



Writing Progression by Year Group

YEAR 5

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE/LANGUAGE	PUNCTUATION	TERMINOLOGY
Consolidate Year 4 list	Consolidate Year 4 list	Consolidate Year 4 list	Consolidate Year 4 list	Consolidate:
Introduce: Secure independent use of planning tools – Sue Palmer skeletons	Introduce: Secure simple/embellished simple sentences	Introduce: Metaphor	Introduce: Rhetorical question	Punctuation - Letter/word - Sentence - Full stops/capitals - Question marks - Exclamation marks - ‘speech marks’ - Direct speech - Inverted commas - Bullet points - Apostrophe contractions/possession -Commas for sentence of 3- description/action -Colon- instructions -Singular/ plural -Suffix/prefix -Word family -Consonant/vowel -Adjective/noun -Verb/adverb -Bossy verbs- imperative -Tense (past, present, future) -Conjunction/connective -Generalisers -Preposition
Plan opening using: Description/action/dialogue	Secure use of compound sentences (resource cards – FANBOYS)	Personification Onomatopoeia	Dashes Brackets	
Paragraphs: - Vary connectives within paragraphs - Use change of place, time and action to link ideas across paragraphs (Super 8 and Super Paragraph)	Develop complex sentences: (subordination) Maintain and subordinate clauses with full range of conjunctions: Expanded-ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i> Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i>	Empty words e.g. <i>Someone, somewhere was out to get him.</i> Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) Verb prefixes (e.g. <i>Dis-, De-, Mis-, Over- and Re-</i>)	Colons/Semi colons Use of commas to clarify meaning or avoid ambiguity.	
Use 5 part story structure - Writing could start at any of the 5 points. This may include flashbacks Introduction- Should include action/description-				

character or setting/dialogue. • Build-up- Develop suspense techniques. • Problem/dilemma- may be more than one problem to be resolved. • Resolution- clear links with dilemma. • Ending-Character could reflect on events, any changes or lessons, look forward to the future ask questions. NON-FICTION: Introduce: Independent planning Use writing genre checklists, text examples and annotation across all genres Secure use of range of layouts suitable to text. Structure: Introduction/Middle/Ending Secure use of paragraphs: • Use a variety of ways to open texts and draw reader in and make the purpose clear.	<i>Throughout the night, the wind howled like an injured creature.</i> Drop in – ‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i> Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect Moving sentence chunks (How, when, where) around for different effects e.g. <i>The siren echoed loudly...through the lonely streets.... At midnight.</i> Use rhetorical sentences Stage directions in speech (speech+adverb+action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i> Indicating degrees of possibility using modal verbs (e.g. <i>Might, Should, Will, Must</i>) or adverbs (<i>Perhaps, Surely</i>)			-Determiner/generaliser -Pronoun (relative/possessive) -Clause -Subordinate/relative clause -Adverbial -Fronted adverbial -Alliteration -Simile – ‘as’/‘like’ -Synonyms Introduce: -Relative clause/pronoun - Modal verb - Parenthesis - Bracket-dash - Cohesion - Ambiguity - Metaphor - Personification - Onomatopoeia - Rhetorical question
--	--	--	--	---

- Link ideas within and across paragraphs using a full range of connectives and signposts.

Use rhetorical questions to draw the reader in.

Express own opinions clearly.

Consistently maintain viewpoint

Summary clear at the end to appeal directly to the reader.

Choose or create text format to enhance text type and engage the reader.