

Great Bradfords Junior School - WRITING SKILLS PROGRESSION

Year 5

Structure and Purpose Composition Overall Effect	<p>Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>In non-narrative writing: use a topic sentence to introduce a paragraph, use informative organisational devices (e.g. headings, subheadings, captions, bullet points).</p> <p>Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>
Vocabulary Composition Overall Effect	<p>Continue to make deliberate ambitious word choices to add detail and engage the reader and use grammatical structures that reflect what the writing requires across the genres studied.</p> <p>Use nouns and pronouns to support cohesion and avoid repetition.</p> <p>Use precise adjectives for description regularly in expanded noun phrases and prepositional phrases.</p> <p>Use accurate technical language to suit the requirement of the text.</p> <p>Maintain the correct level of formality in narrative, dialogue, letters, diaries, news, reports, etc.</p>
Narrative writing	<p>Describe settings, characters and atmosphere with carefully-chosen verbs, the use of suitable adjectives, expanded noun phrases and adverbials and figurative language (e.g. similes, metaphors and personification) to enhance mood, clarify meaning and create pace.</p> <p>Write stories with a clear structure (including a beginning, build-up, resolution, etc) using paragraphs appropriately.</p> <p>Regularly use dialogue to convey a character and to advance the action.</p>
Planning Writing and Editing	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Proofread work to precis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>
Paragraphs	<p>Consistently link ideas across paragraphs.</p>

Use of Phrases and Clauses.	<p><i>Consistently use a wide range of sentences with varying conjunctions that have more than one clause:</i></p> <ul style="list-style-type: none"> • <i>Mostly correct use of other co-ordinating conjunctions, e.g. for, and, nor, but, yet, so</i> • <i>Mostly correct use of a range of subordinating conjunctions, e.g. when, if, because, although, before, since, while, as, after</i> <p>Use a wide range of linking words/phrase between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns).</p>
Sentence Construction and Tense Composition - sentences.	<p>Ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p><i>Effectively use cohesion within and across paragraphs:</i></p> <ul style="list-style-type: none"> - <i>Use of nouns and pronouns to support cohesion and avoid repetition.</i> - <i>Use fronted adverbial phrases of time/manner to join information within and across paragraphs.</i> - <i>Use conjunctions to aid cohesion.</i>
Punctuation	<p>Consistently use the basic punctuation taught at Key Stage 1 correctly. Use commas for lists, after fronted adverbials and to separate clauses.</p> <p>Use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>Use apostrophes to show omission and possession (both singular and plural).</p> <p>Use all speech punctuation correctly, including for direct and reported speech.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>
Spelling statutory words.	<p>Spell correctly many of the words from the year 5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>
Prefixes and Suffixes.	<p>Convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>Convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>Convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>Convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>

Phonics Spelling Rules	<p>Spell words with endings that sound like /shuh/ spelt with -cious (e.g. vicious, precious, conscious, suspicious).</p> <p>Spell words with the endings that sound like /shuh/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>Spell words with 'silent' letters (e.g. doubt, island, lamb, knight, thistle, solemn).</p> <p>Spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>
Further Spelling Conventions	<p>Spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>
Use of Terminology	<p>Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>
Handwriting	<p>Increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>Be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>Confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>