

# Year 5 Writing Progression Map

Composition	Punctuation	Grammar	Spelling	Handwriting
<ul style="list-style-type: none"> <li>▪ My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade.</li> <li>▪ I organise writing into paragraphs to show different information or events. (TIP TOP – Time, Place, Topic, Person Speaking) (paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail)</li> <li>▪ I link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with))</li> <li>▪ I develop characters through action, description and dialogue. (Correct and effective use of speech, “Well done, you can use speech marks correctly!” exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs).</li> <li>▪ I add well-chosen detail to interest the reader. (Expanded noun phrases-‘the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...’).</li> <li>▪ My settings are used to not only create atmosphere, but also to indicate a change.</li> <li>▪ Models from my reading are often used or integrated into my writing.</li> <li>▪ I manage shifts in time and place effectively and guide the reader through my text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use commas to clarify meaning or avoid ambiguity in writing.</li> <li>▪ I use colons to introduce a list.</li> <li>▪ I use inverted commas and other punctuation to accurately indicate direct speech.</li> <li>▪ I use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (Inside I was angrier than a bull about the charge).</li> </ul>	<ul style="list-style-type: none"> <li>▪ I ensure the correct and consistent use of tense throughout a piece of writing.</li> <li>▪ I start sentences in different ways. (<i>-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The</i>). (<i>adverbials of time- Later, When the, As the dawn broke,</i>) (<i>adverbials of place- nearby, Inside, On top of, Over the rainbow, In a nearby village,</i>) (<i>manner- as quick as a flash, with legs swinging in the air,</i>)</li> <li>▪ I use a thesaurus for alternative word choices.</li> <li>▪ I use stylistic devices to create effects in writing. (<i>simile, metaphor, personification</i>)</li> <li>▪ I use modal verbs or adverbs to indicate degrees of possibility. (There might be.... It could be....we may be...sometimes... possibly....occasionally...)</li> <li>▪ I use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence)</li> <li>▪ I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>▪ I use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.)</li> <li>▪ I choose words for deliberate effect and I use them thoughtfully and with precision.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I form verbs with prefixes, for example, dis, de, mis, over and re.</li> <li>▪ I use the first three or four letters of a word to check spelling, meaning or both in a dictionary.</li> <li>▪ I begin to proof read my work for spelling and punctuation errors.</li> <li>▪ I spell some words with ‘silent’ letter. (<i>e.g. knight, psalm, solemn</i>)</li> <li>▪ I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify.</li> <li>▪ I distinguish between homophones and other words which are often confused. (<i>guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle</i>)</li> <li>▪ I can spell identified commonly misspelt words from Year 5 and 6-word list. (<i>Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters.</li> <li>▪ I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).</li> </ul>