



The Warren Wood Progression of Skills Model



Writing Skills Expected by the End of Year 5	
Phonics and Spelling	Letter Formation, Placement and Positioning
<ul style="list-style-type: none"> • To spell words with endings that sound like / shuhs/ spelt with -ious • To spell words with endings that sound like / shuhs/ spelt with -tious or -ious • To spell words with 'silent' letters • To spell words containing the letter string 'ough' • To spell many of the Y5 and Y6 statutory spelling words correctly. • To convert nouns or adjectives into verbs using the suffix -ate (• To convert nouns or adjectives into verbs using the suffix -ise • To convert nouns or adjectives into verbs using the suffix -ify • To convert nouns or adjectives into verbs using the suffix -en • To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. • To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 	<ul style="list-style-type: none"> • 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.
Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
<ul style="list-style-type: none"> • 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. • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • To consistently link ideas across paragraphs. • To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. 	<ul style="list-style-type: none"> • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. • To regularly use dialogue to convey a character and to advance the action. • To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.



The Warren Wood Progression of Skills Model



Sentence Construction and Tense	Use of Phrases and Clauses
<ul style="list-style-type: none">• To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.• To ensure the consistent and correct use of tense throughout all pieces of writing.	<ul style="list-style-type: none">• To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).• To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns)
Punctuation	Use of Terminology
<ul style="list-style-type: none">• To use commas consistently to clarify meaning or to avoid ambiguity.• To use brackets, dashes or commas to indicate parenthesis.	<ul style="list-style-type: none">• To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.