

## TEAM Writing Progression 4 Purposes Y5/6

Year 5/6	Autumn: Footprints From The Past	
	Writing to Inform	Writing to Persuade
Decision Spelling	Meta language and statutory word list (1 week) Personal spelling lists and coaching (2 weeks) OUGH letter string (2 weeks)	Silent consonants (2 weeks) Developing personal spelling lists, and coaching skills (1 week) Homophones (1 week) The /shun/ suffix (2 weeks)
Handwriting	To 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. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	
Sentence Structure	<ul style="list-style-type: none"> <li>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</li> <li>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</li> <li>To recognise and use the terms, relative pronoun, relative clause, cohesion and ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>To use brackets, dashes or commas to indicate parenthesis.</li> <li>To use the subjunctive form in formal writing.</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>To recognise and use the terms modal verb</li> </ul>
Composition	<ul style="list-style-type: none"> <li>To 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.</li> <li>To 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.</li> <li>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>To note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>To consistently link ideas across paragraphs</li> <li>To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> <li>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>

Year 5/6	Spring: Active Planet	
	Writing to Entertain	Writing to Inform
Decision Spelling	Meta language and statutory word list (1 week) /shus/ ending (2 weeks) The IBLE and ABLE suffixes (2 weeks)	Homophones (1 week) /shul/ ending (2 weeks) Review of personal spelling list with spelling coach (1 week)
Handwriting	To 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. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).	
Sentence Structure	<ul style="list-style-type: none"> <li>To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use the passive voice.</li> <li>To use question tags in informal writing.</li> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> </ul>	<ul style="list-style-type: none"> <li>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences</li> <li>To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</li> <li>To regularly use dialogue to convey a character and to advance the action.</li> <li>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> <li>To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>To consistently link ideas across paragraphs.</li> <li>To habitually proofread for spelling and punctuation errors.</li> <li>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>To note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> <li>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>To habitually proofread for spelling and punctuation errors.</li> <li>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li> </ul>

Year 5/6	Summer: Time Travellers	
	Writing to Entertain	Writing to Discuss
Decision Spelling	Meta language and statutory word list (1 week) Words ending ENT, ANT, ENCE and ANCE (2 weeks) Adding suffixes to words ending -FER (2 weeks)	Homophones (1 week) Use of hyphens (1 week) Review of personal spelling list with spelling coach (1 week)
Handwriting	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>	
Sentence Structure	<ul style="list-style-type: none"> <li>• To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</li> <li>• To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>• To use question tags in informal writing.</li> <li>• To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>• To use brackets, dashes or commas to indicate parenthesis.</li> <li>• To recognise and use the terms parenthesis, bracket, dash.</li> <li>• To use the subjunctive form in formal writing.</li> <li>• To use the passive voice.</li> <li>• To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</li> </ul>
Composition	<ul style="list-style-type: none"> <li>• To note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>• To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>• To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> <li>• To habitually proofread for spelling and punctuation errors.</li> <li>• To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• To 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.</li> <li>• To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>• To distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> <li>• To 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.</li> <li>• To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> </ul>

