

Progression in Writing: Year 5

Composition: planning				Key Learning
	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this when choosing the language and structures to use eg entertain children in KS1 – a story using fairy tale language. 	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this when choosing the language and structures to use eg to entertain children in Y4 – science fiction story with futuristic settings, time travel, futuristic gadgets, invented words 	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this when choosing the language and structures to use eg to persuade HEFA to sponsor a cooking activity – emotive language, rhetorical questions, flattery, exaggeration 	<ul style="list-style-type: none"> Identify audience and purpose Choose appropriate language and structures.
	<ul style="list-style-type: none"> Plan writing by drawing on a writing model eg chunking down a known fiction text; foxing up a non-fiction text Develop and clarify ideas through talk, noting key events and vocabulary on a written plan. 	<ul style="list-style-type: none"> Compare two similar texts and with support draw on these to create own plan, Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. 	<ul style="list-style-type: none"> Drawing on reading and research, create own plan for writing eg read, evaluate and analyse a selection of newspaper reports before designing structure and layout of own. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. 	<ul style="list-style-type: none"> Use similar writing models. Draw o reading and research. Note and develop ideas.
	<ul style="list-style-type: none"> Examine how authors develop characters in books. 	<ul style="list-style-type: none"> Examine how authors develop settings in books. 	<ul style="list-style-type: none"> Examine how characters and settings are presented in film eg watch a short section of a film, identify sights & sounds (characters & setting). Develop ideas further by adding descriptive vocabulary. 	<ul style="list-style-type: none"> Consider how authors develop characters & setting (books, films and performances).
Composition: drafting & writing	<ul style="list-style-type: none"> Show characterisation through the use of description and dialogue. (what is said; how it's said) 	<ul style="list-style-type: none"> Select appropriate structure, vocabulary and grammar to describe setting. 	<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs. 	<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs.
	<ul style="list-style-type: none"> Improve a passage prepared by the teacher (eg one with over use of a particular sentence opener) with a focus on sentence structure. 	<ul style="list-style-type: none"> During composition, use different sentence structures. (link to SPAG taught) Orally compose alternatives and select from these according to effect created. 	<ul style="list-style-type: none"> During and after composition, independently edit and improve own writing by using different sentence structure. (link to SPAG) 	<ul style="list-style-type: none"> Use different sentence structures with increasing control.
Composition: evaluating & editing	<ul style="list-style-type: none"> Proofread to ensure: <ul style="list-style-type: none"> ➤ Consistent & correct use of tense ➤ Consistent subject & ver agreement ➤ Spelling & punctuation errors 	<ul style="list-style-type: none"> Proofread and suggest changes to vocabulary, punctuation & grammar to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience & purpose. Suggest changes to vocabulary, grammar & punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience & purpose. Suggest changes to vocabulary, grammar & punctuation to enhance effects and clarify meaning. Proofread for spelling and punctuation errors.
Performing	<ul style="list-style-type: none"> Use appropriate intonation, tone & volume to present their writing to a group or class. 	<ul style="list-style-type: none"> Use appropriate intonation, tone & volume to present their writing to a group or class. 	<ul style="list-style-type: none"> Use appropriate intonation, tone & volume to present their writing to a group or class adding gesture & movement. 	<ul style="list-style-type: none"> Use appropriate intonation, tone & volume Add movement. Ensure meaning is clear.

				Key Learning
Vocabulary, grammar & punctuation	<ul style="list-style-type: none"> Create complex sentences by adding a relative clause using a relative pronoun: who, which, where, whose, when, that. Keep the relative clause at the end eg Mr Brown owned a Ferrari which was his pride and joy. Understand that who = person; that = animal, thing; which = animal, thing 	<ul style="list-style-type: none"> Create complex sentences by adding a relative clause in the middle eg Mr Brown, who owned a Ferrari, lives in Bath. 	<ul style="list-style-type: none"> Create complex clauses using relative pronouns both at the end of the sentence and embedded within. Understand the different between the relative pronouns who/whom. 	<ul style="list-style-type: none"> Create complex sentences by using relative clauses with relative pronouns, who, which, where, whose, when, that eg Sam, who had remembered his wellies, played on the grass at playtime; The famous author lived in the bungalow which stood on the cliff edge.
			<ul style="list-style-type: none"> Create complex sentences where the relative pronoun is omitted eg Megan, grasping her mug tightly, wondered what to do about the complaint. 	<ul style="list-style-type: none"> Create complex sentences where the relative pronoun is omitted
	<ul style="list-style-type: none"> Create and punctuate complex sentences using –ed opening clauses eg Exhausted from the run, Jake fell fast asleep. 	<ul style="list-style-type: none"> Create and punctuate complex sentences using –ed & -ing opening clauses eg Smiling from ear to ear, Hattie showed her family the medal. 		<ul style="list-style-type: none"> Create and punctuate complex sentences using –ed & -ing opening clauses
	<ul style="list-style-type: none"> Demarcate complex sentences using commas in order to clarify meaning ie after ed –ing opening clause 	<ul style="list-style-type: none"> Demarcate complex sentences using commas in order to clarify meaning - embedded relative clauses. 	<ul style="list-style-type: none"> Demarcate complex sentences using commas in order to clarify meaning - embedded relative clauses with omitted pronoun. 	<ul style="list-style-type: none"> Demarcate complex sentences using commas in order to clarify meaning.
		<ul style="list-style-type: none"> Identify and use commas to indicate parenthesis eg Paul, on the other hand, is very handsome; The, a corgi, barked all night. 	<ul style="list-style-type: none"> Identify and use dashes for parenthesis. Identify and use brackets for parenthesis eg in formal writing 	<ul style="list-style-type: none"> Identify and use dashes & brackets to indicate parenthesis.
	<ul style="list-style-type: none"> Explore, identify, collect and use noun phrases eg Hrothgar stared in horror at the desolated mead hall with splatters of blood and scratch marks on the walls. 	<ul style="list-style-type: none"> Use expanded noun phrases to convey information concisely eg James Dyson is a respected design engineer with his own company. 		<ul style="list-style-type: none"> Use expanded noun phrases to convey information concisely eg carnivorous predators with surprisingly weak jaws and small teeth...
	<ul style="list-style-type: none"> Link ideas across paragraphs using adverbials for time, place and number eg later, nearby, secondly 			<ul style="list-style-type: none"> Link ideas across paragraphs using adverbials for time, place and number eg later, nearby, secondly
		<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph eg Just then, this, firstly, 		<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph