




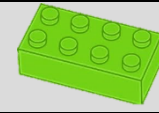


# Tower Hill Primary School Writing Progression Framework – Year 5

Year 5		Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
Ongoing, in school provision and approaches		❖ Continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly	❖ Continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.	• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Phase 1		<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by: <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> </li> </ul>	<ul style="list-style-type: none"> <li><b>Plan their writing by:</b> <ul style="list-style-type: none"> <li><b>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b> <ul style="list-style-type: none"> <li>Pupils usually able to identify the audience and purpose of writing and choose a suitable writing model to support their own</li> </ul> </li> <li>Noting and developing initial ideas, drawing on reading and research where necessary <ul style="list-style-type: none"> <li>Pupils can usually draw on reading and research or consider how authors develop characters and setting to help their factual and fictional writing respectively</li> </ul> </li> </ul> </li> <li><b>Draft and write by:</b> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <ul style="list-style-type: none"> <li>Sentences are mostly grammatically sound, e.g. correct subject/verb agreement, security of tense and person</li> <li>Tense choice generally appropriate; some variation of modal verbs to express possibility</li> <li>Viewpoint is established</li> </ul> </li> <li><b>In narratives, describing settings, characters and atmosphere</b> and integrating dialogue to convey character and advance the action <ul style="list-style-type: none"> <li>Elaboration of detail / events supported through appropriate vocabulary, e.g. technical, precise/vivid language according to the writing purpose and genre</li> </ul> </li> <li><b>Using further organisational and presentational devices to structure text and to guide the reader</b> <ul style="list-style-type: none"> <li>Related events or ideas organised into paragraphs or sections to support the content of the writing for a range of purposes</li> </ul> </li> </ul> </li> <li>Evaluate and edit by: <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> <li>Pupils can usually propose and make changes to vocabulary, grammar and punctuation to clarify meaning in their own writing</li> <li>Sentence structure varied in line with the expectations of English Appendix 2</li> </ul> </li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li><b>Proof-read for spelling and punctuation errors</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li><b>Converting nouns or adjectives into verbs using '-ate', '-ise or '-ify'</b></li> <li>Learning the grammar for year 5 in English Appendix 2</li> </ul> </li> <li><b>Indicate grammatical and other features by:</b> <ul style="list-style-type: none"> <li><b>Using commas to clarify meaning or avoid ambiguity in writing</b></li> </ul> </li> </ul>
Phase 2		<ul style="list-style-type: none"> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus</li> </ul>	❖ Pupils are clear about what standard of handwriting is appropriate for a particular task e.g. quick notes or a final handwritten version.	<ul style="list-style-type: none"> <li><b>Plan their writing by:</b> <ul style="list-style-type: none"> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <ul style="list-style-type: none"> <li>Content is balanced, e.g. between action and dialogue, fact and comment</li> </ul> </li> </ul> </li> <li><b>Draft and write by:</b> <ul style="list-style-type: none"> <li>Sentences are mostly grammatically sound, e.g. correct use of subordination</li> <li>Tense choice generally appropriate with verb forms adapted</li> <li>Viewpoint is established and generally maintained</li> <li>Précising longer passages</li> <li><b>Using a wide range of devices to build cohesion within and across paragraphs</b> <ul style="list-style-type: none"> <li>Links established between paragraphs, although transitions may be awkward or abrupt</li> <li>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</li> </ul> </li> </ul> </li> <li>Evaluate and edit by: <ul style="list-style-type: none"> <li>Sentence structure varied in line with the expectations of English Appendix 2</li> <li><b>Ensuring the consistent and correct use of tense throughout a piece of writing</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Develop understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li><b>Using modal verbs or adverbs to indicate degrees of possibility</b></li> </ul> </li> </ul>
Phase 3		<ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words</li> </ul>	❖ Pupils know when to use an un-joined style e.g. for labelling a diagram or data, writing an email address, or for algebra	<ul style="list-style-type: none"> <li><b>Draft and write by:</b> <ul style="list-style-type: none"> <li>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</li> </ul> </li> <li><b>Evaluate and edit by:</b> <ul style="list-style-type: none"> <li>Sentence structure varied in line with the expectations of English Appendix 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Indicate</b> grammatical and other features by: <ul style="list-style-type: none"> <li>Using brackets, dashes or commas to indicate parenthesis</li> </ul> </li> </ul>

**Tower Hill Primary School Spelling, Vocabulary, Grammar and Punctuation Progression Framework - Year 5**

Spelling principles used as strands	 Phonemic principles, based on hearing sounds and knowing grapho-phonemic correspondence								
	 High frequency, common irregular or commonly mis-spelt words that need practice for automaticity								
	 Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)								
Year 5	Vocabulary, Grammar and Punctuation								
Phase 1	Converting nouns or adjectives into verbs using '-ate', '-ise' or '-ify'	Relative clauses to add detail beginning with 'who', 'which', 'where', 'when', 'whose', 'that', or an omitted relative pronoun	Relative pronouns: who, which, that, whom, whose	Embellishing simple sentences	Secure use of compound sentences	Colons for play scripts	Review importance of hearing syllables and stressed and unstressed vowels to support spelling words from Year 5/6 compulsory list	Homophones linked to word class/function	Verb prefixes e.g. dis-, de-, mis-, over-, re-
	Verb prefixes e.g. 'dis-', 'de-', 'mis-', 'over-' and 're-'	Onomatopoeia Rhetorical questions	Metaphors Personification	Start a complex sentence with a subordinate clause	Start a sentence with an expanded '-ed' clause e.g. Frightened of the dark, Tom hid under the bed all night.	Developing technical language	ough - can be pronounced 7 different ways: look for patterns in Viking root words (gh used to be pronounced as ch in loch)		Verb suffixes (noun to verb) e.g. -ate, -ise, -ify
Phase 2	Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly)	Embedded '-ed' clauses e.g. Poor Tom, frightened by the fierce dragon, ran home.	Moving parts of sentences around to create different effects	Use of commas to clarify meaning or avoid ambiguity	Developing fronted prepositional phrases for greater effect e.g. Throughout the stormy winter... Far beneath the frozen soil...	Indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing	Silent letters linked to etymology - used to be pronounced.	Investigating patterns in verb and noun spellings e.g. license/licence	Adding suffix: able/ible to make adjectives
	Indicating degrees of possibility using modal verbs: might, should, will, must	Indicating degrees of possibility using adverbs: perhaps, surely	Connectives to build cohesion e.g. Exemplification, To summarise, To sequence, Results	Colons to start a list	Future tense verbs				Suffixes: ▪ ant/ance/ence for making nouns ▪ ent for making adjectives
Phase 3	Brackets for parenthesis	Dashes for parenthesis	Commas for parenthesis	Editing sentences by either expanding or reducing for meaning and effect			Look at word families and how pronunciation can shift e.g. night, doubt, lamb, solemn, island	Homophones and commonly mis-spelt words	Suffixes: ▪ cial/tial for making adjectives ▪ cious/tious for making adjectives