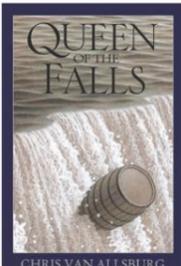
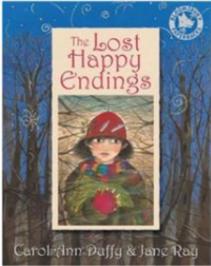
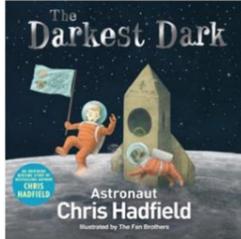
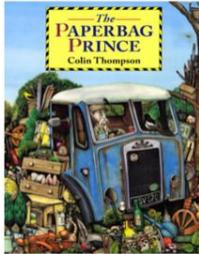
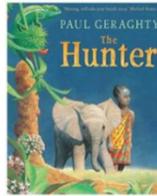




Hoole Primary writing progression

Year 5

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
					

Year 5 gateway keys					
These are previously taught skills that the children should have mastered.					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction (Don't or wasn't) and possession (Sarah's coat)) Use fronted adverbials Use a variety of verb forms consistently and correctly Organise paragraphs around a theme	Use punctuation at Y4 standard correctly (See Autumn 1) Use a variety of verb forms consistently and correctly Organise paragraphs around a theme Use a range of sentences with more than one clause (when, if, because, although)	Use punctuation at Y4 standard correctly (See Autumn 1) Link ideas across paragraphs using adverbials Use of inverted commas and other punctuation to punctuate direct speech (Y4)	Use punctuation at Y4 standard correctly (See Autumn 1) Organise paragraphs around a theme Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun	Use punctuation at Y4 standard correctly (See Autumn 1) Organise paragraphs around a theme Use expanded noun phrases to convey complicated information concisely Use relative clauses to add detail and description Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	Use punctuation at Y4 standard correctly (See Autumn 1) Use a variety of verb forms consistently and correctly (Including progressive and present perfect) Organise paragraphs around a theme Use a range of sentences with more than one clause (when, if, because, although) Use fronted adverbials
A fronted adverbial is a clause at the beginning of a sentence. In the forest, there was a boy. A fronted adverbial can be used to tell us when, where, how, how often something happens. It is used at the beginning of a sentence. Verb forms Past tense – something that has already happened. – I sat in the park. Present tense – something that is happening – I am at school. Past progressive tense – an action that goes on for a period of time in the past - I was digging. Present progressive- a continuing action that is in the present -. I am digging.	Verb forms Past tense – something that has already happened. – I sat in the park. Present tense – something that is happening – I am at school. Past progressive tense – an action that goes on for a period of time in the past - I was digging. Present progressive- a continuing action that is in the present -. I am digging. Present perfect tense – an action that has already occurred but continues to happen - I have been in Hoole Primary school since I was 4. Past perfect – She had been searching the forest for a while.	Adverbs – tell us when, where how, frequency and probability. Quickly, suddenly, in the forest, usually, almost certainly. These can be used to link ideas from one paragraph to the next. E.g. Many months later, the boy was still lonely. Direct speech – 'I am scared,' said Tom as he grabbed his friend's hand.	Relative clauses add information to sentences by using a relative pronoun such as who, that or which. The boy, who was 10, didn't like clowns. The school was in Hoole which was close to my house.	Relative clauses add information to sentences by using a relative pronoun such as who, that or which. The boy, who was 10, didn't like clowns. The school was in Hoole which was close to my house. A clause is a group of words that create an idea. It must contain a verb (action word) A sentence with more than one clause might be = <u>I went to the park when it was sunny.</u> Using expanded noun phrases to add clear extra information. The boy who jumped over the fence is over there.	Past tense – something that has already happened. – I sat in the park. Present tense – something that is happening – I am at school. Past progressive tense – an action that goes on for a period of time in the past - I was digging. Present progressive- a continuing action that is in the present -. I am digging. Present perfect tense – an action that has already occurred but continues to happen - I have been in Hoole Primary school since I was 4. Past perfect – She had been searching the forest for a while. A fronted adverbial is a clause at the beginning of a sentence.

<p>Present perfect tense – an action that has already occurred but continues to happen - I have been in Hoole Primary school since I was 4.</p> <p>Past perfect – She had been searching the forest for a while.</p>	<p>A clause is a group of words that create an idea. It must contain a verb (action word)</p> <p>A sentence with more than one clause might be = <u>I went to the park when it was sunny.</u></p>				<p>In the forest, there was a boy. A fronted adverbial can be used to tell us when, where, how, how often something happens. It is used at the beginning of a sentence.</p> <p>Verb forms</p> <p>A clause is a group of words that create an idea. It must contain a verb (action word)</p> <p>A sentence with more than one clause might be = <u>I went to the park when it was sunny.</u></p>
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<p style="text-align: center;">Year 5 mastery key These are the skills your children will be taught each half term.</p>					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Identify the audience for and purpose of writing</p> <p>Organise paragraphs around a theme with a focus on more complex narrative structures</p> <p>Use commas after fronted adverbials</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use of inverted commas and other punctuation to punctuate direct speech</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Link ideas across paragraphs using adverbials</p> <p>Use commas to clarify meaning and avoid ambiguity in writing</p>	<p>Variety of verb forms used correctly and consistently</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Link ideas across paragraphs using adverbials and tense choices</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use modal verbs to indicate degrees of possibility</p> <p>Use devices to build cohesion within a paragraph</p> <p>Choose the appropriate register</p> <p>Use brackets, dashes or commas to indicate parenthesis (recap)</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Adverbs to indicate degrees of possibility</p> <p>Use a wider range of devices to build cohesion across paragraphs</p> <p>Link ideas using tense choices</p>
<p>A fronted adverbial is a clause at the beginning of a sentence.</p> <p>In the forest, there was a boy. A fronted adverbial can be used to tell us when, where, how, how often something happens. It is used at the beginning of a sentence.</p> <p>This means they help avoid confusion for the reader.</p> <p>Example: Let's eat Grandma! versus Let's eat, Grandma!</p>	<p>Using expanded noun phrases to add clear extra information. The boy who jumped over the fence is over there.</p> <p>Direct speech – 'I am scared,' said Tom as he grabbed his friend's hand.</p> <p>Children now build in speech into their stories effectively and only when it is needed.</p>	<p>Relative clauses add information to sentences by using a relative pronoun such as who, that or which.</p> <p>The boy, who was 10, didn't like clowns.</p> <p>The school was in Hoole which was close to my house.</p> <p>Using expanded noun phrases to add clear extra information. The boy who jumped over the fence is over there.</p>	<p>Past tense – something that has already happened. – I sat in the park.</p> <p>Present tense – something that is happening – I am at school.</p> <p>Past progressive tense – an action that goes on for a period of time in the past - I was digging.</p> <p>Present progressive- a continuing action that is in the present -. I am digging.</p> <p>Present perfect tense – an action that has already occurred but</p>	<p>Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own.</p> <p>Mary read her new book (the last in the series) in three hours.</p> <p>Mary read her new book, the last in the series, in three hours.</p> <p>Mary read her new book - the last in the series - in three hours.</p>	<p>Relative clauses add information to sentences by using a relative pronoun such as who, that or which.</p> <p>The boy, who was 10, didn't like clowns.</p> <p>The school was in Hoole which was close to my house.</p> <p>Cohesion means writing that flows from one paragraph or sentences to the next. Children will use fronted adverbials and tenses to do this.</p>

<p>Children know who they are writing for. I.e. who would read their writing and they know why they are writing. I.e. a letter to a local shop asking for them not to use plastic, a diary entry, a story.</p>		<p>This means they help avoid confusion for the reader. Example: Let's eat Grandma! versus Let's eat, Grandma! Adverbs – tell us when, where how, frequency and probability. Quickly, suddenly, in the forest, usually, almost certainly. These can be used to link ideas from one paragraph to the next. E.g. Many months later, the boy was still lonely.</p>	<p>continues to happen - I have been in Hoole Primary school since I was 4. Past perfect – She had been searching the forest for a while. Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own. Mary read her new book (the last in the series) in three hours. Mary read her new book, the last in the series, in three hours. Mary read her new book - the last in the series - in three hours. This means they help avoid confusion for the reader. Example: Let's eat Grandma! versus Let's eat, Grandma! Adverbs – tell us when, where how, frequency and probability. Quickly, suddenly, in the forest, usually, almost certainly. These can be used to link ideas from one paragraph to the next. E.g. Many months later, the boy was still lonely.</p>	<p>Use of words that indicate degrees of possibility (e.g. modal verbs such as might, should, will, must or adverbs such as perhaps, surely) NB. Most relevant when teaching persuasive arguments, balanced discussion, debate etc. Examples: This should work. Surely it can't rain forever. Choosing the write level of formality. Example: 'Pleased to meet you.' versus 'Hey.' This should match the purpose and audience of the writing.</p>	<p>Adverbs for degrees of possibility – they tell us how likely it is that something will happen. usually, almost certainly, definitely.</p>
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- Please note that the definitions on this document are designed to be clear and easy to understand. Please refer to the glossary of grammar terminology for a more detailed set of definitions.

