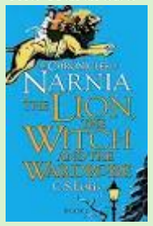
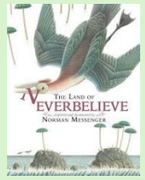
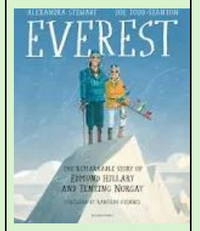
# TWHF Year 5 Writing Progression Document - Yearly Overview

| Year 5 | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Genre** | Poetry<br>Story Setting | Recount - Diary Entry | Character description – contrasting | Persuasion – letter | Retelling of story / part of story | Non chronological report | Short story writing | Information / report writing/ persuade<br><br>Please choose a specific genre | Story setting / description | Instructions | Story writing<br>Recount – letters, diary entry, recount<br><br>Please choose a specific genre | Poetry unit |
| **Recommended Text/Stimulus** | **Lion Witch and The Wardrobe**<br>  <br><br>Using the film clips from the films. | **Last**<br> <br> | <br><br>**The Promise – animation and book** | <br><br>**The Promise – animation and book** | | **The Land of Never Believe**<br>  <br> | | Please include a book title and picture | **Letters from the Lighthouse**<br> <br> | Please include a book title and picture | **Everest**<br>  <br> | |
| **Outcome** | Story setting about… | Diary entry from various perspectives in the book | Create a character description about… | Write a persuasive letter… | Retell the story… | Write a non-chronological report about… | Write a short story about… | Please include an outcome | Please include an outcome | Write instructions about… | Please include an outcome | Please include an outcome |
| **Writing Purpose** | Writing to entertain | Writing to inform | Writing to entertain | Writing to persuade | Writing to entertain | Writing to inform | Writing to entertain | Writing to… | Writing to entertain | Writing to inform | Writing to… | Please include a writing purpose |
| **Text Features** | Description of setting using senses, emotive language, thoughts and feelings, descriptive language.<br>. | First person, past tense, chronological order, emotive language, detail and description, observations, thoughts and feelings, dates, introduction for each entry. | Describe character, appearance, actions, behaviour, personality, add speech/dialogue, describe characters inner thoughts and ideas. | Logical order, points building one viewpoint, paragraphs opening with topic idea, often informal, opinions presented as facts, emotive language, image to appeal to reader, use of imperative, questions posed to the reader. | Plot, setting, characters, conflict, climax, resolution, point of view, theme. | Ending that makes a final point or reflection, generalisers (most, many, a majority), sentences that add info (furthermore, additionally) opening, chunks of information, logically organised, subheadings, info boxes, bullet points, diagrams, images, formal, present tense and third person. | Plot, setting, characters, conflict, climax, resolution, point of view, theme. | Text features can be found in the Curriculum Developers Teams Group | Text features can be found in the Curriculum Developers Teams Group | Specific and technical vocabulary, commas in list of resources, list of what is needed, steps in chronological order, short sentences to make clear, bossy words connectives, numbered steps, imperative verbs, formal, temporal connectives – firstly, secondly, thirdly and finally, short explanation at beginning. | Text features can be found in the Curriculum Developers Teams Group | Text features can be found in the Curriculum Developers Teams Group |

# TWHF Year 5 Writing Progression Document - Yearly Overview

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grammatical structures**<br><br>**Objectives are the same throughout the year. Does this need to be amended?** | To use a range of grammatical structures including using a variety of conjunctions and moving the position of the clauses.<br><br>Vary the position of the subordinate clause (before and after the main clause). | To use a range of grammatical structures including using a variety of conjunctions and moving the position of the clauses.<br><br>Vary the position of the subordinate clause (before and after the main clause). | To use a range of grammatical structures including using a variety of conjunctions and adverbials and moving the position of the clauses (start, middle and end). | To use a range of grammatical structures including using a variety of conjunctions and adverbials and moving the position of the clauses (start, middle and end). | Integrate dialogue within narratives to develop characters and begin to advance the plot. | Integrate dialogue within narratives to develop characters and begin to advance the plot. | Integrate dialogue within narratives to develop characters and begin to advance the plot.<br><br>To use a range of grammatical structures including using a variety of conjunctions and relative pronouns, moving the position of the clauses. | Integrate dialogue within narratives to develop characters and begin to advance the plot.<br><br>To use a range of grammatical structures including using a variety of conjunctions and relative pronouns, moving the position of the clauses. | To use a range of grammatical structures including using a variety of conjunctions and relative pronouns, moving the position of the clauses. | To use a range of grammatical structures including using a variety of conjunctions and relative pronouns, moving the position of the clauses. | Integrate dialogue within narratives to develop characters and begin to advance the plot.<br><br>To use a range of grammatical structures including using a variety of conjunctions and relative pronouns, moving the position of the clauses. | Integrate dialogue within narratives to develop characters and begin to advance the plot.<br><br>To use a range of grammatical structures including using a variety of conjunctions and relative pronouns, moving the position of the clauses. |
| **Descriptive language**<br><br>**Objectives are the same throughout the year. Does this need to be amended?** | In narratives, develop settings and begin to develop atmosphere e.g., through the use of grammatical and language structures. | Use of prepositional phrases. | In narratives, develop characters e.g., through the use of grammatical and language structures. | Use expanded noun phrases in addition of modifying adjectives, nouns, and preposition phrases (e.g., the teacher expanded to: the strict maths teacher with curly hair). | In narratives, develop settings and characters and begin to develop atmosphere e.g., through the use of grammatical and language structures. | In narratives, develop settings and characters and begin to develop atmosphere e.g., through the use of grammatical and language structures. | In narratives, develop settings and characters and begin to develop atmosphere e.g., through the use of grammatical and language structures. | In narratives, develop settings and characters and begin to develop atmosphere e.g., through the use of grammatical and language structures. | In narratives, develop settings and characters and begin to develop atmosphere e.g., through the use of grammatical and language structures. | In narratives, develop settings and characters and begin to develop atmosphere e.g., through the use of grammatical and language structures. | In narratives, develop settings and characters and begin to develop atmosphere e.g., through the use of grammatical and language structures. | In narratives, develop settings and characters and begin to develop atmosphere e.g., through the use of grammatical and language structures. |
| **Tense/ verb forms**<br><br>**Objectives are the same throughout the year. Does this need to be amended?** | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. | Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. |
| **Paragraphing/ Cohesion**<br><br>**Objectives are the same throughout the year. Does this** | Use a range of devices to build cohesion within paragraphs e.g. pronouns and subordinating conjunctions, synonyms. | Use paragraphs to organise ideas in non-narrative writing, use simple devices to structure the writing and support the reader | Use paragraphs to organise ideas e.g., to introduce the change of time, place, or event and in non-narrative writing, use simple devices to structure the | Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place, co ordinating and subordinating conjunctions, synonyms. | Use paragraphs to organise ideas e.g., to introduce the change of time, place, or event and in non-narrative writing, use simple devices to structure the | Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place, co ordinating and subordinating | Use paragraphs to organise ideas e.g., to introduce the change of time, place, or event and in non-narrative writing, use simple devices to structure the | Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and | Use paragraphs to organise ideas e.g., to introduce the change of time, place, or event and in non-narrative writing, use simple devices to structure the | Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and | Use paragraphs to organise ideas e.g., to introduce the change of time, place, or event and in non-narrative writing, use simple devices to structure the | Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and |

# TWHF Year 5 Writing Progression Document - Yearly Overview

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **need to be amended?** | | | writing and support the reader (e.g., headings, sub-headings, bullet points). | | writing and support the reader (e.g., headings, sub-headings, bullet points). | conjunctions, synonyms. | writing and support the reader (e.g., headings, sub-headings, bullet points). | place, co ordinating and subordinating conjunctions, synonyms. | writing and support the reader (e.g., headings, sub-headings, bullet points). | place, co ordinating and subordinating conjunctions, synonyms. | writing and support the reader (e.g., headings, sub-headings, bullet points). | place, co ordinating and subordinating conjunctions, synonyms. |
| **Punctuation** | Use a range of punctuation, mostly correctly, including ellipses, and basic punctuation (e.g., capital letters, full stops and commas to demarcate clauses) consistently. | Use a range of punctuation, mostly correctly, including previous terms and dashes for afterthought. | Use a range of punctuation, mostly correctly, and basic punctuation (e.g., Capital letters, full stops and commas to demarcate clauses) consistently. | Use a range of punctuation, mostly correctly, and basic punctuation (e.g., Capital letters, full stops and commas to demarcate clauses) consistently. | Use inverted commas and other punctuation mostly accurately to indicate direct speech e.g., "Help me," Alex screamed. "This dragon's going to burn me to a crisp!" | Use a range of punctuation, mostly correctly, including brackets. | Use a range of punctuation, mostly correctly, including semi colons, brackets, dashes, ellipses, hyphens and colons to introduce lists. ← choose once we've done the planning! | Use a range of punctuation, mostly correctly, including semi colons, brackets, dashes, ellipses, hyphens and colons to introduce lists. ← choose once we've done the planning! | Use a range of punctuation, mostly correctly, including semi colons, brackets, dashes, ellipses, hyphens and colons to introduce lists. ← choose once we've done the planning! | Use a range of punctuation, mostly correctly, including semi colons, brackets, dashes, ellipses, hyphens and colons to introduce lists. ← choose once we've done the planning! | Use a range of punctuation, mostly correctly, including semi colons, brackets, dashes, ellipses, hyphens and colons to introduce lists. ← choose once we've done the planning! | Use a range of punctuation, mostly correctly, including semi colons, brackets, dashes, ellipses, hyphens and colons to introduce lists. ← choose once we've done the planning! |
| **Handwriting** | Use school approach | | | | | | | | | | | |
| **Spelling** | Use school approach | | | | | | | | | | | |

**Colour code**
**Black = new learning to this year group**
**Green = previous year group learning re-visited**