

Hunton CEP School Writing Progression Document

Year Group: Borton (Year 5/6)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Big Write Genre: Narrative</p> <ul style="list-style-type: none"> • Clear structure to writing (beginning, middle and end) • Integrate dialogue to advance action • Use informal language and tone for dialogue for deliberate effect • Manipulate vocabulary, grammar and punctuation for deliberate effect • Full description of characters and settings Creating atmosphere through deliberate choice of vocabulary 	<p>Big Write Genre: Explanation Writing</p> <ul style="list-style-type: none"> • Relative clauses and relative pronouns • Presentational and layout devices (e.g. bullet points/sub headings) • Written for a specific audience and purpose • Modal verbs • Research, facts and statistics • Use of dashes, commas and brackets to provide additional information. • Relevant jargon and subject specific terminology • Appropriate levels of formality 	<p>Big Write Genre: Recount/Narrative</p> <ul style="list-style-type: none"> • Consistently written in the past tense (past perfect and progressive) • First and personal pronouns used throughout • Cohesion to link paragraphs • Chronological order • Integrate dialogue to advance action • Manipulate vocabulary, grammar and punctuation for deliberate effect • Creating atmosphere through deliberate choice of vocabulary 	<p>Big Write Genre: Autobiography</p> <ul style="list-style-type: none"> • Consistently written in the past tense (past perfect and progressive) • First and personal pronouns used throughout • Cohesion to link paragraphs • Chronological order • Careful choice of vocabulary • Chronology 	<p>Big Write Genre: Persuasive Writing</p> <ul style="list-style-type: none"> • Understanding of purpose and audience of letter and write accordingly • Select language and vocabulary for degrees of formality • I can write in structure paragraphs • Build cohesion to link paragraphs • Research facts and statistics to inform points • Use of passive voice • Presentational and layout devices of a letter • Appropriate levels of formality • Colons and semi-colons to mark independent clauses. 	<p>Big Write Genre: Poetry</p> <ul style="list-style-type: none"> • Manipulate grammar and vocabulary for deliberate effect • Use commas to avoid ambiguity • Use models for writing • Understanding of subject, verb, object • Use of passive voice • Perform poetry effectively

Hunton CEP School Writing Progression Document

<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Review: I can use the full range of punctuation from previous year groups.</p> <p>Review: I can expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases</p> <p>Review: I can use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas</p> <p>I can regularly use dialogue to convey a character and to advance the action.</p> <p>I can select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative)</p> <p>I can describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood</p> <p>I can distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>I can draw independently on what I have read to as models for</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Review: I can consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>I can understand the purpose of a hyphen to break down compound words.</p> <p>I can ensure the consistent and correct use of tense throughout all pieces of writing (simple past, past progressive, past perfect)</p> <p>I can use the perfect form of verbs to mark relationships of time and cause.</p> <p>Review: I can recognise co-ordinating and subordinate conjunctions to extend sentences by more than one clause</p> <p>I can use a wide range of linking words/phrases between sentences and paragraphs to build cohesion.</p> <p>I can consistently link ideas across paragraphs.</p> <p>I can consistently produce sustained and accurate writing from different narrative and non-</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Review: I can maintain correct tense through subject and verb agreement</p> <p>Review: I can consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>I can draw independently on what I have read to as models for their own writing (dialogue, structure, atmosphere)</p> <p>I can regularly use and integrate dialogue to convey a character and to advance the action.</p> <p>I can distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>I can describe settings, characters and atmosphere with carefully- chosen vocabulary to clarify meaning and create pace.</p> <p>I can habitually proof read for spelling and punctuation errors.</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Review: I can recognise co-ordinating and subordinate conjunctions to extend sentences by more than one clause</p> <p>I can note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>I can write non fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>I can proof read work to precise longer passages by removing unnecessary repetition or irrelevant details.</p> <p>I can recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements</p> <p>I can use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>I can use relative clauses beginning with a relative pronoun with confidence (who, which,</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Review: I can form compound and complex sentences using conjunctions</p> <p>I can select vocabulary and grammatical structures in my writing e.g. using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>I can use further organisational and presentational devices to structure different forms of letter writing</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>I can ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>I can use the subjunctive form in formal writing.</p>	<p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>I can perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p>I can use the passive voice.</p> <p>I can recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to my writing</p> <p>I can apply the use of commas consistently to clarify meaning or to avoid ambiguity.</p> <p>I can use and apply the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>I can select vocabulary and grammatical structures that reflect what the poem requires</p>
---	---	---	--	---	---

Hunton CEP School Writing Progression Document

<p>their own writing (dialogue, structure, atmosphere)</p> <p>I can proof read work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements</p>	<p>fiction genres with appropriate structure, organisation and layout devices</p> <p>I can note down and develop initial ideas, drawing on reading and research where necessary.</p>	<p>I can use colons to mark independent clauses to enhance meaning</p> <p>I can consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>I can plan my 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.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>I can use semi-colons to mark independent clauses to enhance meaning</p>	<p>I can use the passive voice.</p> <p>I can use question tags in informal writing.</p> <p>I can use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p>	<p>I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p>
---	--	--	--	---	---

Grammar and Punctuation Knowledge, Skills and Terminology

<ul style="list-style-type: none"> Expanded noun phrases (nouns and adjectives) Use of inverted commas to punctuate dialogue & full correct use of punctuating dialogue 	<ul style="list-style-type: none"> Simple past, past progressive and past perfect tense Conjunctions- subordinating /coordinating Hyphens to avoid ambiguity 	<ul style="list-style-type: none"> Main and subordinate clauses Relative pronouns Relative clauses Embedded clause Adverbials (fronted) Ellipsis 	<ul style="list-style-type: none"> Synonyms and antonyms Modal verbs Relative pronoun Relative clause Brackets, dashes and commas to show parenthesis Formality 	<ul style="list-style-type: none"> Adverbials for number Use of commas to avoid ambiguity Subjunctive Form Subject, verb, object agreement. Cohesive Devices Colons Passive voice 	<ul style="list-style-type: none"> Passive voice Ambiguous Synonyms Antonyms Recap all punctuation taught in KS2
---	---	--	---	--	---

Hunton CEP School Writing Progression Document

<ul style="list-style-type: none">• <i>Contractions</i> and deliberately in dialogue	<ul style="list-style-type: none">• Brackets, dashes and commas to show parenthesis• Bullet points to list information• <i>Semi-colons</i>	<ul style="list-style-type: none">• Simple past, past progressive and past perfect tense• Conjunction• Subject• Verb• Subject/verb agreement• 	<ul style="list-style-type: none">• Pronoun• Semi-colons• Cohesive devices	<ul style="list-style-type: none">• Presentational devices• Modal verbs	
--	--	---	--	--	--