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**KEY TECHNICAL SKILLS FOR YEAR 5**

Modal verbs

Relative clauses

Formal and informal writing

**Unity Community Primary School**

**Curriculum Progression in Writing - Year 5**

**2024-2025**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | 7 weeks  | 8 weeks  | 6 weeks  | 6 weeks  | 6 weeks  | 7 weeks  |
| Year 5 | **Text type:*** Setting Description
* Character Description

**Model text:***How to Train Your Dragon***Toolkit:**Expanded Noun Phrases, Modal Verbs, Relative Clauses | **Text type:*** Narrative – Character Perspective
* Non-chronological report

**Model text:***How to Train Your Dragon*Moon Landing**Toolkit:** Dialogue, different tenses, show not tell, powerful verbsModal verbs, subordinate clauses, sub headings, parenthesis | **Text type:*** Travel Advert
* Emotive Narrative

**Model text:***The Last Bear***Toolkit:**Subordinate Clauses, Dialogue, Emotive LanguageSubheadings, persuasive language, fronted adverbials.  | **Text type:**Narrative Battle Scene (first 3 weeks)Letter persuading the chairs to return/stay in class**Model text:***Last Day on Mars***Toolkit:**Relative clauses, subordinate clauses, direct speech, adverbials, show not tell, varied sentence length | **Text type:***Harris Burdick* Horror WritingPolice report on a creepy event.**Model text:**Harris Burdick (short)*Haunted* by Susan Cooper**Toolkit:** | **Text type:**Letter local issue (link to rights). Persuasive writing.First person narrative**Model text:***The Night Bus Hero* – Onjali Rauf**Toolkit:** |

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| Spelling  | Handwriting  |
| * Pupils should be taught to use further prefixes and suffixes and understand the guidance for adding them
* spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
* continue to distinguish between homophones and other words which are often confused
* use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 | Pupils should be taught 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.
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| Composition | Vocabulary, Grammar and Punctuation  |
| Pupils should be taught 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
* noting and developing initial ideas, drawing on reading and research where necessary
* in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed`
* draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
* using a wide range of devices to build cohesion within and across paragraphs
* using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
* evaluate and edit by assessing the effectiveness of their own and others’ writing
* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
* ensuring the consistent and correct use of tense throughout a piece of writing
* ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
* proof-read for spelling and punctuation errors
* perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
 | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:* recognising vocabulary and structures that are appropriate for formal speech and writing
* using expanded noun phrases to convey complicated information concisely
* using modal verbs or adverbs to indicate degrees of possibility
* using relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun
* using brackets and commas to indicate parenthesis

Terminology* letter, capital letter, lower case, upper case
* word, singular, plural
* suffix, prefix, consonant, vowel
* synonym, opposite
* sentence, statement, question, exclamation, command
* subject, object
* clause, subordinate clause, coordination, subordination, relative clause
* word classes: noun, noun phrase, adjective, adverb, verb, preposition, conjunction, relative pronoun
* adverbial, fronted adverbials
* tenses: past, present, future, imperative
* modal verb
* direct speech
* punctuation, full stop, question mark, exclamation mark
* ellipsis, hyphen, bullet points

apostrophe, comma, inverted commas (or ‘speech marks’) |