



English: Writing (with spelling detail) – UKS2 Y5/6  
Progression of Knowledge and Skills



	Year 5 - Topic & Text			Year 6 - Topic & Text		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	<u>Stargazers</u> Cosmic by Frank Cottrell Boyce and Steven Lenton  <u>Alchemy Island</u> Harry Potter by JK Rowling	<u>Island Invaders – The Anglo Saxons</u> Beowulf (Pie Corbett)  <u>Island Invaders – The Vikings</u> The 1000 year old boy by Ross Welford	<u>A Bug's life</u> The Explorer by Katherine Rundell  <u>Cornwall Curiosities</u> The Secret Garden by Frances Hodgson Burnett	<u>Benin</u> Kingdom of Benin: short stories: Ehi and Uki  <u>A Child's War</u> Good night Mr Tom by Michele Magorian	<u>Tomorrow's World</u> Wolf Wilder by Catherine Rundell  <u>Blood Heart</u> Short burst writing opportunities	<u>Darwin's Delight</u> Darwin's Dragons by Lindsay Galvin  <u>Who am I?</u> Shakespeare - Macbeth
Writing: Handwriting	<u>Handwriting and presentation:</u> (See also Y3/4 Skills and Progression, for pupils requiring intervention refer to the KS1 handwriting progression document)) <b>Statutory requirements:</b> Pupils should be taught to: ♣ write legibly, fluently and with increasing speed by: ♣ 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.					
Key Assessment Criteria	*I choose which shape of a letter to use when given choices and decide, as part of my personal style, whether, or not, to join letters. *I choose the writing implement that is best suited for a task (e.g. quick notes, letters).			*I produce legible joined handwriting and develop my own personal fluent joined handwriting style ( <i>join/not join specific letters – loops</i> ).		
Writing: Grammar and Punctuation	<u>Punctuation and Grammar:</u> <b>Statutory requirements:</b> Pupils should be taught to: <u>Sentence structure:</u> ♣ <b>Relative clauses</b> beginning with who, which, where, why, whose, that, an omitted relative pronoun ♣ Indicating degrees of possibility using <b>adverbs</b> (eg perhaps, surely) or <b>modal verbs</b> (eg might, should, will must) <u>Text structure:</u> ♣ Devices to build <b>cohesion</b> within a paragraph (eg then, after that, this, firstly) ♣ Linking ideas across paragraphs using <b>adverbials</b> of time (eg later), place (eg nearby), number (eg secondly) and tense choice (eg he had seen her before) <u>Punctuation:</u> ♣ <b>Brackets, dashes or commas</b> to indicate parenthesis ♣ Use of <b>commas</b> to clarify meaning or avoid ambiguity			<u>Punctuation and Grammar:</u> <b>Statutory requirements:</b> Pupils should be taught to: <u>Sentence structure:</u> ♣ Use of the <b>passive voice</b> to affect the presentation of information in a sentence ♣ The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, eg He's your friend, isn't he?, of the use of <b>subjunctive</b> forms such as I were or Were they to come in some very formal writing and speech) <u>Text structure:</u> ♣ Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of <b>word</b> or phrase, grammatical connections (eg the use of <b>adverbials</b> such as on the other hand, in contrast) and <b>ellipsis</b> ♣ <b>Layout devices</b> , such as headings, sub-headings, columns, bullets, tables, to structure text <u>Punctuation:</u> ♣ Use of <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses ♣ Use of the <b>colon</b> to introduce a list and use of <b>semi-colon</b> within lists ♣ Punctuation of <b>bullet points</b> to list information ♣ How <b>hyphens</b> can be used to avoid ambiguity		
Writing: Grammar	<u>Autumn term</u> *I ensure the correct and consistent use of	<u>Spring term</u> *I use stylistic devices to create effects in writing	<u>Summer term</u> *I use the perfect form of verbs to mark	<u>Autumn term</u>	<u>Spring term</u> *I use a range of cohesive devices, including adverbials,	<u>Summer term</u> *I use modal verbs and adverbs to position argument as well as



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<b>Key Assessment Criteria</b> (focus EDUCATION)	tense throughout a piece of writing. *I start sentences in different ways (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The) ( <b>adverbials of time</b> – Later, When the, As the dawn broke) ( <b>adverbials of place</b> – Nearby, Inside, On top of, Over the rainbow, In a nearby village) ( <b>adverbials of manner</b> – As quick as a flash, With legs swinging in the air) *I use a thesaurus for alternative word choices	(simile, metaphor, personification) *I use modal verbs or adverbs to indicate degrees of possibility (There might be...It could be...We may be...Sometimes...Possibly... Occasionally) *I use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (Drop-in sentence) *I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	relationships of time and cause (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have arrived late.) *I choose words for deliberate effect and I use them thoughtfully and with precision	*I use the correct tense throughout a piece of writing *I use modal verbs mostly appropriately to suggest degrees of possibility (could, would, might) *I add precision, detail and qualification using prepositional phrases and adverbs *I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect	within and across paragraphs (Pronouns/adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ ellipses in narratives) *I ensure correct subject verb agreement in singular and plural (e.g. was – I (one person) were – we (more than one – the children were) *I use a wide range of clause structures, sometimes varying their position within the sentence (Relative clauses/ embedded clauses/ subordinate and coordinating clauses/ adverbials/ prepositional clauses) *I use structures typical of very formal speech (Subjunctive forms – If I were.../ Were they to come,..., or question tags – he is your friend, isn't he?)	degrees of possibility, probability and certainty *I use a range of verb forms to create more subtle meanings *I use the passive voice to present information with a different emphasis (I broke the window in the greenhouse. – The window of the greenhouse was broken (by me).) *My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.
<b>Writing: Punctuation</b>  <b>Key Assessment Criteria</b> (focus EDUCATION)	<u><b>Autumn term</b></u> *I use commas to clarify meaning or avoid ambiguity in writing	<u><b>Spring term</b></u> *I use colons to introduce a list *I use inverted commas and other punctuation to accurately indicate direct speech	<u><b>Summer term</b></u> *I use brackets, dashes or commas to indicate parenthesis. (Outside I was smiling. (Inside I was angrier than a bull about to charge.))	<u><b>Autumn term</b></u> *I can mostly use commas correctly to mark phrase and clauses - clarity	<u><b>Spring term</b></u> *I make some correct use of a further range of punctuation across a range of writing (colons to start lists; semi colons to separate items in list and hyphens to emphasise ideas/use of semi colon /colon to mark clauses – It's raining; I'm fed up) *I can use punctuation for parenthesis, mostly correctly (brackets/commas/hyphens)	<u><b>Summer term</b></u>
<b>Writing: Composition</b>	<b>Composition: Statutory requirements</b> Pupils should be taught to: <u>Plan their writing by:</u> ♣ identify the audience and purpose, selecting appropriate form and use other similar writing as a model ♣ note and develop initial ideas, drawing on reading and research where necessary					

	<p>♣ in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u></p> <p>♣ select appropriate grammar and vocabulary, <b>understanding how such choices can change and enhance meaning</b></p> <p>§ in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>♣ précis longer paragraphs</p> <p>♣ use a wide range of devices to build cohesion within and across <b>paragraphs</b></p> <p>♣ use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u></p> <p>♣ assess the effectiveness of their own and others' writing</p> <p>♣ propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>♣ ensure the consistent and correct use of tense throughout a piece of writing</p> <p>♣ ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>♣ proof-read for spelling and punctuation errors</p> <p>♣ perform their on compositions, using appropriate intonation, volume and movement so that meaning is clear</p>					
<b>Key Assessment Criteria</b>	<p><u><b>Autumn term</b></u></p> <p>*My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade</p> <p>*I organise writing into paragraphs to show different information or events (<i>TIP TOP - Time, Place, Topic, Person Speaking</i>) (<i>Paragraphs can be extended or developed – main point, topic, event, idea with an explanation or additional detail</i>)</p>	<p><u><b>Spring term</b></u></p> <p>*I link ideas within paragraphs (<i>Connecting adverbs and adverbials of time (when); place (where); how (as/with)</i>)</p> <p>*I develop characters through action, description and dialogue (<i>Correct and effective use of speech, "Well done, you can use speech marks correctly! exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs</i>)</p> <p>*I add well-chosen detail to interest the reader (<i>Expanded noun phrases – 'the small playground with the horizontal climbing wall...;the north coast beaches with the best surf...;a tiny kitten with its eyes barely open...'</i>)</p>	<p><u><b>Summer term</b></u></p> <p>*My settings are used to not only create atmosphere, but also to indicate a change</p> <p>*Models from my reading are often used or integrated into my writing</p> <p>*I manage shifts in time and place effectively and guide the reader through my text</p>	<p><u><b>Autumn term</b></u></p> <p>*I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms</p>	<p><u><b>Spring term</b></u></p> <p>*I use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event (<i>TIP TOP - Time, Place, Topic, Person Speaking</i>)</p> <p>*I adapt the grammar and vocabulary used in my writing to suit the audience and purpose (<i>Choose the appropriate form and register/ structure/ layout</i>)</p> <p>*I create atmosphere and describe settings – I use antonyms and synonyms to enhance the description</p> <p>*I describe and integrate dialogue to convey character and advance the action (<i>Use of inverted commas, mostly correctly</i>)</p> <p>*I add detail to my writing by using expanded noun phrases to add precision, detail and qualification</p>	<p><u><b>Summer term</b></u></p> <p>*My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader</p> <p>*My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy</p>

<b>Writing: Spelling</b>	<p><b>Spelling: Statutory requirements</b> Spelling (following the RWI Get Spelling Scheme)</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>♣ use further prefixes and suffixes and understand the guidance for adding them</li> <li>♣ spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>♣ continue to distinguish between homophones and other words which are often confused</li> <li>♣ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>♣ use dictionaries to check the spelling and meaning of words</li> <li>♣ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>♣ use a thesaurus.</li> </ul>					
<b>Key Assessment Criteria</b>	<p><b>Autumn term</b></p> <ul style="list-style-type: none"> <li>*I form verbs with prefixes (e.g. <i>dis, de, mis, over</i> and <i>re</i>)</li> <li>*I use the first three or four letters of a word to check spelling, meaning or both in a dictionary</li> <li>*I begin to proof-read my work for spelling and punctuation errors.</li> </ul>	<p><b>Spring term</b></p> <ul style="list-style-type: none"> <li>*I spell some words with ‘silent’ letters (<i>knight, psalm, solemn</i>)</li> <li>*I convert nouns and adjectives into verbs by adding a suffix (e.g. <i>ate, ise, ify</i>)</li> <li>*I distinguish between homophones and other words which are often confused (<i>guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle</i>)</li> </ul>	<p><b>Summer term</b></p> <ul style="list-style-type: none"> <li>*I can spell identified commonly misspelt words from the Y5/6 word list (<i>Draw on knowledge of root words e.g.: ordinary to spell extraordinary/ordinarily</i>)</li> </ul>	<p><b>Autumn term</b></p> <ul style="list-style-type: none"> <li>*I use a range of spelling strategies not just phonics.</li> <li>*I use a dictionary to check meaning/spelling</li> <li>*I proof-read and edit my work to check for spelling and punctuation errors (Y3/4 and Y5/6 word lists)</li> <li>*I ensure I use the correct homophone (<i>see Y5/6 homophone list</i>)</li> <li>*I spell most words with silent letters</li> </ul>	<p><b>Spring term</b></p> <ul style="list-style-type: none"> <li>*I change verbs into nouns by adding suffixes (<i>tion/sion/ment – cancel – cancellation/ enjoy – enjoyment/ expand – expansion/ excite – excitement/</i>)</li> </ul>	<p><b>Summer term</b></p> <ul style="list-style-type: none"> <li>*I make sure that I can spell the vast majority of words that appear in the Y5/6 word list</li> </ul>