



Curriculum Progression Map

ENGLISH Writing

Year 5



Curriculum intent:

At Shawclough, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils. By the time our pupils leave Shawclough, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading here with us at Shawclough, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.



Curriculum Progression Map Reading- ENGLISH Writing

National Curriculum

Writing: handwriting & presentation

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.

Writing: composition

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- 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
- Summarising 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 [for example, headings, bullet points, underlining].

Evaluate and edit by:

- 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
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



Curriculum Progression Map Reading- ENGLISH Writing

<p>How it looks at Shawclough</p>	<p>Talk for writing process is established across a varied range of themes/subjects:</p> <ol style="list-style-type: none"> 1. Hook 2. Familiarise with quality text 3. Look at features 4. Guided writing (imitation) <p>Adapt and apply to a similar piece (innovation) Independent write</p> <p>By the end of Year 5 children continue to develop editing and purple polishing the effectiveness of their own and others writing correcting, improving and/or removing unnecessary detail and repetitions.</p>
<p>Fiction</p>	<p>Repeated throughout the year</p> <p>Summaries – range of texts used</p> <p>Narrative openings – Darwin’s dragons/ Beowolf Narrative endings - Darwin’s dragons/ Beowolf</p> <p>Narrative legend (creating tension and inferring details) – dialogue to move the story on Beowolf (legend, historical, adventure)</p>
<p>Non fiction</p>	<p>Summaries range of texts used Non chronological report encyclopaedia entry – Letter – persuasive formal CV - Post card Diary Newspaper article Explanation text – why something happens e.g earth/sun moon</p>
<p>Poetry</p>	<p>Narrative poem – alternative ending Poems using metaphors Blackout poetry</p>



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<p>Phonic & Whole word spelling children should:</p> <p>SPELLINGS Y5/6</p> <p>Spelling scheme</p>	<p>Spell some words with 'silent' letters (following the spelling scheme)</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>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>
<p>Other word building spelling children should:</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>
<p>Transcription children should:</p>	<p>Write a range of sentence structures which are grammatically accurate. Understand relative clause which begins with relative pronouns who, what, where, when, whose</p>
<p>Handwriting children should:</p>	<p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. Quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p> <p>To write neatly legibly and fluently.</p>



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<p>Contexts for Writing children should:</p>	<p>To identify and begin to write for a range the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, describe settings, characters and atmosphere to engage the reading – using stylistic devices to create effect.</p> <p>To begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
<p>Planning Writing children should:</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p>
<p>Drafting Writing children should:</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader using dialogue to move an action or convey character.</p>
<p>Editing Writing children should:</p>	<p>Assess the effectiveness of their own and others’ writing, correcting, improving and/or removing unnecessary detail and repetitions.</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>Proofread for spelling and punctuation errors</p>



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<p>Performing Writing children should:</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<p>Vocabulary children should:</p>	<p>Use a thesaurus</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p>
<p>Grammar children should:</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Convert nouns or adjectives into verbs</p> <p>Use verb prefixes</p> <p>Use devices to build cohesion, including adverbials of time, place and number</p> <p>Use a range of grammatical sentence structures based on the alan peat sentence types</p> <p>Use some features of written standard english</p>
<p>Punctuation children should:</p> <p>PUT SYMBOLS ON</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>



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<p>Alan Peat Sentences</p>	<p>2 pairs 3 bad - ? Name adjective pair Outside:inside (o:i) Noun – who which where The more, the more Many questions</p>
<p>Grammatical Terminology children should: PUNCTUATION</p>	<p>Modal verb Relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>