



## Writing Composition Progression Year 5/6

### Year Five

#### By the end of term 1...

Pupils should be taught to:

- write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical
- begin to use dialogue to convey a character and advance action
- use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc
- use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that)
- use brackets, dashes or commas to begin to indicate parenthesis.
- use the full range of punctuation from previous year group
- describe settings, characters and atmosphere to consciously engage reader
- spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- spell some words correctly from the Y5/6 statutory spelling list
- use a range of sub-ordinating and coordinating conjunctions

#### By the end of term 2 ...

Pupils should be taught to:

- See 'by the end of term 1'
- select appropriate grammar and vocabulary to match the purpose and audience of their writing
- create paragraphs that are usually suitably linked (some transitions may be awkward).
- spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- spell most words correctly from the Y5/6 statutory spelling list
- Use 4 sentence types for audience, purpose and affect
- Use the apostrophe for omission and possession
- Use poetic devices accurately and for effect- similes, alliteration, personification, onomatopoeia

#### By the end of term 3 ...

Pupils should be taught to:

- See 'by the end of term 2'
- spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- spell most words correctly from the Y5/6 statutory spelling list
- Use the 4 types of sentences for audience, purpose and affect
- Use the apostrophe for omission and possession most accurately

### Year Six

#### By the end of term 1 ...

Pupils should be taught to:

- The pupil can write for a range of purposes:
  - using paragraphs to organise ideas
  - in narratives, describing settings and characters
  - in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- Use punctuation taught, most accurately
- Spell most words correctly – statutory spelling list
- Write complex and compound sentences using a range of co-ordinating and sub-coordinating conjunctions
- Use adjectives and expanded noun phrases in writing

#### By the end of term 2...

Pupils should be taught to:

- See 'by the end of term 1'
- write for a range of purposes and audiences, select language that shows awareness of the reader
- Describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

#### By the end of term 3 ...

Pupils should be taught to:

- See 'by the end of term 2'
- use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly
- use the range of punctuation taught at KS2
- spell correctly most words from the Y5/6 spelling list, and use a dictionary to check the spelling of uncommon vocabulary
- maintain legibility in joined handwriting

At every stage and in relation to their level of composition, pupils should make simple additions, revisions and corrections to their own writing by:

- proofread their work and assess the effectiveness of their own and others' writing, edit effectively to improve their writing quality.
- Identify audience and purpose for writing, selecting appropriate form
- Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs

