



**YEAR 5 WRITING PROGRESSION IN SKILLS AND KNOWLEDGE
STATUTORY REQUIREMENTS**



SKILL / KNOWLEDGE	Year 5
Phonic & Whole word spelling	<ul style="list-style-type: none">• spell some words with 'silent' letters• 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 Appendix 1
Other word building spelling	<ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them• use dictionaries to check the spelling and meaning of words• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	
Handwriting	<ul style="list-style-type: none">• 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
Contexts for Writing	<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• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	<ul style="list-style-type: none">• noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none">• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• précisising 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
Editing Writing	<ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing• 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• proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none">• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none">• use a thesaurus• using expanded noun phrases to convey complicated information concisely• using modal verbs or adverbs to indicate degrees of possibility



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Grammar (edited to reflect content in Appendix 2)	<ul style="list-style-type: none">• 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• verb prefixes• devices to build cohesion, including adverbials of time, place and number
Punctuation (edited to reflect content in Appendix 2)	<ul style="list-style-type: none">• using commas to clarify meaning or avoid ambiguity in writing• using brackets, dashes or commas to indicate parenthesis
Grammatical Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity