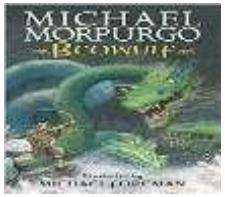
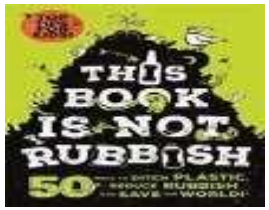
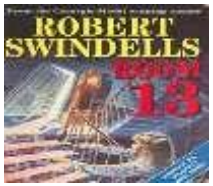
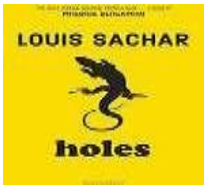
Writing progression - Year 5						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Study Unit Texts / Talk 4 Writing **Class Author: Michael Morpurgo**						
Fiction	**Purpose:** To entertain **Outcome:** To retell a story from a different perspective.	**Purpose:** To inform **Outcome:** To write a diary entry – saving the planet.	**Purpose:** To entertain **Outcome:** To write an atmospheric setting.	**Purpose:** To discuss **Outcome:** To write a balanced argument – visiting Whitby.	**Purpose:** To persuade **Outcome:** To write a leaflet – Green Camp Lake	**Purpose:** To inform **Outcome:** To write a biography – Windrush story
Non-fiction	**Purpose:** To inform **Outcome:** Journalistic account – the arrival of Beowulf	**Purpose:** To persuade **Outcome:** Instructions – How to make (something recycled)	**Purpose:** To inform **Outcome:** To write an information text about Whitby.	**Purpose:** To persuade **Outcome:** To write a persuasive leaflet about visiting Whitby.	**Purpose:** To inform **Outcome:** To write a non-chronological report about lizards.	**Purpose:** To discuss **Outcome:** Newspaper article – Why people came to England.
Poetry	Explore Kenning poem format. **Aims:** To write a Kenning poem about Anglo Saxons.	Shape Poetry **Aims**: To write a poem using key vocabulary around recycling	Silver, The Listeners **Aims:** To explore key vocabulary.	The Highwayman - classic **Aims:** To explore key vocabulary.	The Teacher's Day in Bed – David Orme **Aims**: To explore list poems and associated punctuation	Benjamin Zephaniah **Aims:** To recite Collection of poems by Valerie Bloom.
National Curriculum coverage	**Sentence level (Grammar and punctuation focus):** Using commas to clarify meaning or avoid ambiguity. Use hyphens to avoid ambiguity. **Word level (including spelling):** Words with the letter string 'ough', words with	**Sentence level (Grammar and punctuation focus):** Using relative clauses beginning with who, which, where, when, whose, that or with an implied pronoun. Use a colon to introduce a list. Punctuating bullet points consistently. **Word level (including spelling):**	**Sentence level (Grammar and punctuation focus):** Using brackets, dashes or commas to indicate parenthesis. Use semi-colons, colons or dashes to mask boundaries between independent clauses. Using modal verbs or adverbs to indicate degrees of possibility.	**Sentence level (Grammar and punctuation focus):** Revise relative clauses. Using the perfect form of verbs to mark relationships of time and cause. **Word level (including spelling):** Building words from root words, words with the /i:/	**Sentence level (Grammar and punctuation focus):** Use passive verbs to affect the presentation of information in a sentence. Describe settings, characters and atmosphere, integrating dialogue to convey character. **Word level (including spelling):** Words from statutory and personal spelling lists,	**Sentence level (Grammar and punctuation focus):** Revision of key areas. **Word level (including spelling):** Proofreading: use of dictionary to check words referring to first three or four letters, homophones, Spelling aspects from Year 5 that are not secure.

	silent letters, words ending in -able and -ible, Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, words from statutory and personal spelling lists.	Adding '-s', '-es' and '-ies', use of the hyphen, words from statutory and personal spelling lists, using a dictionary to support learning word roots, derivations and spelling patterns, proofreading.	Using expanded noun phrases to convey complicated information concisely. **Word level (including spelling):** Rare GPCs (bruise, guarantee, immediately, vehicle, yacht, dictation, words ending in '-ably' and '- ibly', homophones (led/lead, steel/steal, alter/altar), words from statutory and personal spelling lists.	sound spelt 'ei', 'ei' and 'ie' words, words from statutory and personal spelling lists.	proofreading for words from statutory spelling lists, homophones.	
Handwriting in Year 5 and 6 Pupils should be taught to write legibly, fluently and with increasing speed by: -choosing which shape of letter to use when given choices -deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task.						