



Year 5 Progression Overview Talk For Writing

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks</p> <p>Introduction –should include action/ description -character or setting / dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>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></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce: Metaphor Personification Onomatopoeia Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–over– and re–</i>)</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate:</p> <p>Punctuation Letter/ Word Sentence – Statement, question, exclamation, command Full stops/ Capitals Question mark Exclamation mark ‘Speech marks’ Direct speech Inverted commas Bullet points Apostrophe contractions/possession Commas for sentence of 3 – description, action Colon – instructions Parenthesis / bracket / dash</p> <p>Singular/plural Suffix/ Prefix Word family Consonant/Vowel Adjective/noun /noun phrase Verb / Adverb Bossy verbs- imperative Tense (past, present) Conjunction / Connective Preposition Determiner/ generaliser</p>



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Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.

Non-Fiction

Introduce:

Independent planning Across all genres and application
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

Link ideas within and across paragraphs using a full range of connectives and signposts
Use rhetorical questions to draw reader in
Express own opinions clearly

Consistently maintain viewpoint

Summary clear at the end to appeal directly to the reader

Drop in –‘ed’ clause e.g.

*Poor Tim, exhausted by so much effort, ran home.
The lesser-known Bristol dragon, recognised by purple spots, is rarely seen.*

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.

*The siren echoed loudly
...through the lonely streets
...at midnight.*

Use of rhetorical questions

Stage directions in speech

(speech + verb + action) e.g.
“Stop!” he shouted, picking up the stick and running after the thief.

Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)

Pronoun-
relative/possessive
Clause -
Subordinate/main clause
Adverbial
Fronted adverbial
Alliteration
Simile – ‘as’/ ‘like’
Synonyms

Introduce:

Relative clause/ pronoun

Modal verb

Parenthesis

Bracket- dash

Determiner

Cohesion

Ambiguity

Metaphor

Personification

Onomatopoeia

Rhetorical question

Tense: **present and past progressive;**

***Coverage may be adapted/amended depending on pupil need**