St Francis CE Primary School Years 5 and 6 progression of writing skills



	Year 5	Year 6
Phonic and whole word spelling	• 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	• 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 Using a thesaurus	
Transcription	Using dictation to consolidate spelling and punctuation elements	
Handwriting	• 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	• 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	• noting and developing initial ideas, drawing on reading and research where necessary	
Drafting	• 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 • précising 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	• 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	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
Vocabulary	• use a thesaurus (see spelling progression) • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	
Grammar **(edited to reflect content in Appendix 2)**	• using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • Synonyms & Antonyms (see spelling progression) • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
Punctuation **(edited to reflect content in Appendix2)**	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list, punctuating bullet points consistently

Grammatical terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points