



Progression in Skills Curriculum Map for Writing in Years 5 and 6

	<u>Year 5</u>	<u>Year 6</u>
Transcription	<ul style="list-style-type: none"> • 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. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. 	
Handwriting	<ul style="list-style-type: none"> • Write legibly with increasing speed. • 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	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> • 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. • Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. • Precising longer passages. • 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]. <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. 	

	<ul style="list-style-type: none"> • 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. • 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. 	
<p>Vocabulary Grammar Punctuation</p>	<ul style="list-style-type: none"> • Using modal verbs or adverbs to indicate degrees of possibility. • Using brackets, dashes or commas to indicate parenthesis. • Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Understanding verb prefixes [for example, dis–, de–, mis–, over– and re–]. • Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. • Using commas to clarify meaning or avoid ambiguity in writing. 	<ul style="list-style-type: none"> • Using hyphens to avoid ambiguity. • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. • Understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently. • Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading.