

Woodcocks' Well C of E Primary School
Writing Progression Model
Year 5 and 6

	Knowledge	Skills
5	<p>Transcription To begin to know how to write words from the Year 5/6 list correctly.</p> <p>To begin to know how to use a dictionary to check the spelling of uncommon and more ambitious vocabulary.</p>	<ul style="list-style-type: none"> • see appendix 1 of POS for the full list • practise handwriting skills by beginning to writing words from the Year 5/6 word list following the spelling overview • to use the first 3 letters of a word to check spelling, meaning or both in a dictionary • to begin to use a thesaurus
6	<p>Transcription To know how to write most of the Year 5/6 list correctly.</p> <p>To know how to use a dictionary to check the spelling of uncommon and more ambitious vocabulary.</p>	<ul style="list-style-type: none"> • to practise handwriting skills by writing words from the Year 5/6 word list following the spelling overview • see appendix 1 of POS for the full list • to choose an appropriate writing tool for the task
5	<p>Handwriting To know how to maintain legibility in handwriting, for the vast majority of letter shapes, when writing.</p>	<ul style="list-style-type: none"> • to practise handwriting skills by writing words from the Year 5/6 word list following the spelling overview • see appendix 1 of POS for the full list • to begin to choose an appropriate writing tool for the task
6	<p>Handwriting To know how to maintain legibility in joined handwriting when writing.</p>	<ul style="list-style-type: none"> • to practise handwriting skills by writing words from the Year 5/6 word list following the spelling overview • see appendix 1 of POS for the full list • to choose an appropriate writing tool for the task
5	<p>Composition To know how to plan their writing</p> <p>To know how to draft and write</p> <p>To know how to evaluate and edit</p>	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and use some similar writing as models for their own • noting and developing initial ideas, drawing on reading experiences, where possible • when writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describe settings and characters and include speech that moves the story on or depicts character • write for an increasing range of purposes, showing a growing awareness of the reader • begin to use a wide range of devices to build cohesion within and across paragraph • use organisational and presentational devices to structure text and to guide the reader • asses the effectiveness of their own writing • with support, propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning to own and others' writing • ensure the correct use of tense throughout a piece of writing is

6	<p>Composition To know how to plan their writing</p> <p>To know how to draft and write</p> <p>To know how to evaluate and edit</p>	<p>mostly accurate</p> <ul style="list-style-type: none"> ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register is mostly accurate 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, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 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 write effectively for a range of purposes and audiences, showing awareness of the reader precise longer passages use a wide range of devices to build cohesion within and across paragraph use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining asses the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
5	<p>Vocabulary, Grammar and Punctuation To develop their understanding of the concepts set out in English Appendix 2</p> <p>To know how to spell most of the Year 5/6 list correctly</p>	<ul style="list-style-type: none"> use punctuation taught in lower Key Stages accurately use vocabulary structures that reflect what the writing requires appropriately in many pieces of writing. use grammatical structures that reflect what the writing requires appropriately in many pieces of writing. begin to use a wide range of devices to build up cohesion such as conjunctions, adverbials, pronouns synonyms, ellipsis of expected words use verb tenses correctly in many pieces of writing. use a dictionary to check the spelling of uncommon and more ambitious vocabulary
6	<p>Vocabulary, Grammar and Punctuation To develop their understanding of the concepts set out in English Appendix 2 by:</p>	<ul style="list-style-type: none"> use vocabulary structures that reflect what the writing requires mostly appropriately. use grammatical structures that reflect what the writing requires mostly appropriately. use a wide range of devices to build up cohesion such as conjunctions, adverbials, pronouns synonyms, ellipsis of expected words use verb tenses consistently and correctly. use the range of punctuation taught at KS2 mostly correctly.

To know how to spell most of the Year 5/6 list correctly

use a dictionary to check the spelling of uncommon and more ambitious vocabulary.

Vocabulary

Vocabulary will be the context of the subject. Where a discreet grammar/spelling lesson Year groups will follow the recommendations in appendix 1 / 2 of the POS