| Writing   | <b>Progression</b> | Overview    | Year 5  |
|-----------|--------------------|-------------|---------|
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| Term 1                            | Term 2                   | Term 3                  | Term 4                  | Term 5                 | Term 6                  |  |  |  |
|-----------------------------------|--------------------------|-------------------------|-------------------------|------------------------|-------------------------|--|--|--|
| Writing Outcome & Writing Purpose |                          |                         |                         |                        |                         |  |  |  |
| Narrative: Exploration            | Narrative: Setting       | Narrative: Cliff hanger | Narrative: Character    | Narrative: Survival    | Narrative: Dilemma      |  |  |  |
| Narrative                         | Narrative                | Narrative               | Narrative               | Narrative              | Narrative               |  |  |  |
| Purpose: To narrate               | Purpose: To narrate      | Purpose: To narrate     | Purpose: To narrate     | Purpose: To narrate    | Purpose: To narrate     |  |  |  |
| Recount: Formal                   | Recount: Letter          | Recount: Formal         | Persuasion: Bargain     | Explanation: Survival  | Discussion: Balanced    |  |  |  |
| Mission Log                       | Purpose: To recount      | Report                  | Letter                  | Guide                  | Argument                |  |  |  |
| Purpose: To recount               |                          | Purpose: To inform      | Purpose: To persuade    | Purpose: To explain    | Purpose: To discuss     |  |  |  |
|                                   |                          | Gramma                  | ar: Word                |                        |                         |  |  |  |
| Build on previous year            | Build on previous        | Build on previous       | Build on previous       | Build on previous      | Build on previous       |  |  |  |
| & focus on: Develop               | units & focus on: The    | units & focus on: The   | units & focus on:       | units & focus on: Verb | units & focus on:       |  |  |  |
| an understanding of               | difference between       | difference between      | Develop                 | prefixes mis, over and | Converting nouns or     |  |  |  |
| the use of verb                   | vocabulary of informal   | vocabulary of informal  | understanding and use   | de Converting nouns    | adjectives into verbs   |  |  |  |
| prefixes                          | speech and vocabulary    | speech and vocabulary   | of verb prefixes        | or adjectives into     | using suffixes          |  |  |  |
|                                   | appropriate to formal    | appropriate to formal   |                         | verbs using suffixes   |                         |  |  |  |
|                                   | speech and writing –     | speech and writing –    |                         |                        |                         |  |  |  |
|                                   | formal tone Use verb     | formal tone Develop     |                         |                        |                         |  |  |  |
|                                   | prefixes (un-, de-, re-, | understanding and use   |                         |                        |                         |  |  |  |
|                                   | over-, dis-, mis-)       | of verb prefixes        |                         |                        |                         |  |  |  |
|                                   |                          | Converting nouns or     |                         |                        |                         |  |  |  |
|                                   |                          | adjectives into verbs   |                         |                        |                         |  |  |  |
|                                   |                          | using suffixes          |                         |                        |                         |  |  |  |
|                                   |                          | Grammar                 | Sentence                |                        |                         |  |  |  |
| Build on previous year            | Build on previous        | Build on previous       | Build on previous       | Build on previous      | Build on previous       |  |  |  |
| & focus on: Indicate              | units & focus on:        | units & focus on:       | units & focus on:       | units & focus on:      | units & focus on:       |  |  |  |
| degrees of possibility            | Indicate degrees of      | Relative clauses        | Indicate degrees of     | Indicate degrees of    | Develop                 |  |  |  |
| using modal verbs                 | possibility using modal  | beginning with who,     | possibility using modal | possibility using      | understanding and use   |  |  |  |
| Expanded noun                     | verbs Expanded noun      | which, where, when,     | verbs and adverbs       | adverbs and modal      | of relative clauses     |  |  |  |
| phrases to convey                 | phrases to convey        | whose, that or an       |                         | verbs Relative clauses | beginning with who,     |  |  |  |
| complicated                       | complicated              | omitted relative        |                         | beginning with who,    | which, where, when,     |  |  |  |
| information concisely             | information concisely    | pronoun                 |                         | which, where, when,    | whose, that, or an      |  |  |  |
| Develop                           | Use fronted adverbials   |                         |                         | whose, that or an      | omitted relative        |  |  |  |
| understanding of                  |                          |                         |                         | omitted relative       | pronoun Develop         |  |  |  |
| relative clauses                  |                          |                         |                         | pronoun                | understanding of        |  |  |  |
|                                   |                          |                         |                         |                        | expanded noun           |  |  |  |
|                                   |                          |                         |                         |                        | phrases to convey       |  |  |  |
|                                   |                          |                         |                         |                        | complicated             |  |  |  |
|                                   |                          |                         |                         |                        | information concisely   |  |  |  |
|                                   |                          |                         |                         |                        | Indicate degrees of     |  |  |  |
|                                   |                          |                         |                         |                        | possibility using modal |  |  |  |
|                                   |                          |                         |                         |                        | verbs                   |  |  |  |
|                                   | 1                        |                         |                         |                        | Î                       |  |  |  |

| Build on previous year   | Build on previous      |  |  |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|--|--|
| & focus on:  | units & focus on:      | units & focus on:      | units & focus on:      | units & focus on:      | units & focus on:      |  |  |
| Use of a range of  | Develop                | Develop                | Develop                | Develop                | Develop                |  |  |
| sentence types for   | understanding in using |  |  |
| impact and cohesion  | devices to build       |  |  |
|  | cohesion within a      |  |  |
|  | paragraph              | paragraph              | paragraph              | paragraph              | paragraph              |  |  |
| Grammar: Punctuation   |                        |                        |                        |                        |                        |  |  |
| Build on previous year   | Build on previous      |  |  |
| & focus on: Indicate   | units & focus on:      | units & focus on: Use  |  |  |
| parenthesis using  | Commas, brackets and   | Commas for             | Commas for             | Indicate parenthesis   | commas for clarity and |  |  |
| dashes and brackets  | dashes for parenthesis | parenthesis Use        | parenthesis            | using brackets         | to avoid ambiguity     |  |  |
| Commas after fronted   | Use commas after       | commas to clarify      |                        | Commas for clarity     | Use of a comma after   |  |  |
| adverbials (reinforce  | fronted adverbials     | meaning and avoid      |                        |                        | the reporting clause   |  |  |
| from Y4) Inverted  |                        | ambiguity              |                        |                        | and use of end         |  |  |
| commas to indicate   |                        |                        |                        |                        | punctuation within     |  |  |
| direct speech  |                        |                        |                        |                        | inverted commas (Y4)   |  |  |
| (reinforce from Y4)  |                        |                        |                        |                        | Indicate parenthesis   |  |  |
|  |                        |                        |                        |                        | using brackets         |  |  |
| Terminology for Pupils   |                        |                        |                        |                        |                        |  |  |
| modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |                        |                        |                        |                        |                        |  |  |