



Year 5							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transcription	Spelling	RWIY5 - Unit 1: silent letter b Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	RWIY5: Unit 4: silent letter t Spell some words with 'silent' letters eg. knight, psalm, solemn	RWIY5: Unit 6: Words ending in -ent Use further prefixes and suffixes and understand the guidance for adding them.	RWIY5: Unit 8: ee sound spelt ei Words with the /i:/ sound spelt ei after c.	RWIY5 Unit 10: Words ending in shus spelt -cious	RWIY5 Unit 12: Words ending in shul spelt -cial or -tial
		RWIY5 - Unit 2: words ending in ible Use further prefixes and suffixes and understand the guidance for adding them.	Special focus 1,2,3,4 Year 5 + 6 spelling list	RWIY5: Unit 7: words ending in -ence Use further prefixes and suffixes and understand the guidance for adding them.	Special Focus 5, 6, 7 and 8 Year 5 and 6 spelling lists.	RWIY5 Unit 11: Words ending in shus spelt -tious	Special Focuses 9, 10, 11 and 12
		RWIY5 - Unit 3: words ending in able Words ending in -able and -ible.	RWIY5 – Unit 5: Words ending in -ably and -ibly .	Consolidation/assessment Week using the RWI assessment	RWI: Unit 9: words ending in -ant, -ance and -ancy Use further prefixes and suffixes and understand the guidance for adding them.	Consolidation/assessment Week using the RWI assessment	Consolidation/assessment Week using the RWI assessment
		Consolidate / assessment week using the RWI assessment	Consolidation/assessment Week using the RWI assessment		Consolidation/assessment Week using the RWI assessment		
Composition	Handwriting	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. • To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.					
		To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.					
Composition	Contexts for writing						
	Plan	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.					



Y5 and Y6 Termly Writing Progression in Transcription, Grammar and Composition

		<p>Select increasing appropriate vocabulary and sentence structures for the genre of writing To consistently make links across paragraphs to effectively control text. Use a wide range of devices to build cohesion within paragraphs Use a wider range of presentational and organisational devices to structure texts (headings bullet points. Describe settings in detail and use dialogue to convey character and advance the action.</p>					
	Revise	<p>Re read to check for sense, structure and purpose. Check correct and consistent verb tense and forms.</p>					
	Edit and evaluate	<p>Check accurate spelling punctuation and grammar. Assess effectiveness of their own and other's writing and suggest improvements.</p>					
	Present and perform	<p>Perform their own compositions with appropriate intonation and volume, and some consideration of movement.</p>					
Grammar		To use adverbs, pronouns and synonyms to build cohesion within a paragraph	To use adverbs, pronouns and synonyms to build cohesion within a paragraph	To use adverbs, pronouns and synonyms to build cohesion within a paragraph	To use adverbs, pronouns and synonyms to build cohesion within a paragraph	To use adverbs, pronouns and synonyms to build cohesion within a paragraph	To use adverbs, pronouns and synonyms to build cohesion within a paragraph
			To use relative clauses beginning with relative pronouns (who, which, that) to add detail to a sentence	To use relative clauses beginning with relative pronouns (who, which, when, where) to add detail to a sentence.	To use relative clauses beginning with relative pronouns (who, which, when, where) to add detail to a sentence.	To use relative clauses beginning with relative pronouns (who, which, that, when, where) or an omitted relative pronoun to add detail to a sentence	To use relative clauses beginning with relative pronouns (who, which, that, when, where) or an omitted relative pronoun to add detail to a sentence.
		To use commas to indicate parenthesis	To use brackets, dashes or commas to indicate parenthesis	To use brackets, dashes or commas to indicate parenthesis		To use brackets, dashes or commas to indicate parenthesis thinking carefully about which form is best	
				To use commas to avoid ambiguity and to clarify meaning To be able to understand the purpose of commas within writing	To use commas to avoid ambiguity and to clarify meaning		To use commas to avoid ambiguity and to clarify meaning



Y5 and Y6 Termly Writing Progression in Transcription, Grammar and Composition

			To link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her)	To link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her)			
				To be able to identify formal and informal voice To be able to change between formal and informal voice depending on the style of writing	To be able to identify formal and informal voice To be able to change between formal and informal voice depending on the style of writing	To be able to identify formal and informal voice To be able to change between formal and informal voice depending on the style of writing	
		To indicate degrees of possibility using modal verbs		To indicate degrees of possibility using adverbs or modal verbs			To indicate degrees of possibility using adverbs or modal verbs
		To be able to identify subordinating conjunctions and clauses and use to create dependent clauses within sentences	To be able to identify subordinating conjunctions and clauses and use to create dependent clauses within sentences				

Year 6							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transcription	Spelling	RWI Unit 1 & 2 Suffixes 'ing, ed, er, est, RWI unit 3 – Revision of suffixes 'less, full, ment, ly Assessment Revisit and revision of misconceptions	Unit 4 – suffixes ing, ance, en, ed (doubling the final consonant) RWI Unit 5 suffixes, er, ing, est, ed, fer RWI unit 6 – sh spelt ti or ci Assessment RWI unit 7 – sh spelt si or ssi Revisit and revision of misconceptions	RWI unit 8 – silent letters RWI unit 9 – ei or ie Assessment RWI unit 10 – ible and able Revisit and revision of misconceptions	RWI unit 11 & 12 - plural nouns Assessment Revisit and revision of misconceptions	Revisit and revision of misconceptions	Revisit and revision of misconceptions
		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in		Apply their growing knowledge of root words, prefixes and suffixes (morphology and		



Y5 and Y6 Termly Writing Progression in Transcription, Grammar and Composition

	and to understand the meaning of new words that they meet. Use further prefixes and suffixes and understand the guidance for adding them. (Words ending in –ant, –ance/–ancy, –ent, –ence/–ency, Adding suffixes beginning with vowel letters to words ending in –fer.)	<u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words that they meet. Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters,		etymology), both to read aloud and to understand the meaning of new words that they meet. Use further prefixes and suffixes and understand the guidance for adding them. Words ending in –ably and –ibly.		
	Continue to distinguish between homophones and other words which are often confused.	Continue to distinguish between homophones and other words which are often confused.	Continue to distinguish between homophones and other words which are often confused.	Continue to distinguish between homophones and other words which are often confused.	Continue to distinguish between homophones and other words which are often confused.	Continue to distinguish between homophones and other words which are often confused.
		Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
	words containing the letter string 'ough'		Words with the /i:/ sound spelt ei after c. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)			
				Possessive apostrophe with plural words Use of the hyphen		
	Spell Y5 and Y6 common exception words through jumping orange words Lightening, lighting, attached, determined, persuade, appreciate, communicate, community, committee, harass, occur, occupy, leisure, thorough, government, profession, sufficient, correspond, apparently, opportunity	Spell Y5 and Y6 common exception words through jumping orange words guarantee, queue, vehicle, mischievous, foreign, bargain, amateur, hindrance, appreciate, especially, explanation, conscious, conscience, profession, controversy, leisure, language, privilege, restaurant, achieve, secretary, stomach, yacht, soldier, physical, available, category, existence, controversy, explanations, identity, variety, ancient	Spell Y5 and Y6 common exception words through jumping orange words government, conscience, twelfth, conscious, environment, parliament, shoulder, soldier	Spell Y5 and Y6 common exception words through jumping orange words	Spell Y5 and Y6 common exception words through jumping orange words	Spell Y5 and Y6 common exception words through jumping orange words



Y5 and Y6 Termly Writing Progression in Transcription, Grammar and Composition

Handwriting	Write from memory longer or more complex sentences and small passages of writing that are dictated by the teacher that include words using the GPCs and common exception words taught so far.						
	To write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. 						
	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) • and capital letters (e.g. for filling in a form).						
Composition	Context for writing						
	Plan	Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. Independently identify the audience, purpose, form and style of writing					
	Draft	Select appropriate grammar and vocabulary to change and enhance meaning Link ideas within and across paragraphs using a wider range of cohesive devices. use a range of organisational devices effectively to guide the reader. Write an accurate précis that includes the main details from the text in a succinct paragraph or paragraphs. Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.					
	Revise	Re read to check for sense, structure and degree of formality. Check correct and consistent verb tense and forms.					
	Edit and evaluate	Ensure accurate spelling, punctuation and grammar.					
	Present and perform	Perform their own compositions effectively, using appropriate intonation, volume, and movement so that meaning is clear.					
Grammar		To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis	To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis	To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis	To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis	To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis	To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis
				To understand the term active and passive; begin to be able to transform a sentence from active to passive and vice versa	To use the passive to affect the presentation of information within a sentence	To use the passive to affect the presentation of information within a sentence	
		To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms			To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms		



Y5 and Y6 Termly Writing Progression in Transcription, Grammar and Composition

		To use layout devices – headings, subheadings, colons, bullets, table		To use layout devices – headings, subheadings, colons, bullets, tables		
			To use the colon to introduce a list and use of semi-colons within lists		To use the colon to introduce a list and use of semi-colons within lists	To use the colon to introduce a list and use of semi-colons within lists
				To use bullet points to list information. To use hyphens to avoid ambiguity.	To use bullet points to list information. To use hyphens to avoid ambiguity.	To use bullet points to list information. To use hyphens to avoid ambiguity.
	To identify dependent and independent clauses within sentences. To write complex sentences with dependent clauses		To identify dependent and independent clauses within sentences. To write complex sentences with dependent clauses	To write multiclaue sentences using subordinating and coordinating conjunctions.	To write multiclaue sentences using subordinating and coordinating conjunctions.	