



Writing Progression Years 5 – 6 (from T4W)



		Year 5 (Consolidate Year 4)	Year 6 (Consolidate KS2)
Transcription		<p>Spell some homophones from the Year 5/6 spelling appendix. Distinguish between some commonly confused words. Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Can spell correctly from the Year 5 appendix and NNS teaching which are evident in both short and long writes: Able, ible, ce, se, ough</p> <p>Use a range of spelling strategies</p> <p>Spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list (eg: suffixes - cious, -cial, -ant, -ent, -ance, -ence and prefixes dis, de, mis, over and re)</p> <p>Know when to use the hyphen to join a prefix to a root eg: re-enter</p> <p>Spell some words with 'silent' letters eg: knight, solemn</p> <p>Spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list.</p> <p>Use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed Appendix 1.</p> <p>Write from memory, dictated sentences which include words from the KS2 curriculum.</p>	<p>Spelling some challenging homophones from the Y5/ Y6 spelling appendix, Distinguish between many commonly confused words (near homophones).</p> <p>Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix (eg: prefixes pre- re-, suffixes - cious, - able, -ible , -ably, -ibly, -al, -ial)</p> <p>Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.</p> <p>Spell many words from the statutory Y5/Y6 word list</p> <p>Independently and automatically use a dictionary to check the spelling / meaning of words when appropriate.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed Appendix 1.</p> <p>Write from memory, dictated sentences which include words and punctuation from the KS2 curriculum.</p>
	Hand writing	<p>Writing is legible and fluent and quality is beginning to be maintained at speed. Correct choices are usually made about whether to join handwriting or print letters (e.g. when labelling a diagram).</p> <p>Choosing the writing implement that is best suited for a task</p> <p>Consistent letter size</p> <p>Correct ascenders and descenders</p>	<p>Writing is legible and fluent and quality is usually maintained when writing at sustained, efficient speed.</p> <p>Correct choices are made about whether to join handwriting or print letters and handwriting is adapted according to purpose e.g. when labelling a diagram; showing emphasis in dialogue etc.</p> <p>Choosing the writing implement that is best suited for a task</p>
Contexts for Writing		<p>Discuss the audience for and purpose for a piece of writing. With some support, select the appropriate form and use other similar writing as models for their own.</p> <p>When writing narratives, considering ways in which characters and settings can be developed, referring to books they have read, listened to, seen performed.</p>	<p>Confidently identify the audience and purpose for a piece of writing. Adapt form and style to suit the audience/ purpose and draw appropriate features from models of similar writing.</p> <p>When writing narratives, consider ways in which established authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) (EXS).</p>
Composition	Planning	<p>Discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop.</p> <p>Fiction</p> <p>Secure independent use of planning tools: Story mountain /grids/flow diagrams</p> <p>Plan opening around: Description /action/dialogue.</p> <p>Use 5 part story structure</p> <p>Writing could start at any of the 5 points. This may include flashbacks.</p> <p>Introduction –should include action / description -character or setting / dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending – character could reflect on events, any change or lessons, look forward to the future, ask a question.</p> <p>Non-Fiction</p> <p>Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure:</p> <p>Introduction / Middle / Ending</p>	<p>Use discussion effectively to develop ideas and language before and during writing, drawing on reading and research where necessary.</p> <p>Fiction</p> <p>Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips.</p> <p>Start story at any point of the 5 part structure.</p> <p>Maintain plot consistently working from plan.</p> <p>Non-fiction:</p> <p>Secure planning across nonfiction genres and application.</p> <p>Use a variety of text layouts appropriate to purpose.</p> <p>Structure: Introduction / Middle / Ending</p>
	Drafting	<p>Organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs.</p> <p>Paragraphs are used to signal e.g.</p> <ul style="list-style-type: none"> ➤ Change in mood ➤ Change in action ➤ Change in setting ➤ Change in time ➤ Introduce dialogue (new speaker) ➤ New subject matter <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p> <p>Some evidence of cohesion across paragraphs using:</p> <ul style="list-style-type: none"> ➤ Adverbs/adverbials – time, place, number ➤ Tense choices [for example, he had seen her before] ➤ Nouns, pronouns (to avoid repetition) <p>Layout is appropriate and supports the purpose – choose the appropriate form using the main features identified in reading.</p> <p>Use a range of organisational and presentational devices including use of title, subheadings and bullet points.</p> <p>In narratives, describe characters, setting and plot with growing precision. Use dialogue to indicate character and event with appropriate balance between dialogue and narration.</p> <p>Find key words and ideas – begin to write summaries.</p> <p>T4W Non-Fiction</p> <p>Use a variety of ways to open texts and draw reader in and make the purpose clear – rhetorical questions.</p> <p>Express own opinions clearly.</p> <p>Consistently maintained viewpoint, established through comment on characters and events, contrasting attitudes/opinions.</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>Organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph and use paragraphs of varying length.</p> <p>Cohesion across paragraphs is established (write cohesively at length)</p> <p>Cohesion within paragraphs is established(write paragraphs that make sense if read alone)</p> <p>Cohesive devices are used e.g.</p> <ul style="list-style-type: none"> ○ Deliberate repetition of word or phrases ○ Nouns, pronouns and chains of reference ○ Adverbial phrases ○ Fronted subordinate clause ○ Manipulation of tense ○ Coordinating and subordinating conjunctions ○ Synonyms ○ Ellipsis <p>Using further organisational and presentational devices to structure text and to guide the reader e.g. bullet points, tables, columns.</p> <p>In narratives, describe characters, settings and atmosphere with some precision.</p> <p>Interweave descriptions of characters, settings and atmosphere with dialogue to convey and contrast characters and to advance the action.</p> <p>Use complex plot structures.</p> <p>Write an accurate précis of a longer passage.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register with increasing independence.</p> <p>T4W Non-fiction</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions.</p> <p>Express balanced coverage of a topic.</p> <p>Controlled viewpoint, with some development of opinion, attitude or stance.</p> <p>Writer comment upon the character's thoughts and feelings.</p> <p>Use different techniques to conclude texts.</p> <p>Choose or create publishing format to enhance text type and engage the reader.</p>
	Editing	<p>Evaluate own and others' writing against agreed criteria.</p> <p>Proof-read, edit and revise – making changes which clarify descriptions and meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural when pointed out.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register with support.</p>	<p>Evaluate own and others' writing against criteria against agreed criteria.</p> <p>Proof-read, edit and revise – making assured changes to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing (including simple, perfect and progressive).</p> <p>Ensuring correct subject and verb agreement when using singular and plural.</p>
Performing	<p>Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience.</p>	<p>Confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear –showing a developed awareness of audience</p>	



Writing Progression Years 5 – 6 (from T4W)



Vocabulary, Punctuation and Grammar	T4W Word and Sentence (to include in model texts and teach)	<p>Introduce:</p> <p>Secure use of simple / embellished simple sentences Secure use of compound sentences (using coordination (for, and, nor, but, or, so, yet))</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions (until, provided, whenever, even though)</p> <p>Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p>Drop in –'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly through the lonely streetsat midnight</p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p>	<p>Secure use of relative clauses</p> <p>Secure use of simple / embellished simple sentences Secure use of compound sentences (coordination) Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions, varying the position within the sentence.</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>Sentences starters - different ways e.g. –ing, –ed, simile, adverbial.</p> <p>Some experimentation with different sentence reshaping techniques e.g. one word sentences, starting with 'And...'</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come... in some very formal writing and speech]</p>
	Vocabulary	<p>Use a thesaurus.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Vocabulary (including adjectives and adverbs) selected to:</p> <ul style="list-style-type: none"> o Clarify meaning o Add detail using descriptive and technical language o Engage or have impact on the reader o Add opinion or persuasion o Amuse or entertain <p>Vocabulary appropriate to the genre</p> <p>Uses stylistic device to create effects in writing e.g. simile, metaphor, alliteration, personification, rhythm, rhyme, humour, emotive phrases</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. someone, somewhere was out to get him</p> <p>Developed use of technical language</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>The writing is beginning to reflect the structures, vocabulary, tone and level of formality required of the genre.</p> <p>Appropriate tone and style mostly consistent.</p>	<p>Use a thesaurus.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Vocabulary is chosen for effect to add specific detail or create atmosphere</p> <p>Add detail, qualification and precision through e.g.</p> <ul style="list-style-type: none"> > Adverbs > Prepositional phrases > Noun phrases <p>Build in literary features to create effects e.g. alliteration, onomatopoeia, similes, metaphors.</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing).</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little.</p> <p>Specific and technical words to enhance precision and economy</p> <p>Vocabulary and modifiers, chosen to reflect shades of meaning (irritated, angry, furious, apoplectic, extremely/slightly/intensely irritated)</p> <p>A range of stylistic devices appropriate to text type:</p> <ul style="list-style-type: none"> > Similes, metaphors, personification, alliteration, humour > Emotive phrases, persuasive language <p>Some use of expert comment to suggest credibility</p> <p>Selecting appropriate grammar and vocabulary (for the genre), understanding how such choices can change and enhance meaning.</p>
	Grammar	<p>Write a range of sentence structures which are grammatically accurate.</p> <p>Using relative clauses begin with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>Indicating degrees of possibility or certainty using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].</p> <p>Recognise the subjunctive form of the verb when appropriate.</p> <p>Begin to recognise active and passive voice.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Usually maintain the correct tense.</p> <p>Identify and select determiners (understand articles as specific determiners an, the, a).</p>	<p>Write a range of sentence structures (simple and complex) including relative clauses eg: using that, which.</p> <p>Recognising vocabulary and structures that are appropriate for formal or informal speech and writing, including subjunctive forms.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Use verb tenses consistently and correctly through the writing.</p> <p>Synonyms & Antonyms.</p>
	Punctuation	<p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Begin to use punctuation for parenthesis: brackets, dashes or commas.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up].</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>Contracted forms for informality.</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</p>
	Grammatical Terms	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, determiner, metaphor, personification, onomatopoeia, rhetorical question</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
	Alan Peat (+ consolidate previous)	<p>NOUN, who/ which/ where sentences</p> <p>Outside (inside) sentences</p> <p>The more, the more sentences</p> <p>Short sentences</p> <p>___ing, ___ed sentences</p>	<p>De: De sentences</p> <p>Adjective, same Adjective sentences</p> <p>3 bad – dash question sentences</p> <p>Some; others sentences</p> <p>Irony sentences</p> <p>One word, one phrase definition</p> <p>Imagine; 3 examples sentences</p>