



Year 5 Progression of Skills Overview

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>	<u>Terminology</u>
<p>Consolidate Year 4 list</p> <p><u>Introduce:</u></p> <p><u>Fiction</u> Secure independent use of planning tools Story mountain/ grids/ flow diagrams</p> <p>Plan opening using: Description/ action/ dialogue</p> <p>Paragraphs Vary connectives within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Opening – should include action / description – character or setting / dialogue Build Up – develop suspense techniques Problem / Dilemma / Event – may be more than one problem to be resolved</p>	<p>Consolidate Year 4 list</p> <p><u>Introduce:</u></p> <p>Add phrases to make sentences more precise and detailed</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences and complex sentences</p> <p>Use a range of sentence openers – judging the impact or effect needed</p> <p>Develop complex sentences: subordination Main and subordinate clauses with a full range of conjunctions.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect.</p> <p>Indicating degrees of possibility using modal verbs e.g.</p>	<p>Consolidate Year 4 list</p> <p><u>Introduce:</u></p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Use pronouns to avoid repetition</p> <p>Empty words e.g. <i>Someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes e.g. – <i>ate, -ise, -ify</i></p>	<p>Consolidate Year 4 list</p> <p><u>Introduce:</u></p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Rhetorical questions</p> <p>Dashes</p> <p>Brackets</p> <p>Commas for parenthesis</p>	<p>Consolidate spelling from Year 4</p> <p>Endings spelt –cious e.g. <i>grace – gracious space - spacious</i></p> <p>Endings spelt –tious e.g. <i>ambitious. Nutritious</i></p> <p>Endings spelt –cial e.g. <i>official, artificial</i></p> <p>Endings spelt –tial e.g. <i>confidential, essential</i></p> <p>Use –ant , –ance –ancy if words are related e.g. <i>hesitant, hesitation, hesitancy</i></p> <p>Words ending in –able e.g. <i>considerable</i></p> <p>Words ending in –ible e.g.</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/word • Sentence • Statement • Question • Exclamation • Command • Full stops • Capital letters • Question marks • Exclamations • Speech marks • Direct speech • Inverted commas • Bullet points • Apostrophe • Contractions/possession • Commas for sentence of 3 • Colon – instructions • Parenthesis / bracket / dash <p>Singular/plural Suffix/prefix Word family Consonant/vowel</p>



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<p>Resolution – clear links with dilemma</p> <p>Ending – character could reflect on events, any changes or lessons, look forward to future ask a question</p> <p><u>Non-Fiction</u></p> <p>Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure</p> <p>Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives. Use rhetorical questions to draw reader in.</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader.</p>	<p>Might, should, will, must or adverbs perhaps, surely</p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech+verb+action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i></p> <p>Moving sentence chunks (how,when,where) around for different effects e.g. <i>The siren echoed loudly...through the lonely streets...at midnight</i></p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk.</p> <p>Drop in –ed clause e.g.</p>			<p><i>possible, incredible</i></p> <p>Adding suffixes beginning with vowel letters to words ending in –fer e.g. <i>transferred, preferred</i></p> <p>Use of the hyphen e.g. <i>co-ordinate</i></p> <p>words with the I sound spelt ei after c e.g. <i>receive, ceiling</i></p> <p>Words containing the letter sting ough e.g. bought, fought</p> <p>Words with silent letters</p> <p>Homophones</p>	<p>Adjective / noun / noun phrase</p> <p>Verb / adverb</p> <p>Tense</p> <p>Conjunction</p> <p>Preposition</p> <p>Determiner</p> <p>Pronoun</p> <p>Clause</p> <p>Subordinate/relative</p> <p>Fronted adverbial</p> <p>Alliteration</p> <p>Simile</p> <p>Introduce</p> <ul style="list-style-type: none"> • <u>Relative clause/ pronoun</u> • <u>Modal verb</u> • <u>Parenthesis</u> • <u>Bracket – dash</u> • <u>Determiner</u> • <u>Cohesion</u> • <u>Ambiguity</u> • <u>Metaphor</u> • <u>Personification</u> • <u>Onomatopoeia</u> • <u>Rhetorical question</u>
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