

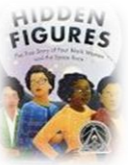



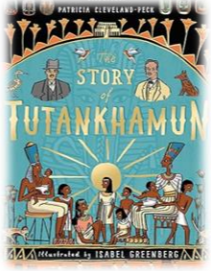

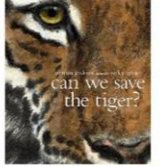






CELT Small School Progression of Skills in Writing

Year 4/Year 5

<p>Year 5 writing units</p> <p>Non-fiction Fiction Skills work Poetry</p> <p>I – Independent S – Scaffolded</p>	 <p>The Day of the Dead Settings- Narrative Diary entry Character Dialogue</p>  <p>The Viewer Perspective (Narrative)</p>	 <p>Hidden Figures (Biography) (Letter writing)</p>  <p>Unexpected Guest (JL Ad 2021) Writing from different perspective</p>	 <p>The Present (Lit Shed) (Third Person Narrative)</p>	 <p>The Boy at the back of the class (1st person Narrative) Non chronological reports</p>  <p>The Story of Tutankhamun (Biography)</p>	 <p>Varmints (Information texts)</p>  <p>Can we save the tiger? (Persuasive writing)</p>	 <p>Beowulf (Narrative- settings, atmosphere)</p>  <p>Titanium Titanium video (Literacy Shed) Newspaper Report</p>		
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> begin to spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused begin to 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 <p>See Spelling Progression in separate document</p> <ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) <p>See spelling progression on separate document.</p>							
<p>Other word building spelling</p>	<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 a thesaurus use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary <table border="1" style="width: 100%;"> <tr> <td data-bbox="281 1738 596 1921"> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (Appendix 1) </td> <td data-bbox="596 1738 2902 1921"> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (Appendix 1) place the possessive apostrophe accurately in words with regular plurals (girls', boys') and in words with irregular plurals (children's) use the first 2 or 3 letters of a word to check its spelling in a dictionary </td> </tr> </table>						<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (Appendix 1) 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (Appendix 1) place the possessive apostrophe accurately in words with regular plurals (girls', boys') and in words with irregular plurals (children's) use the first 2 or 3 letters of a word to check its spelling in a dictionary
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	<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals (girls', boys') and in words with irregular plurals (children's) use the first 2 or 3 letters of a word to check its spelling in a dictionary 					
Transcription	<ul style="list-style-type: none"> work with increasing independence to transcribe own thoughts, opinions and ideas or take notes from others including videos and audio recordings. write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
Handwriting	<ul style="list-style-type: none"> begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters begin to choose the writing implement that is best suited for a task use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 					
Contexts for Writing	<ul style="list-style-type: none"> begin to identify 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, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed Fiction discuss writing similar to that which they are planning to write in order to understand and learn from its structure, Vocabulary and grammar 					
Planning Writing	<ul style="list-style-type: none"> begin to make notes and develop initial ideas, drawing on reading and research where necessary discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see grammar section below) 					
Drafting Writing	<ul style="list-style-type: none"> begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action use adverbials and tense choices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> begin to précise longer passages begin to use further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action begin to précise longer passages use adverbials and tense choices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action begin to précise longer passages use adverbials and tense choices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> begin to précise longer passages use adverbials and tense choices to build cohesion within and across paragraphs begin to use further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action begin to précise longer passages use adverbials and tense choices to build cohesion within and across paragraphs



				<ul style="list-style-type: none"> • begin to use further organisational and presentational devices to structure text and to guide the reader 		<ul style="list-style-type: none"> • begin to use further organisational and presentational devices to structure text and to guide the reader
	<ul style="list-style-type: none"> • organise paragraphs confidently around a theme • in narratives, create settings, characters and plot confidently • in non-narrative material, use simple organisational devices confidently (headings & subheadings) 					
Editing Writing	<ul style="list-style-type: none"> • begin to assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • begin to edit for the consistent and correct use of tense throughout a piece of writing • begin to edit for correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • begin to proofread for spelling and punctuation errors 					
	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing and suggest improvements within a framework • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • 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. 					
	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 					
Word		<ul style="list-style-type: none"> • convert nouns or adjectives into verbs using suffixes (ate, ise, ify) and verb prefixes (dis, de, mis, over, re) 			<ul style="list-style-type: none"> • convert nouns or adjectives into verbs using suffixes (ate, ise, ify) and verb prefixes (dis, de, mis, over, re) 	
	<ul style="list-style-type: none"> • synonyms & antonyms - to understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word. 					
		<ul style="list-style-type: none"> • understand the difference between plural and possessive -s 		<ul style="list-style-type: none"> • use standard English verb inflections instead of local forms (I did vs I done) 		<ul style="list-style-type: none"> • use standard English verb inflections instead of local forms (I did vs I done)
Sentence	<p>Revisit sentence structures from previous year groups – Alan Peat Sentence types, complex sentences, compound sentences and simple sentences.</p>	<ul style="list-style-type: none"> • use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must) • Using the perfect form of verbs to mark relationships of time and cause <ul style="list-style-type: none"> • use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <ul style="list-style-type: none"> • use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must) • use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must) • use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • use expanded noun phrases to convey complicated information concisely



	<ul style="list-style-type: none"> • use fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn). 	<ul style="list-style-type: none"> • use expanded noun phrases where prepositions (i.e. the teacher becomes the teacher <i>with curly hair</i>), nouns (the pen <i>with the lid</i>) and modifying adjectives (the <i>most</i> annoying child) are used to make the expanded noun phrase more precise • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> • use conjunctions, adverbs and prepositions to express time and cause • use expanded noun phrases where prepositions (i.e. the teacher becomes the teacher <i>with curly hair</i>), nouns (the pen <i>with the lid</i>) and modifying adjectives (the <i>most</i> annoying child) are used to make the expanded noun phrase more precise • using the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> • use expanded noun phrases where prepositions (i.e. the teacher becomes the teacher <i>with curly hair</i>), nouns (the pen <i>with the lid</i>) and modifying adjectives (the <i>most</i> annoying child) are used to make the expanded noun phrase more precise • use fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn).
<p>Text</p>	<p>Revisit the use of the following for cohesion from earlier year groups</p> <ul style="list-style-type: none"> • Pronouns • Determiners • Nouns • Prepositions i.e. <i>example, before, after, during, in, because of.</i> • Use time, place and cause using conjunctions i.e. <i>example, when, before, after, while, so, because.</i> • Use adverbs [for example, <i>then, next, soon, therefore</i>] and fronted adverbials • organising paragraphs around a theme and 	<ul style="list-style-type: none"> • use devices to build cohesion within a paragraph, including adverbials of time, place and number to link ideas AND tense choice to show connections (e.g. <i>he has seen her before or this had happened the last time</i>) (linking ideas across paragraphs) <i>Alongside earlier cohesive devices</i> • Use Expanded noun phrases for cohesion as a sentence openers. • Recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms. 	<ul style="list-style-type: none"> • use devices to build cohesion within a paragraph, including adverbials of time, place and number to link ideas AND tense choice to show connections (e.g. <i>he has seen her before or this had happened the last time</i>) <i>Alongside earlier cohesive devices</i> • Use Expanded noun phrases for cohesion as a sentence openers. • Repetition of a word or phrase for cohesion. • Verb openers for cohesion 	<ul style="list-style-type: none"> • use devices to build cohesion within a paragraph, including adverbials of time, place and number <i>Alongside earlier cohesive devices</i> • Use Expanded noun phrases for cohesion as a sentence openers. 	<ul style="list-style-type: none"> • use devices to build cohesion within a paragraph, including adverbials of time, place and number <i>alongside earlier cohesive devices</i> • Using a colon to introduce a list • Punctuating bullet points consistently 	<ul style="list-style-type: none"> • use devices to build cohesion within a paragraph, including adverbials of time, place and number to link ideas AND tense choice to show connections (e.g. <i>he has seen her before or this had happened the last time</i>) • Use Expanded noun phrases for cohesion as a sentence openers. • Repetition of a word or phrase for cohesion • Use ellipsis for suspense and cohesion between paragraphs. • Verb openers for cohesion



	<p>starting a new paragraph to show a change in location, person, time, or event.</p> <ul style="list-style-type: none"> Choosing when to use pronouns and nouns appropriately to avoid repetition and promote clarity. 					Alongside earlier cohesive devices
	<ul style="list-style-type: none"> use paragraphs to organise ideas around a change in theme confidently (location, time, person, event) make appropriate choices of pronouns and nouns across sentences to develop cohesion, avoid ambiguity or repetition and improve clarity (Mary – she, hers. Barry, his, him) 					
	Revisit punctuation types from previous year groups	<ul style="list-style-type: none"> ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity (separate teaching) 	<ul style="list-style-type: none"> use brackets, dashes or commas to indicate parenthesis (separate teaching) 	<ul style="list-style-type: none"> use brackets, dashes or commas to indicate parenthesis (all can access but Y4 very controlled) 	<ul style="list-style-type: none"> use brackets, dashes or commas to indicate parenthesis (separate teaching) 	<ul style="list-style-type: none"> Use hyphens to avoid ambiguity <ul style="list-style-type: none"> use brackets, dashes or commas to indicate parenthesis ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity (separate teaching)
Punctuation	<ul style="list-style-type: none"> Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns 	<ul style="list-style-type: none"> Indicate possession by using the possessive apostrophe with singular and plural nouns 	<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] 	<ul style="list-style-type: none"> Use of commas after fronted adverbials Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] 	<ul style="list-style-type: none"> Indicate possession by using the possessive apostrophe with singular and plural nouns 	<ul style="list-style-type: none"> Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]



Terminology for pupils to use and understand	cohesion,		modal verb, parenthesis, cohesion,	relative pronoun, relative clause, bracket, modal verb, parenthesis, cohesion,	Dash, relative pronoun, relative clause, bracket, modal verb, parenthesis, cohesion,	ambiguity, relative pronoun, relative clause, bracket, modal verb, parenthesis, cohesion,
	Adverbial pronoun, possessive pronoun,	determiner				
Sentence types introduced	Revisit sentence types from previous year groups		If, if, if, then 2 pairs Imagine 3 examples	Noun, who, which, where	Name – adjective pair - sentence	De:de
	<i>Revisit previous sentences e.g. 2A, 3ED</i> Emotion word, comma The more, the more	<i>Revisit previous sentence types</i> Double –ly	<i>Double –ly</i> Verb, person Ad, same ad	<i>If, if, if then</i>	If, if, if then. The more, the more Emotion word, comma	<i>Previous sentence types</i> Short sentences
Statutory words	accident(ally) caught notice occasion(ally) suppose popular bicycle build centre certain different difficult actual(ly) naughty sentence grammar quarter potatoes	circle ordinary remember particular century describe experience heard history imagine learn woman/women guard island knowledge through thought	February arrive disappear appear peculiar height special separate straight strange strength weight regular	position believe pressure answer busy/business consider continue decide recent exercise famous extreme various question possible	though/although reign breath breathe probably perhaps opposite often purpose guide experiment enough complete forward(s) mention natural therefore material medicine increase earth	fruit heart surprise promise minute possess(ion) important interest length library favourite address calendar early eight/eighth group