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds. | ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough |
| Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |  | Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*,there was a /k/ sound before the /n/, and the **gh** used to represent the sound that ‘ch’ now represents in the Scottish word *loch.* | doubt, island, lamb, solemn, thistle, knight |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Homophones and other words that are often confused |  | In the pairs of words opposite, nouns end **–ce** and verbs end **–se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**.More examples:aisle: a gangway between seats (in a church, train, plane).isle: an island.aloud: out loud.allowed: permitted.affect: usually a verb (e.g. *The weather may affect our plans*).effect: usually a noun (e.g. *It may have an effect on our plans*). If a verb, it means ‘bring about’ (e.g. *He will effect changes in the running of the business*).altar: a table-like piece of furniture in a church.alter: to change.ascent: the act of ascending (going up).assent: to agree/agreement (verb and noun).bridal: to do with a bride at a wedding.bridle: reins etc. for controlling a horse.cereal: made from grain (e.g. breakfast cereal)serial: adjective from the noun *series* – a succession of things one after the other.compliment: to make nice remarks about someone (verb) or the remark that is made (noun).complement: related to the word *complete* – to make something complete or more complete (e.g. *her scarf complemented her outfit*). | advice/advisedevice/deviselicence/licensepractice/practiseprophecy/prophesyfarther: furtherfather: a male parentguessed: past tense of the verb *guess*guest: visitorheard: past tense of the verb *hear*herd: a group of animalsled: past tense of the verb *lead*lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*)morning: before noonmourning: grieving for someone who has diedpast: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*)passed: past tense of the verb ‘pass’ (e.g. *I passed him in the road*)precede: go in front of or beforeproceed: go on |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Homophones and other words that are often confused (continued) |  | descent: the act of descending (going down).dissent: to disagree/disagreement (verb and noun).desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)dessert: (stress on second syllable) a sweet course after the main course of a meal.draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. *to draft in extra help*)draught: a current of air. | principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*)principle: basic truth or beliefprofit: money that is made in selling thingsprophet: someone who foretells the futurestationary: not movingstationery: paper, envelopes etc.steal: take something that does not belong to yousteel: metalwary: cautious weary: tiredwho’s: contraction of *who is* or *who has* whose: belonging to someone (e.g. *Whose jacket is that?*) |