



# Severne Primary School

## English (Writing) UKS2 Progression

Revised Autumn 2024

Mrs R. Eaton

**Respect • Succeed • Celebrate**



# Year 5 and 6 Composition and Transcription

## Whole-Year Content

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Plan:</b>                        | <ul style="list-style-type: none"> <li>• Identify audience and purpose</li> <li>• Select appropriate form and base writing on WAGOLLs</li> <li>• Note and develop ideas, drawing on research where necessary</li> <li>• In narratives: consider how authors have developed characters and settings</li> <li>• Use dictionaries to check the meaning of words</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Draft and write:</b>             | <ul style="list-style-type: none"> <li>• Select appropriate vocabulary for effect</li> <li>• Select and accurately use appropriate grammar for effect</li> <li>• In narratives: describe settings</li> <li>• In narratives: describe characters, including dialogue to convey actions and character</li> <li>• In narratives: describe atmosphere</li> <li>• Precis longer passages</li> <li>• Use organisational and presentational devices to guide the reader: headings, subheadings, bullet points, underlining</li> </ul>                                                                                                                                                                                                                                                                             |
| <b>Evaluate and edit:</b>           | <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own writing</li> <li>• Assess the effectiveness of the writing of others</li> <li>• Propose changes to vocabulary to enhance writing</li> <li>• Propose changes to grammar to enhance writing</li> <li>• Propose changes to punctuation to enhance writing</li> <li>• Ensure tenses are consistently used throughout writing</li> <li>• Ensure accurate use of subject-verb agreement</li> <li>• Distinguish between the language of speech and writing</li> <li>• Ensure the appropriate choice of register</li> <li>• Proof-read for spelling errors</li> <li>• Proof-read for punctuation errors</li> <li>• Use dictionaries to check the spelling of words</li> <li>• Use a thesaurus to edit vocabulary choices</li> </ul> |
| <b>Perform:</b>                     | <ul style="list-style-type: none"> <li>• Perform own compositions, ensuring meaning is communicated through appropriate intonation, volume and intonation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Handwriting and Presentation</b> | <ul style="list-style-type: none"> <li>• Write fluently and with increasing speed:               <ul style="list-style-type: none"> <li>○ Choosing shapes of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>○ Choosing which writing implement is best suited for a task</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

# Year 5 Spelling

## Progressive Content

|                   | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 5</b>     | <ul style="list-style-type: none"> <li>• 'ough' as in 'cough', 'bough', 'tough', 'dough', 'though'</li> <li>• Silent letters (knight, thumb, whistle)</li> <li>• '-ible' (terrible) and '-able' (enjoyable)</li> <li>• Hyphenated words (re-enter, co-own)</li> </ul>                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• '-ably' (reliably) and 'ibly' (incredibly)</li> <li>• 'ie' (view, quiet, piece) and 'ei' (vein, either)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Homophones</b> | <ul style="list-style-type: none"> <li>• Isle / aisle</li> <li>• Aloud / allowed</li> <li>• Affect / effect</li> <li>• Herd / heard</li> <li>• Passed / past</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Alter / altar</li> <li>• Steal / steel</li> <li>• Led / lead</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Cereal / serial</li> <li>• Father / farther</li> <li>• Guessed / guest</li> <li>• Morning / mourning</li> <li>• Who's / whose</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>CE Words</b>   | <ul style="list-style-type: none"> <li>• competition</li> <li>• explanation</li> <li>• profession</li> <li>• pronunciation</li> <li>• available</li> <li>• vegetable</li> <li>• vehicle</li> <li>• muscle</li> <li>• familiar</li> <li>• identity</li> <li>• signature</li> <li>• symbol</li> <li>• physical</li> <li>• system</li> <li>• forty</li> <li>• temperature</li> <li>• twelfth</li> <li>• achieve</li> <li>• convenience</li> <li>• mischievous</li> <li>• conscience</li> <li>• desperate</li> <li>• conscious</li> <li>• yacht</li> <li>• government</li> </ul> | <ul style="list-style-type: none"> <li>• accommodate</li> <li>• accompany</li> <li>• according</li> <li>• aggressive</li> <li>• apparent</li> <li>• appreciate</li> <li>• attached</li> <li>• committee</li> <li>• communicate</li> <li>• community</li> <li>• correspond</li> <li>• immediate</li> <li>• occupy</li> <li>• occur</li> <li>• opportunity</li> <li>• recommend</li> <li>• suggest</li> <li>• guarantee</li> <li>• language</li> <li>• leisure</li> <li>• leisure</li> <li>• neighbour</li> <li>• queue</li> <li>• rhyme</li> <li>• rhythm</li> <li>• bruise</li> </ul> | <ul style="list-style-type: none"> <li>• disastrous</li> <li>• marvellous</li> <li>• cemetery</li> <li>• convenience</li> <li>• criticise</li> <li>• excellence</li> <li>• existence</li> <li>• hindrance</li> <li>• necessary</li> <li>• prejudice</li> <li>• sacrifice</li> <li>• attached</li> <li>• determined</li> <li>• equipment</li> <li>• equipped</li> <li>• especially</li> <li>• frequently</li> <li>• immediately</li> <li>• unnecessary</li> <li>• sincerely</li> <li>• sincere</li> <li>• soldier</li> <li>• sufficient</li> <li>• variety</li> <li>• ancient</li> <li>• foreign</li> </ul> |

## Year 6 Spelling

### Progressive Content

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                       |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 6</b>     | <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowels (-ed, er, ing, ence) to words ending with '-fer' (preference)</li> <li>'shus' sound as '-cious' (fictitious) and '-tious' (cautious)</li> </ul>                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Words ending in '-cial' (financial) and '-tial' (confidential)</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>Words ending in '-ant' (deviate), '-ance' (distance) and '-ancy' (hesitancy)</li> <li>Words ending in 'ent' (confident), 'ence' (confidence) and 'ency' (frequency)</li> </ul> |
| <b>Homophones</b> | <ul style="list-style-type: none"> <li>Advice / advise</li> <li>Device / devise</li> <li>License / licence</li> <li>Practice / practise</li> <li>Prophecy / prophesy</li> </ul>                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Compliment / complement</li> <li>Desert / dessert</li> <li>Principal / principle</li> <li>Profit / prophet</li> <li>Stationary / stationery</li> </ul>                                      | <ul style="list-style-type: none"> <li>Draft / draught</li> <li>Dissent / descent</li> <li>Precede / proceed</li> <li>Wary / weary</li> </ul>                                                                         |
| <b>CE Words</b>   | <ul style="list-style-type: none"> <li>category</li> <li>definite</li> <li>desperate</li> <li>dictionary</li> <li>embarrass</li> <li>environment</li> <li>exaggerate</li> <li>marvellous</li> <li>nuisance</li> <li>parliament</li> <li>privilege</li> <li>secretary</li> <li>amateur</li> <li>average</li> <li>awkward</li> <li>bargain</li> <li>controversy</li> <li>develop</li> <li>identity</li> <li>interfere</li> <li>lightning</li> <li>shoulder</li> <li>stomach</li> </ul> | <ul style="list-style-type: none"> <li>curiosity</li> <li>harass</li> <li>individual</li> <li>interrupt</li> <li>persuade</li> <li>programme</li> <li>recognise</li> <li>relevant</li> <li>signature</li> <li>vegetable</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                    |

## Year 5 Key Skills

### Progressive Content

|          | Autumn                                                                                                                                                                       | Spring                                                                                                                                                                       | Summer                                                                                                                                                                       |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | <ul style="list-style-type: none"> <li>Perfect verb form to mark relationships of time and cause</li> <li>Relative clauses to add detail</li> </ul>                          | <ul style="list-style-type: none"> <li>Perfect verb form to mark relationships of time and cause</li> <li>Relative clauses to add detail</li> </ul>                          | <ul style="list-style-type: none"> <li>Perfect verb form to mark relationships of time and cause</li> <li>Relative clauses to add detail</li> </ul>                          |
| Autumn 2 | <ul style="list-style-type: none"> <li>Expanded noun phrases to convey complicated information concisely</li> <li>Use brackets and dashes to indicate parenthesis</li> </ul> | <ul style="list-style-type: none"> <li>Expanded noun phrases to convey complicated information concisely</li> <li>Use brackets and dashes to indicate parenthesis</li> </ul> | <ul style="list-style-type: none"> <li>Expanded noun phrases to convey complicated information concisely</li> <li>Use brackets and dashes to indicate parenthesis</li> </ul> |
| Spring 1 |                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Commas to indicate parenthesis</li> <li>Use adverbs to indicate degrees of possibility</li> </ul>                                     | <ul style="list-style-type: none"> <li>Commas to indicate parenthesis</li> <li>Use adverbs to indicate degrees of possibility</li> </ul>                                     |
| Spring 2 |                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Adverbs to develop cohesion</li> <li>Commas to clarify meaning or avoid ambiguity</li> </ul>                                          | <ul style="list-style-type: none"> <li>Adverbs to develop cohesion</li> <li>Commas to clarify meaning or avoid ambiguity</li> </ul>                                          |
| Summer 1 |                                                                                                                                                                              |                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Modal verbs to indicate possibility</li> </ul>                                                                                        |
| Summer 2 |                                                                                                                                                                              |                                                                                                                                                                              |                                                                                                                                                                              |

## Year 6 Key Skills

### Progressive Content

|          | Autumn                                                                                                                                                                                   | Spring                                                                                                                                                                                 | Summer                                                                                                                                                                                 |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | <ul style="list-style-type: none"> <li>Passive voice to affect the presentation of information</li> <li>Semi-colons and colons to mark boundaries between independent clauses</li> </ul> | <ul style="list-style-type: none"> <li>Passive voice to affect the presentation of information</li> <li>Semi-colons within a list</li> </ul>                                           | <ul style="list-style-type: none"> <li>Passive voice to affect the presentation of information</li> <li>Semi-colons within a list</li> </ul>                                           |
| Autumn 2 | <ul style="list-style-type: none"> <li>Colons to introduce a list</li> <li>Adverbials for cohesion</li> <li>Ellipses for cohesion</li> </ul>                                             | <ul style="list-style-type: none"> <li>Colons to introduce a list</li> <li>Adverbials for cohesion</li> <li>Ellipses for cohesion</li> </ul>                                           | <ul style="list-style-type: none"> <li>Colons to introduce a list</li> <li>Adverbials for cohesion</li> <li>Ellipses for cohesion</li> </ul>                                           |
| Spring 1 |                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Dashes to mark boundaries between independent clauses</li> <li>Semi-colons and colons to mark boundaries between independent clauses</li> </ul> | <ul style="list-style-type: none"> <li>Dashes to mark boundaries between independent clauses</li> <li>Semi-colons and colons to mark boundaries between independent clauses</li> </ul> |
| Spring 2 |                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Subjunctive form</li> <li>Repetition for cohesion</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>Subjunctive form</li> <li>Repetition for cohesion</li> </ul>                                                                                    |
| Summer 1 |                                                                                                                                                                                          |                                                                                                                                                                                        |                                                                                                                                                                                        |
| Summer 2 |                                                                                                                                                                                          |                                                                                                                                                                                        |                                                                                                                                                                                        |