****

**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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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 verbs  Modal verbs, subordinate clauses, sub headings, parenthesis | **Text type:**   * Travel Advert * Emotive Narrative   **Model text:**  *The Last Bear*  **Toolkit:**  Subordinate Clauses, Dialogue, Emotive Language  Subheadings, 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 Writing  Police 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:** |

|  |  |  |
| --- | --- | --- |
| 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. |
| 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’) | |