



**Progression from Y4**

On entry to Y5, children will be able to:

**Children Emerging in Expected Standard:**

- Uses fronted adverbials
- Uses apostrophes for singular and plural possession
- Understands the grammatical difference between plural and possessive –s
- Uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
- Use appropriate choice of pronoun / noun within and across sentences to aid cohesion.
- Proof read for spelling, grammar and punctuation and self-correct as the writing develops.
- Further homophones and near homophones
- Words using suffixes *ly, ation, ous*
- Words with endings sounding *shun: tion, sion, ssion, cian*
- Words ending with *sure* and *ture*

**Children Developing in Expected Standard:**

- Becomes increasingly aware of subordinate clauses and experiments with their position in sentences
- Uses commas to demarcate fronted adverbials
- Uses Standard English when writing to ensure grammatical accuracy (I seen / I saw)
- Uses vocabulary which is appropriate to task, audience and purpose
- Attempts to make simple links between paragraphs
- Plans effectively for a range of writing
- Decisions about writing are based on awareness of audience and purpose
- Proposes changes to grammar and vocabulary to improve consistency
- Reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear
- Words with the /k/ sound spelt ch (Greek in origin)
- Words with the /sh/ sound spelt ch (mostly French in origin)
- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)
- Words with the /s/ sound spelt sc (Latin in origin)

**Children Secure in Expected Standard:**

- Uses subordinate clauses and fronted adverbials which are correctly punctuated using commas
- Punctuates direct speech correctly, using commas after reporting clause and new speaker, new line
- Identifies parts of speech (now including possessive pronouns and determiners)
- Writes with grammatical accuracy
- Uses a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)
- **Creates settings, characters and plot in narratives**
- **Writes non-narratives using appropriate organisational devices**
- Organises paragraphs around a theme
- Discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar
- **Assesses the effectiveness of their own and others' writing and suggests improvements**
- Possessive apostrophes with irregular plurals
- Spell words from the National Curriculum word list for Years 3 and 4
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary
- **Writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not**



# Writing Long Term Plan

Key Stage: UKS2

Rotation: A

Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task
<b>Autumn 1</b>							
1	Fiction Story	-in narratives, describing settings, characters and atmosphere	Noun phrases (and expanded) and vocabulary Figurative language Using the senses Relative clauses Using commas	-using expanded noun phrases to convey complicated information concisely -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -using commas to clarify meaning or avoid ambiguity in writing	Narrative	<b>Holes</b> by Louis Sachar	
2	Fiction Story	-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Verbs and adverbs Different types of sentences Using speech in the correct way Integrating dialogue into narratives	-recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using semi-colons, colons or dashes to mark boundaries between independent clauses	Narrative		Write a story using all skills.
3	Recount	using a wide range of devices to build cohesion within and across paragraphs	Using the correct tense form Parenthesis Relative clauses Wide range of conjunctions	-using brackets, dashes or commas to indicate parenthesis -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Diary		
4	Recount	-noting and developing initial ideas, drawing on reading and	Cohesive devices Integrating direct and indirect speech	-using modal verbs or adverbs to indicate degrees of possibility --recognising vocabulary and structures that are	Diary		Write a diary using all of the skills



**Writing Long Term Plan**

**Key Stage: UKS2**

**Rotation: A**

		research where necessary	Grouping into paragraphs	appropriate for formal speech and writing, including subjunctive forms -using the perfect form of verbs to mark relationships of time and cause		
5	Explanations	-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Writing cohesive and clear explanations of more complex processes and events Selecting vocabulary appropriate to the discipline Organising writing logically in order to aid the reader	-using modal verbs or adverbs to indicate degrees of possibility -using semi-colons, colons or dashes to mark boundaries between independent clauses	Letter writing	
6	Explanations	-using a wide range of devices to build cohesion within and across paragraphs	Developing written explanations to include hypothetical language, modals and passive verbs Using impersonal tone and more formal style Selecting vocabulary for clarity, using disciplinary vocabulary when appropriate	-using commas to clarify meaning or avoid ambiguity in writing --using passive verbs to affect the presentation of information in a sentence	Letter Writing	Write a letter to main character's Mum



# Writing Long Term Plan

Key Stage: UKS2

Rotation: A

7	Persuasion	-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Discussing and /or researching issues leading to written balanced arguments After an opening statement, presenting a variety of viewpoints around an issue and concluding with a summary of the various viewpoints	-using expanded noun phrases to convey complicated information concisely -using commas to clarify meaning or avoid ambiguity in writing	Advert		
8	Persuasion	-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Using a wider variety of persuasive devices and techniques e.g. se slogans or catch phrases to capture reader interest Adapting layout and style to suit audience and purpose	-using a colon to introduce a list -punctuating bullet points consistently	Leaflet writing		Write a leaflet encouraging parents to allow children at the camp.
Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task
<b>Autumn 2</b>							
1	Recount	-using a wide range of devices to build	Using the correct tense form	-using brackets, dashes or commas to indicate parenthesis	Diary	<b>There's a Boy in the Girls'</b>	



## Writing Long Term Plan

Key Stage: UKS2

Rotation: A

		cohesion within and across paragraphs	Parenthesis Relative clauses Wide range of conjunctions	-using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun		<b>Bathroom</b> by Louis Sachar	
2	Recount	-ensuring the consistent and correct use of tense throughout a piece of writing	Cohesive devices Integrating direct and indirect speech Grouping into paragraphs	-using modal verbs or adverbs to indicate degrees of possibility --recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using the perfect form of verbs to mark relationships of time and cause	Diary		Diary entries from the main characters.
3	Narrative	-in narratives, describing settings, characters and atmosphere	Noun phrases (and expanded) and vocabulary Figurative language Using the senses Relative clauses	-using expanded noun phrases to convey complicated information concisely -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -using commas to clarify meaning or avoid ambiguity in writing	Story writing		
4	Narrative	-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character	Verbs and adverbs Different types of sentences Using speech in the correct way Integrating dialogue into narratives	-recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using semi-colons, colons or dashes to mark	Story writing		Explore one character in a separate story.



Writing Long Term Plan

Key Stage: UKS2

Rotation: A

		and advance the action		boundaries between independent clauses			
5	Non chronological report	-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Choosing to write a non chron. report to provide information – from both factual and fictional stimulus Providing evidence to support the points made Ensuring cohesion between paragraphs Writing using a clear structure and layout features	-using a colon to introduce a list -punctuating bullet points consistently -using brackets, dashes or commas to indicate parenthesis	Report		
6	Non-chronological report	-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Non-chron. reports are clearly organised and well structured Using vocabulary specific to the discipline Adopting the appropriate level of formality Using passive form in more formal writing Experimenting with layout and presentation of information to engage reader	-using hyphens to avoid ambiguity -using passive verbs to affect the presentation of information in a sentence	Report		School brochure



**Writing Long Term Plan**

**Key Stage: UKS2**

**Rotation: A**

7	Instructions	-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Writing succinct instructions based on a concrete ideas and from fictional stimuli Experimenting with the level of formality used for different audiences and purposes Using appropriate disciplinary vocabulary				How to wash hands.
Week Number	Text Type and Composition Focus including links to National Curriculum	Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task	
<b>Spring 1</b>							
1	Recount	-ensuring the consistent and correct use of tense throughout a piece of writing	Cohesive devices Integrating direct and indirect speech Grouping into paragraphs	-using modal verbs or adverbs to indicate degrees of possibility --recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using the perfect form of verbs to mark relationships of time and cause	Diary	Skellig by David Almond	
2	Persuasion	-selecting appropriate grammar and vocabulary, understanding how such choices can	Using persuasive techniques to appeal to reader / listener,	-using expanded noun phrases to convey complicated information concisely -using commas to clarify meaning or avoid ambiguity in writing	Advertising a house		



**Writing Long Term Plan**

**Key Stage: UKS2**

**Rotation: A**

		change and enhance meaning -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	shifting between formal and informal to suit purpose Including examples to support argument				
3	Persuasion	-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Introducing the notion of debate by presenting alternative arguments and countering these Using a wider variety of persuasive devices and techniques e.g. se slogans or catch phrases to capture reader interest Adapting layout and style to suit audience and purpose	-using a colon to introduce a list -punctuating bullet points consistently	Selling a product		Creating a new way of home schooling.
4	Narrative	-in narratives, describing settings, characters and atmosphere	Noun phrases (and expanded) and vocabulary Figurative language Using the senses	-using expanded noun phrases to convey complicated information concisely -using relative clauses beginning with who,	Story writing		



Writing Long Term Plan

Key Stage: UKS2

Rotation: A

			Relative clauses	which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -using commas to clarify meaning or avoid ambiguity in writing		
5	Narrative	-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Verbs and adverbs Different types of sentences Using speech in the correct way Integrating dialogue into narratives	-recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using semi-colons, colons or dashes to mark boundaries between independent clauses	Story writing	
6	Narrative	-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	More complex story structure (e.g. flashback, story within a story, non-linear time sequence) Exploring narrative viewpoint Developing characters by what they say and do, feel and react Developing characters with different perspectives on story events	(as above, building on complexity)	Story writing	Changing parts of the story to make it their own.



**Writing Long Term Plan**

**Key Stage: UKS2**

**Rotation: A**

			Using paragraphs to vary pace and emphasis Using expressive or figurative language Consciously crafting their story				
7	Non-chronological report	-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]	Choosing to write a non chron. report to provide information – from both factual and fictional stimulus Providing evidence to support the points made Ensuring cohesion between paragraphs Writing using a clear structure and layout features	-using a colon to introduce a list -punctuating bullet points consistently -using brackets, dashes or commas to indicate parenthesis	Report Writing		Newspaper report about the story
Week Number	Text Type and Composition Focus including links to National Curriculum	Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task	
<b>Spring 2</b>							
1	Explanations	-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Writing cohesive and clear explanations of more complex processes and events Selecting vocabulary appropriate to the discipline	-using modal verbs or adverbs to indicate degrees of possibility -using semi-colons, colons or dashes to mark boundaries between independent clauses	Persuasive letter	<b>The Arrival</b> by Shaun Tan	



**Writing Long Term Plan**

**Key Stage: UKS2**

**Rotation: A**

			Organising writing logically in order to aid the reader				
2	Explanations	-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Developing written explanations to include hypothetical language, modals and passive verbs Using impersonal tone and more formal style Selecting vocabulary for clarity, using disciplinary vocabulary when appropriate	-using commas to clarify meaning or avoid ambiguity in writing --using passive verbs to affect the presentation of information in a sentence	Persuasive letter		
3	Narrative	-in narratives, describing settings, characters and atmosphere	Noun phrases (and expanded) and vocabulary Figurative language Using the senses Relative clauses	-using expanded noun phrases to convey complicated information concisely -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -using commas to clarify meaning or avoid ambiguity in writing	Story writing - extending		
4	Narrative	-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character	Verbs and adverbs Different types of sentences Using speech in the correct way	-recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using semi-colons, colons or dashes to mark	Story writing - extending		



# Writing Long Term Plan

Key Stage: UKS2

Rotation: A

		and advance the action	Integrating dialogue into narratives	boundaries between independent clauses			
5	Recount	-using a wide range of devices to build cohesion within and across paragraphs	Using the correct tense form Parenthesis Relative clauses Wide range of conjunctions	-using brackets, dashes or commas to indicate parenthesis -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Diary		
6	Recount	-ensuring the consistent and correct use of tense throughout a piece of writing	Cohesive devices Integrating direct and indirect speech Grouping into paragraphs	-using modal verbs or adverbs to indicate degrees of possibility --recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using the perfect form of verbs to mark relationships of time and cause	Diary		
Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task
<b>Summer 1</b>							
1	Non-chronological report	-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Choosing to write a non chron. report to provide information – from both factual and fictional stimulus Providing evidence to support the points made	-using a colon to introduce a list -punctuating bullet points consistently -using brackets, dashes or commas to indicate parenthesis	Report writing	<b>Friend or Foe</b> by Michael Morpurgo	



Writing Long Term Plan

Key Stage: UKS2

Rotation: A

			Ensuring cohesion between paragraphs Writing using a clear structure and layout features			
2	Non-chronological report	-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Non-chron. reports are clearly organised and well structured Using vocabulary specific to the discipline Adopting the appropriate level of formality Using passive form in more formal writing Experimenting with layout and presentation of information to engage reader	-using hyphens to avoid ambiguity -using passive verbs to affect the presentation of information in a sentence	Report writing	World War 2 report
3	Recount	-ensuring the consistent and correct use of tense throughout a piece of writing	Adopting correct level of formality and style to suit audience and purpose Writing a wider variety of styles of recounts – eyewitness accounts, police reports, biography	-using modal verbs or adverbs to indicate degrees of possibility --recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using the perfect form of verbs to mark relationships of time and cause	Diary	Living life in War



**Writing Long Term Plan**

**Key Stage: UKS2**

**Rotation: A**

			and autobiography – based on real and fictional events and characters				
4	Discussion	-using a wide range of devices to build cohesion within and across paragraphs	Grouping paragraphs into a logical order. Using persuasive language and choosing language fit for purpose.	-using modal verbs or adverbs to indicate degrees of possibility -using semi-colons, colons or dashes to mark boundaries between independent clauses	Debate		
5	Discussion	-using a wide range of devices to build cohesion within and across paragraphs	Writing summarises all the viewpoints in an argument and is able to point out the strengths and weaknesses of those positions Able to produce a balanced and objective written report	-using commas to clarify meaning or avoid ambiguity in writing --using passive verbs to affect the presentation of information in a sentence	Balanced writing		Balanced argument
Week Number	Text Type and Composition Focus including links to National Curriculum	Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task	
<b>Summer 2</b>							
1	Narrative	-in narratives, describing settings, characters and atmosphere	Noun phrases (and expanded) and vocabulary Figurative language Using the senses Relative clauses	-using expanded noun phrases to convey complicated information concisely -using relative clauses beginning with who, which, where, when, whose, that or with an	Story writing	<b>Fireweed</b> by Jill Paton Walsh	



**Writing Long Term Plan**

**Key Stage: UKS2**

**Rotation: A**

				<p>implied (i.e. omitted) relative pronoun -using commas to clarify meaning or avoid ambiguity in writing</p>			
2	Narrative	<p>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>Verbs and adverbs Different types of sentences Using speech in the correct way Integrating dialogue into narratives</p>	<p>-recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using semi-colons, colons or dashes to mark boundaries between independent clauses</p>	Story writing		
3	Narrative	<p>-ensuring 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>More complex story structure (e.g. flashback, story within a story, non-linear time sequence) Exploring narrative viewpoint Developing characters by what they say and do, feel and react Developing characters with different perspectives on story events Using paragraphs to vary pace and emphasis</p>	<p>(extension of above)</p>	Story writing		



**Writing Long Term Plan**

**Key Stage: UKS2**

**Rotation: A**

			Using expressive or figurative language Consciously crafting their story				
4	Explanations	-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Writing cohesive and clear explanations of more complex processes and events Selecting vocabulary appropriate to the discipline Organising writing logically in order to aid the reader	-using modal verbs or adverbs to indicate degrees of possibility -using semi-colons, colons or dashes to mark boundaries between independent clauses	Letter writing		
5	Explanations	-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Developing written explanations to include hypothetical language, modals and passive verbs Using impersonal tone and more formal style Selecting vocabulary for clarity, using disciplinary vocabulary when appropriate	-using commas to clarify meaning or avoid ambiguity in writing --using passive verbs to affect the presentation of information in a sentence	Letter writing		
6	Non-chronological report	-using further organisational and presentational devices to structure	Choosing to write a non chron. report to provide information – from both factual	-using a colon to introduce a list -punctuating bullet points consistently	Report writing		



**Writing Long Term Plan**

**Key Stage: UKS2**

**Rotation: A**

		text and to guide the reader [for example, headings, bullet points, underlining]	and fictional stimulus Providing evidence to support the points made Ensuring cohesion between paragraphs Writing using a clear structure and layout features	-using brackets, dashes or commas to indicate parenthesis			
7	Non-chronological report	-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Non-chron. reports are clearly organised and well structured Using vocabulary specific to the discipline Adopting the appropriate level of formality Using passive form in more formal writing Experimenting with layout and presentation of information to engage reader	-using hyphens to avoid ambiguity -using passive verbs to affect the presentation of information in a sentence	Report writing		