






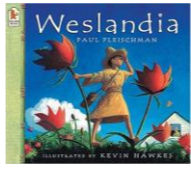
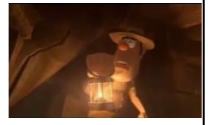

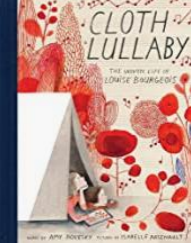
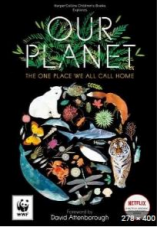



Year 5	Woodlands Park Whole School Writing Progression												
	Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
Sequence code	T1S1	T1S2	T1S3	T1S4	T1S5	T2S6	T2S7	T2S8	T2S9	T3S10	T3S11	T3S12	T3S13
Progression of core texts	The Tear Thief Carol Ann Duffy  (Narrative Poetry)	Friend or Foe Michael Morpurgo  (Historical Fiction)	Anne Frank Josephine Poole  (Biography)	Performance Poetry  (Poetry)	Plastic Pollution Neal Layton  (Persuasive text)	The Ice Bear Jackie Morris  (Narrative)	Volcanoes Izzi Howell  (Non-chronological report)	Weslandia Paul Fleischman  (Narrative)	Tadeo Jones  Video stimulus for writing))	The Lost Words Robert Macfarlane and Jackie Morris  (Poetry)	Cloth Lullaby Amy Novesky  (Narrative)	One Planet Matt Whyman  (Documentary Style Report)	The Lion, The Witch and The Wardrobe C.C. Lewis  (Historical narrative with archaic language)
Independent purposeful writing outcomes	To write the story of an emotion thief of their choice.	Write the chapter 'The Evacuees make a discovery'	A diary entry written from the perspective of a Jewish child in WW2.	To perform a verse from their own War poem.	To write a persuasive letter to a person or group about their impact in the plastic pollution problem.	To write a story that shows the links between animals, humans and Earth.	To write an information page about volcanoes.	To write a story of a character and their civilization.	To write a story of the adventures of Tadeo Jones.	To write a poem about something from the natural world.	To write a biography about a person that means something to the author.	To write an information text about a natural environment.	To write a chapter where an evacuee child explores another world.
Key Writing objectives including grammar and punctuation. NC objective code in bold	New Content Devices to build cohesion, including adverbials of time, place and number. W33 In narratives, create settings, characters and atmosphere. W14 Revisit Learning Using fronted adverbials (Y4) How, where, when. Express time, place and cause using prepositions (Y4). Use commas after fronted adverbials (Y4). Expand noun phrases by modifying adjectives, nouns and prepositional phrases (Y4).	New Content In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. W14 Distinguishing between the language of speech and writing and choosing the appropriate register. W21a Use expanded noun phrases to convey complicated information concisely. W27 Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. W19 Revisit Learning Using and punctuating direct speech (i.e. Inverted commas) (Y4) New speaker, new line Devices to build cohesion, including adverbials of time, place and number. (Fronted Adverbials) W33 Expanded noun phrases (pre and post modification including prepositions) (Y4)	New Content Devices to build cohesion, including adverbials of time, place and number. (Range of sentence lengths/structure) W33 Selecting appropriate grammar and vocabulary, understanding how such choices can enhance meaning. (Character and emotion – show not tell) W13 Revisit Learning Use expanded noun phrases to convey complicated information concisely. W27	New Content Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. W23 Ensure the consistent and correct use of tense throughout a piece of writing. W20 In narratives, create settings and atmosphere using figurative language (similes, metaphors and personification) . W14 Revisit Learning Read aloud their own writing to a group or the whole class using appropriate intonation, tone and volume. (Y4)	New Content Using modal verbs or adverbs to indicate degrees of possibility. W28 Use a wide range of devices to build cohesion within and across paragraphs. (Structure of paragraph) W16 Revisit Learning Devices to build cohesion, including adverbials of time, place and number. W33	New Content Using relative clauses beginning with - who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. W30 Use a wide range of devices to build cohesion within and across paragraphs. (linking paragraphs to one another to show change of time) W16 Use commas to clarify meaning. W34 Revisit Learning Devices to build cohesion, including adverbials of time, place and number. (Fronted Adverbials) W33	New Content Use further organisational and presentational devices to structure text and to guide the reader. W17 Using commas to clarify meaning or avoid ambiguity in writing. W34 Using brackets, dashes or commas to indicate parenthesis. W35 Revisit Learning Using expanded noun phrases to convey complicated information concisely. VOCAB (Pre and post modification, vocabulary choices) W27 Using relative clauses beginning with <i>who, which, where, when, whose, that</i> , or with an implied (i.e. omitted) relative pronoun. W30	New Content Use the perfect form of verbs to mark relationships of time and cause. W29 Needs to be revisited later in year too Revisit Learning Using commas to clarify meaning or avoid ambiguity in writing. W24 In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. W14	New Content Converting nouns or adjectives into verbs. W31 Verb Prefixes W32 Revisit Learning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. W14 Using brackets, dashes or commas to indicate parenthesis. (Using relative clauses to convey character) W35 Using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun. W30 Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. W19	New Content Using commas to clarify meaning or avoid ambiguity in writing complex lists W34 Précising longer passages. W15 Revisit Learning Using expanded noun phrases to convey complicated information concisely. W27 Using brackets, dashes or commas to indicate parenthesis. W35 Selecting appropriate grammar and vocabulary, and understanding how such choices can change and enhance meaning. W13 Using commas to clarify meaning or avoid ambiguity in writing. W34	New Content Linking ideas across paragraphs using adverbials of time, place and number or tense choices . W16 Revisit Learning Selecting appropriate grammar and vocabulary, and understanding how such choices can change and enhance meaning. W13 Using relative clauses beginning with <i>who, which, where, when, whose, that</i> , or with an implied (i.e. omitted) relative pronoun. W30 Using commas to clarify meaning or avoid ambiguity in writing. W34	New Content Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). W17 Ensuring correct subject and verb agreement when using singular and plural. W21 Revisit Learning Selecting appropriate grammar and vocabulary, and understanding how such choices can change and enhance meaning. W13 Using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) to indicate degrees of possibility. W28	Revisit Learning Using expanded noun phrases to convey complicated information concisely. W27 Selecting appropriate grammar and vocabulary, and understanding how such choices can change and enhance meaning. W13 Using relative clauses beginning with - <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun. W30
Spellings	No Nonsense spelling – Year 5												
Handwriting	Collins handwriting scheme Year 5 Pupils are writing legibly and consistently with fully joined cursive style. Pupils have developed their own style												

