

# Newton Hill Community Primary Writing Progression Document



Year 5	Transcription		Composition	
	Spelling- Read Write Inc	Handwriting	Composition: Structure and purpose	Vocabulary, Grammar and Punctuation
	Spell many words correctly Year 5/6	Writing is legible and becoming increasingly fluent	Pupils write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader e.g. first person in a diary.	Pupils use a variety of sentences structures through a range of opening e.g. fronted adverbials. Understand relative clause which begin with relative pronouns <i>who/whom, whoever/whomever, whose, that, which, when</i>
	Continue to distinguish between homophones.	Correct choice is made about whether to join handwriting or print letters e.g. label a diagram	Pupils show some evidence of selecting vocabulary and grammatical structures that reflect what they writing requires e.g. contracted form in dialogue, modal verbs for possibility	Pupils build cohesion within and across paragraphs using coordinating conjunctions (FANBIYS) and subordinating (WHITEBUS)
	Spell words with silent letters e.g. knight		Pupils can distinguish between the language of speech and writing and sometimes chose the correct register.	Pupils demarcate sentences correctly. Use commas to demarcate clauses in complex and compound sentences. Begin to use parenthesis: brackets, commas, dashes. Use colons to introduce a list/clarify information. Use semicolons to list phrases.
	Sperll most words with prefixes and suffixes cious, cial, ant, ent, ance, ence		Pupil use some cohesive devices including use of adverbials within and across paragraphs. <i>As the clock struck midnight, the shadow moved across the graveyard.</i>	Indicate degrees of possibility using modal verbs e.g. <i>might, should, will, must, could, would</i>
	Use the hyphen to join a prefix e.g re-enter		In narratives, pupil describe settings characters and atmosphere e.g. <i>Range of descriptive techniques e.g. expanded noun</i>	Pupils use inverted commas mostly correctly.

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			<i>phrases, similes/metaphors, personification and onomatopoeia.</i>	
	Use a dictionary and thesaurus to check the spelling and meaning of words.		Pupil may use some adverbs prepositions phrases and expanded noun phrases to add detail, qualification and precision.	Pupils use apostrophes for singular and plural possession mostly correctly.
	Begin to use the first 3 or 4 letters to check the spelling and meaning of words		Use a range of presentational devices including use of title, subheading and bullet points.	Pupils use verb forms accurately and appropriate tense choices,
			Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Routinely use the drafting process before and during writing. Evaluate own and others' writing.	

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## Read Write Inc Year 5 Spellings

Spell some words with 'silent' letters, e.g. knight, psalm, solemn. Year 5 Unit 1. Year 5 Unit 4.
Continue to distinguish between homophones and other words which are often confused. Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3. Year 5 Special focus 6
Endings which sound like /ʃəs/ spelt -cious or -tious. Year 5 Unit 10 Words ending in shus spelt -cious Year 5 Unit 11 Words ending in shus spelt -tious
Endings which sound like /ʃəl/. Year 5 Unit 12 Words ending in <i>shul</i> spelt <b>-cial</b> or <b>-tial</b>
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency. Year 5 Unit 6 Words ending in <b>-ent</b> Year 5 Unit 7 Words ending in <b>-ence</b> Year 5 Unit 9 Words ending in <b>-ant, -ance</b> and <b>-ancy</b>
Words ending in -able and -ible. Year 5 Unit 2 Words ending in <b>-ible</b> Year 5 Unit 3 Words ending in <b>-able</b>
Words ending in ably and ibly Year 5 Unit 5 Words ending in <b>-ibly</b> and <b>-ably</b>
Words with the /i:/ sound spelt ei after c. Year 5 Unit 8 The <i>ee</i> sound spelt <b>ei</b>
Words containing the letter-string ough. Year 5 Special focus 1 Words that contain the letter-string <b>ough</b>
Words with 'silent' letters. Year 5 Unit 1 Words with silent letter <b>b</b> Year 5 Unit 4 Words with silent letter <b>t</b>



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## Homophones

Year 5 Special focus 2 Homophones and other words that are often confused

Years 5 and 6 word list.

Year 5 Special focus 1 (Orange words)

Year 5 Special focus 3 (Orange words)

Year 5 Special focus 4 (Orange words)

Year 5 Special focus 6 (Orange words)

Year 5 Special focus 7 (Orange words)

Year 5 Special focus 9 (Orange words)

Year 5 Special focus 10 (Orange words)

Year 5 Special focus 11 (Orange words)

Year 5 Special focus 12 (Orange words)



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Year 5/6 Common Exception Words

## Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	