



# St William of York Catholic Primary School

## Progress in Skills and Knowledge: English: Writing.



| Skills/Knowledge                                   | Year 5.  | Year 6.  |
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| <p><b>Vocabulary, grammar and punctuation.</b></p> | <p>As Year 4 and:<br/>           Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river.<br/>           The thief broke into the house which stood on the top of the hill.<br/>           Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.<br/>           Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.<br/>           Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.<br/>           Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.<br/>           Demarcate complex sentences using commas in order to clarify meaning.<br/>           Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'<br/>           Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff.<br/>           Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.<br/>           Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.<br/>           Link ideas across paragraphs using adverbials for time, place</p> | <p>As Year 5 and:<br/>           Manipulate sentences to create particular effects.<br/>           Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.<br/>           Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.<br/>           Use ellipsis to link ideas between paragraphs.<br/>           Use repetition of a word or phrase to link ideas between paragraphs.<br/>           Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.<br/>           Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.<br/>           Identify the subject and object of a sentence.<br/>           Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.<br/>           Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).<br/>           Punctuate bullet points consistently.<br/>           Identify and use colons to introduce a list.<br/>           Identify and use semicolons within lists.<br/>           Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man eating shark.<br/>           Explore, collect and use vocabulary typical of formal and informal</p> |

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|                            | <p>and numbers e.g. later, nearby,secondly.<br/> Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.<br/> Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.<br/> Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.<br/> Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.<br/> Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs.<br/> Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-.</p>  | <p>speech and writing e.g. find out – discover, ask for - request, go in – enter.<br/> Explore, collect and use question tags typical of informal speech and writing e.g. “He’s your friend, isn’t he?”<br/> Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest.</p>  |
| <p><b>Composition.</b></p> | <p>As Year 4 and:<br/> <b>Planning</b><br/> Identify the audience and purpose.<br/> Select the appropriate language and structures.<br/> Use similar writing models.<br/> Note and develop ideas.<br/> Draw on reading and research,<br/> think how authors develop characters and settings (in books, films and performances).<br/> <b>Drafting and Writing</b><br/> Select appropriate structure, vocabulary and grammar.<br/> Blend action, dialogue and description within and across paragraphs.<br/> Use different sentence structures with increasing control (see VGP).<br/> Use devices to build cohesion (see VGP).<br/> Use organisation and presentational devices e.g. underlining, bullet points, headings.<br/> <b>Evaluating and Editing</b><br/> Assess the effectiveness of their own and others’ writing in relation to audience and purpose.</p> | <p>As Y5 and:<br/> <b>Planning</b><br/> Identify audience and purpose.<br/> Choose appropriate text-form and type for all writing.<br/> Select the appropriate structure, vocabulary and grammar.<br/> Draw on similar writing models, reading and research.<br/> Compare how authors develop characters and settings (in books, films and performances).<br/> Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.<br/> <b>Drafting and Writing</b><br/> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.<br/> Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).<br/> Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, “It’s not fair!”<br/> Consciously control the use of different sentence structures for</p> |

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|                         | <p>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify Meaning.<br/>         Ensure consistent and correct use of tense throughout a piece of writing.<br/>         Ensure consistent subject and verb agreement.<br/>         Proofread for spelling and punctuation errors.</p> <p><b>Performing</b><br/>         Use appropriate intonation and volume.<br/>         Add movement.<br/>         Ensure meaning is clear.</p> | <p>effect.<br/>         Use a wide range of devices to build cohesion within and across paragraphs.<br/>         Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.<br/>         Combine text-types to create hybrid texts e.g persuasive speech.<br/>         Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.<br/>         Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in their own writing – e.g. repeated use of ‘and’ to convey tedium, one word sentence.<br/>         Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.<br/>         Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative.<br/>         Précis longer passages. Evaluating and Editing<br/>         Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.<br/>         Proofread for grammatical, spelling and punctuation errors.</p> <p><b>Performing</b><br/>         Use appropriate and effective intonation and volume.<br/>         Add gesture and movement to enhance meaning.<br/>         Encourage and take account of audience engagement.</p> |
| <p><b>Spelling.</b></p> | <p>As Year 4 and:<br/>         Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-.<br/>         Recognise and spell words ending in –ant,–ance/–ancy, –ent, –ence/–ency.<br/>         Recognise and spell words ending in –able and –ible.<br/>         Recognise and spell words ending in –ably and –ibly.<br/>         Recognise and spell words with the /i:/ sound spelt ei</p>   | <p>As Y5 and:<br/>         Recognise and spell endings which sound like /s/, spelt – cious or –tious.<br/> <br/>         Recognise and spell endings which sound like /l/, e.g. official, partial.<br/>         Investigate adding suffixes beginning with vowel letters to words</p>  |

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|                            | <p>after c, e.g. deceive, receive.<br/>         Recognise and spell words containing the letter-string ough.<br/>         To recognise and spell the suffixes -al,- ary,- ic.<br/>         To spell further suffixes, e.g. ll in full becoming l.<br/>         Spell some words with 'silent' letters, e.g. knight, psalm, solemn.<br/>         To spell unstressed vowels in polysyllabic words.<br/>         Develop self-checking and proofreading strategies.<br/>         Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.<br/>         Use a thesaurus.<br/>         Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.</p> | <p>ending in -fer, e.g. referring, reference.<br/>         Investigate use of the hyphen.<br/>         Investigate and use further prefixes, e.g. bi- trans- telecircum-.<br/>         Distinguish between homophones and other words that are often confused.<br/>         Identify root words, derivations and spelling patterns as a support for spelling.<br/>         Be secure with all spelling rules previously taught.<br/>         Use a number of different strategies interactively in order to spell correctly.<br/>         Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.<br/>         Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</p> |
| <p><b>Handwriting.</b></p> | <p>As above and:<br/>         Write fluently using a joined style as appropriate for independent writing.<br/>         Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an email address.</p>   | <p>Write, using a joined style, with increasing speed.<br/>         Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters</p>   |

**Year Five Word Lists.**

|                   |            |             |             |            |             |
|-------------------|------------|-------------|-------------|------------|-------------|
| apparent          | cemetery   | determined  | explanation | interfere  | occupy      |
| rhythm            | amateur    | communicate | develop     | familiar   | language    |
| occur             | secretary  | ancient     | community   | dictionary | foreign     |
| leisure           | persuade   | shoulder    | available   | conscience | environment |
| forty             | lightning  | physical    | soldier     | average    | convenience |
| equip (ped, ment) | government | muscle      | programme   | stomach    | bargain     |
| curiosity         | excellent  | hindrance   | neighbour   | queue      | temperature |
| bruise            | desperate  | existence   | individual  | nuisance   | recognise   |
| twelfth           | rhyme      | vegetable   |             |            |             |

### Year Six Word Lists.

|             |             |            |               |               |             |
|-------------|-------------|------------|---------------|---------------|-------------|
| accommodate | category    | disastrous | immediate(ly) | privilege     | sincere(ly) |
| accompany   | committee   | embarrass  | interrupt     | profession    | sufficient  |
| according   | competition | especially | marvellous    | pronunciation | suggest     |

|            |             |            |             |            |          |
|------------|-------------|------------|-------------|------------|----------|
| achieve    | conscious   | exaggerate | mischievous | recommend  | symbol   |
| aggressive | controversy | frequently | necessary   | relevant   | system   |
| appreciate | correspond  | guarantee  | opportunity | restaurant | thorough |
| attached   | criticise   | harass     | parliament  | sacrifice  | variety  |
| awkward    | definite    | identity   | prejudice   | signature  | vehicle  |
| yacht      |             |            |             |            |          |