

Learning and Progression Steps (LAPS) in Writing

Planning for Progression: Year 5



Range of Writing:	<ul style="list-style-type: none"> • Fiction e.g. myths, legends, stories from other cultures, stories with historical settings, film and play script. • Non-fiction e.g. magazines, information texts, formal reports, persuasive texts, discussion texts. • Poetry e.g. classic narrative poems, poems with figurative language, poems with a structure. 			
	LAP 1	LAP 2	LAP 3	Key Learning
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Create complex sentences by adding a relative clause using a relative pronoun: who, which, where, whose, when, that e.g. <i>Prince Llewellyn had a baby son who was his pride and joy.</i> 	<ul style="list-style-type: none"> • Create complex sentences by dropping in a relative clause. e.g. Solar flares, which we see as sunspots, occur when magnetic energy is released. Use a range of relative pronouns: who, which, where, whose, when, that. 	<ul style="list-style-type: none"> • Using relative pronouns who, which, where, whose, when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within, e.g. <i>The animals watched the man who had been chopping down the tree. The man, who had been chopping down the tree, stopped to rest.</i> 	<ul style="list-style-type: none"> • Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i>
			<ul style="list-style-type: none"> • Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> 	<ul style="list-style-type: none"> • Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i>
	<ul style="list-style-type: none"> • Create and punctuate complex sentences using ed opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> 		<ul style="list-style-type: none"> • Create and punctuate complex sentences using ed and ing opening clauses in fiction and non-fiction writing, e.g. <i>Shaped from bronze, the helmet was designed to protect the head during battle. Orbiting in ever increasing circles, the planets come in different sizes, types and colours.</i> 	<ul style="list-style-type: none"> • Create and punctuate complex sentences using ed opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i>
		<ul style="list-style-type: none"> • Create and punctuate complex sentences using ing opening clauses, e.g. <i>Grimming with anticipation, Paul launched himself from the diving board.</i> 		<ul style="list-style-type: none"> • Create and punctuate complex sentences using ing opening clauses, e.g. <i>Grimming with anticipation, Paul launched himself from the diving board.</i>
	<ul style="list-style-type: none"> • Demarcate complex sentences using commas in order to clarify meaning. 	<ul style="list-style-type: none"> • Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses. 		<ul style="list-style-type: none"> • Demarcate complex sentences using commas in order to clarify meaning.
		<ul style="list-style-type: none"> • Identify and use commas to indicate parenthesis, e.g. <i>The lighthouse, which had been abandoned for years, towered above the town.</i> 		<ul style="list-style-type: none"> • Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i>

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Vocabulary, Grammar and Punctuation Contd.	<ul style="list-style-type: none"> Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa. 			<ul style="list-style-type: none"> Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa
		<ul style="list-style-type: none"> Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice. 		<ul style="list-style-type: none"> Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.
	<ul style="list-style-type: none"> Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>. 			<ul style="list-style-type: none"> Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>.
		<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently</i>. 		<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently</i>.
	<ul style="list-style-type: none"> Explore, identify, collect and use noun phrases e.g. <i>Gelert stared in horror at the upturned crib with splatters of blood and scratch marks</i>. 	<ul style="list-style-type: none"> Use expanded noun phrases to convey information concisely, e.g. <i>Ole Kirk Christiansen was a respected carpenter with his own company</i>. 		<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i>.
Composition: Planning	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to entertain children in Key Stage 1 with our play scripts which use dialogue to convey thoughts and feelings and move the action on, adverbs as part of stage directions, and organisational information such as 'Scene 1'</i>. 	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to entertain children in Year 4 with our science fiction stories which include futuristic settings, scientific gadgets, time travel, invented words for objects and names for characters</i>. 	<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to persuade my classmates with my speech for a debate using emotive language, statistical information, rhetorical questions, and persuasive words</i>. 	<ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures.
	<ul style="list-style-type: none"> Plan writing by drawing on a writing model, e.g. <i>chunking a known fiction text, or boxing up a non-fiction text, in preparation for innovation</i>. Develop and clarify ideas through talk, noting key events and vocabulary on a written plan. 	<ul style="list-style-type: none"> Compare two similar texts and, with support, draw on these to create own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. 	<ul style="list-style-type: none"> Drawing on reading and research, create own plan for writing, e.g. <i>read, evaluate and analyse a selection of non-chronological reports before designing the structure and layout of their own plan</i>. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan and phrases. 	<ul style="list-style-type: none"> Use similar writing models. Draw on reading and research. Note and develop ideas.



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Composition: Planning Contd.	<ul style="list-style-type: none"> Examine how authors develop characters in books, e.g. <i>study a short section of text which introduces a character, discuss effect on the reader and make a toolkit of techniques used.</i> 	<ul style="list-style-type: none"> Examine how authors develop settings in books, e.g. <i>study a short section of text which describes a setting, discuss effect on the reader and make a toolkit of techniques used.</i> 	<ul style="list-style-type: none"> Examine how characters and settings are presented in films, e.g. <i>watch a short section of film, stopping frequently to identify sights and sounds (characters and setting). Develop ideas further by adding descriptive vocabulary.</i> 	<ul style="list-style-type: none"> Think how authors develop characters and settings (in books, films and performances).
Composition: Drafting and Writing	<ul style="list-style-type: none"> Show characterisation through the use of description and dialogue, e.g. <i>drawing on reading, develop and use a toolkit to write about a character based on a still or moving image.</i> 	<ul style="list-style-type: none"> Select appropriate structure, vocabulary and grammar to describe setting, e.g. <i>drawing on reading, develop and use a toolkit to write a setting description based on a still or moving image.</i> 	<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs, e.g. <i>Following modelling, experiment with presenting a short scene from a film as a piece of written prose.</i> 	<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs.
	<ul style="list-style-type: none"> Improve a passage prepared by the teacher (e.g. <i>one written using an overused sentence opener or type</i>) with a focus on different sentence structures. 	<ul style="list-style-type: none"> During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). 	<ul style="list-style-type: none"> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). 	<ul style="list-style-type: none"> Use different sentence structures with increasing control (see VGP)
Evaluating and Editing	<ul style="list-style-type: none"> Proofread to ensure: <ul style="list-style-type: none"> Consistent and correct use of tense throughout. Consistent subject and verb agreement. Spelling and punctuation errors are addressed. 	<ul style="list-style-type: none"> Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Proofread for spelling and punctuation errors
Performing	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using an authoritative tone when delivering a persuasive speech.</i> 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to commas or dashes which indicate parenthesis.</i> 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem.</i> 	<ul style="list-style-type: none"> Use appropriate intonation and volume. Add movement. Ensure meaning is clear.