

# Waterville Primary School Progression of Skills in English – Writing

<b>Year 5</b>	<p><b>National Curriculum</b> The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p> <p><b>Pupils should be taught:</b> -to spell most of the words taught so far and to spell unknown words using their understanding of the English Language. -to use a wide range of grammatical terminology and apply their understanding of grammar when writing. -to understand a use a wide range of punctuation, knowing how to manipulate punctuation to create different effects. -to articulate ideas, structuring them in speech and writing.</p>			
<b>Explore and Develop Ideas</b>	<p><b>Pupils should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>-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>-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul>		<b>Handwriting</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-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.</li> </ul>
<b>Evaluate and Edit Work</b>	<p><b>Pupils should evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-proof-reading their work to precis longer pieces of work by removing unnecessary repetition or irrelevant details.</li> <li>-proof-reading their work to assess the effectiveness of their own and others' writing</li> <li>-proof-reading work to make necessary corrections and improvements.</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-proofread for spelling and punctuation errors.</li> </ul>			<ul style="list-style-type: none"> <li>-confidently use diagonal and horizontal joining strokes</li> <li>-write in a legible, fluent and speedy way</li> <li>-be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> </ul>
	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar</b>	<b>Composition</b>
	<ul style="list-style-type: none"> <li>-Use prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto.</li> <li>-Understand and add suffixes -ation, -ous.</li> <li>-Add shun endings spelt -tion, -sion, -ssion, -cian.</li> <li>-Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</li> <li>-Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.</li> <li>-Spell words that are often misspelt for years 3 and 4 (English Appendix 1).</li> <li>-Spell words with the 's' sounds spelt 'sc' e.g. science, scene.</li> <li>-Place the possessive apostrophe words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</li> <li>-Use the first three or four letters of a word to check its spelling in a dictionary.</li> <li>-Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use commas to clarify meaning or avoid ambiguity</li> </ul> <p style="color: red; text-align: center;">All other punctuation taught in previous year groups – see _____ document.</p>	<ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</li> <li>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</li> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.</li> <li>Recognise and use the terms: <ul style="list-style-type: none"> <li>-modal verb</li> <li>-relative pronoun</li> <li>-relative clause</li> <li>-parenthesis</li> <li>-bracket</li> <li>-dash</li> <li>-cohesion</li> <li>-ambiguity.</li> </ul> </li> </ul> <p style="color: red; text-align: center;">All other grammar taught in previous year groups. See _____ document.</p>	<p>Pupils should draft and write by:</p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-precising longer passages</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>-producing sustained and accurate writing from fiction and non-fiction genres, for a range of audiences and purposes.</li> </ul>