

WRITING - Knowledge and Key Skills
Whole School Progression – updated December 2023



| | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------|--|---|--|--|
| Transcription: Spelling | <ul style="list-style-type: none"> I can use further prefixes and understand how to add them. I can spell further homophones. I can spell words that are often misspelt. I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. I can spell the /1/ sound spelt 'y' elsewhere than at the end of words' I can spell the suffix -ation I can spell the suffix -ly' I can spell words with endings sounding like /3ə/ or /tʃə/.' I can spell the suffix -ous.' I can spell word endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian.' I can spell words with the /k/ sound spelt ch.' I can spell words with the /ʃ/ sound spelt ch.' I can spell homophones and near-homophones.' I can spell words from the years 3- and 4-word list. | <ul style="list-style-type: none"> I can use further prefixes and suffixes and understand how to add them. I can spell further homophones I can spell words that are often misspelt I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. I can spell the /ʌ/ sound spelt 'ou'. I can spell the suffix -ly'' I can spell word endings which sound like /3ən/. I can spell the suffix -ous. I can spell word endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian. I can spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que.' I can spell words with the /s/ sound spelt sc I can spell words with the /ei/ sound spelt ei, eigh, or ey.' I can use the possessive apostrophe with plural words I can spell homophones and near-homophones.' I can spell words from the years 3- and 4-word list. | <ul style="list-style-type: none"> I can use further prefixes and suffixes and understand the guidance for adding them. I can spell some words with 'silent' letters, e.g. 'Knight, psalm, solemn.' I can continue to distinguish between homophones and other words which are often confused.' I can use dictionaries to check the spelling and meaning of words.' I can use the first three or four letters of a word to check spelling, meaning or both in a dictionary.' I can spell words with endings which sound like /ʃəs/ spelt -cious or -tious.' I can spell words with endings which sound like /ʃəl/.' I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.' I can spell words ending in -able and -ible.' I can spell words ending in -ably and -ibly.' I can spell words with the /i:/ sound spelt ei after c.' I can spell words containing the letter-string ough.' I can use dictionaries to check the spelling and meaning of words. I can use dictionaries to check the spelling and meaning of words.' I can use the first three or four letters of a word to check spelling, meaning or both in a dictionary.' | <ul style="list-style-type: none"> I can add suffixes beginning with vowel letters to words ending in -fer.' I can use a hyphen I can continue to spell words containing the letter-string ough. I can continue to spell words with 'silent' letters.' I can continue to distinguish between homophones and other words which are often confused.' I can use dictionaries to check the spelling and meaning of words.' I can use the first three or four letters of a word to check spelling, meaning or both in a dictionary.' I can use a thesaurus. |

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| Transcription: Handwriting | <p>I can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. beginning to increase the legibility, consistency and quality of my handwriting. | <p>I can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> continuing to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. continuing to increase the legibility, consistency and quality of my handwriting. | <p>I can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. | <p>I can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. |
| Composition: Writing Process | <p>I can begin to plan my writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. discussing and recording ideas. <p>I can begin to draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. organising paragraphs around a theme. in narratives, creating settings, characters and plot. in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p>I can begin to evaluate and edit by:</p> | <p>I can plan my writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. discussing and recording ideas. <p>I can draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. organising paragraphs around a theme. in narratives, creating settings, characters and plot. in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p>I can evaluate and edit by:</p> | <p>I can plan my writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, I can consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>I can draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Beginning to write precise longer passages I can use a wide range of devices to build cohesion within and across paragraphs. | <p>I can plan my writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, I can consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>I can draft and write by:</p> <ul style="list-style-type: none"> precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] |

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| | <ul style="list-style-type: none"> assessing the effectiveness of my own and others' writing and suggesting improvements. proof-reading for spelling and punctuation errors. reading aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | <ul style="list-style-type: none"> assessing the effectiveness of my own and others' writing and suggesting improvements. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. proof-reading for spelling and punctuation errors. reading aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | <ul style="list-style-type: none"> I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p>I can evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of my own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-reading for spelling and punctuation errors performing my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | <p>I can evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of my own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-reading for spelling and punctuation errors performing my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| Composition: Vocabulary, Grammar, Punctuation | <p>Word</p> <ul style="list-style-type: none"> 'Formation of nouns using a range of prefixes. Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>a</u>n open box]. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].' <p>Sentence Structure</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, | <p>Word</p> <ul style="list-style-type: none"> I understand the grammatical difference between plural and possessive –s I can understand the Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. <p>Sentence Structure</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).' Fronted adverbials [for example, Later that day, I heard the bad news.] | <p>Word</p> <ul style="list-style-type: none"> I can convert nouns or adjectives into verbs using suffixes [for example, -ate, -ise; -ify]. I can use verb prefixes [for example, dis-, de-, mis-, over- and re-].' <p>Sentence Structure</p> <ul style="list-style-type: none"> I can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.' I can indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].' <p>Text Structure</p> | <p>Word</p> <ul style="list-style-type: none"> I can understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].' I know how words are related by meaning as synonyms and antonyms [for example, big, large, little]. <p>Sentence Structure</p> <ul style="list-style-type: none"> I can use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus the window in the greenhouse was broken (by me)]. <p>Text</p> |

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| <p>next, soon, therefore], or prepositions [for example, before, after, during, in, because of].</p> <p>Text Structure</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. <p>Punctuation</p> <ul style="list-style-type: none"> I can begin to introduce inverted commas to punctuate direct speech. I can use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!".'] <p>Grammar</p> <ul style="list-style-type: none"> I can use the grammatical terminology 'preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas.' I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. I can use the present perfect form of verbs in contrast to the past tense. I can begin choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition I can use conjunctions, adverbs and prepositions to express time and cause. I can begin to use and punctuate direct speech | <p>Text Structure</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme.' Appropriate choice of pronoun or noun within and across aid cohesion and avoid repetition. <p>Punctuation</p> <ul style="list-style-type: none"> I can use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] I can use apostrophes to mark plural possession [for example, the girl's name, the girls' names I can use commas after fronted adverbials <p>Grammar</p> <ul style="list-style-type: none"> I can use the grammatical terminology 'determiner pronoun, possessive pronoun adverbial.' I can begin choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition I can use fronted adverbials I can use commas after fronted adverbials. I can indicate possession by using the possessive apostrophe with plural nouns. I can use and punctuate direct speech. | <ul style="list-style-type: none"> I can use devices to build cohesion within a paragraph [for example, then, after that, this, firstly].' I can link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] <p>Punctuation</p> <ul style="list-style-type: none"> I can use brackets, dashes or commas to indicate parenthesis.' I can use commas to clarify meaning or avoid ambiguity.' <p>Grammar</p> <ul style="list-style-type: none"> I can use the grammatical terminology 'modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.' I can use the perfect form of verbs to mark relationships of time and cause. I can use modal verbs or adverbs to indicate degrees of possibility. I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. Omitted) relative pronoun. I can use commas to clarify meaning or avoid ambiguity in writing. I can use brackets, dashes or commas to indicate parenthesis. I can use a colon to introduce a list. | <ul style="list-style-type: none"> I can link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. I can use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <p>Punctuation</p> <ul style="list-style-type: none"> I can and understand the use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up] I can use a colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information I understand how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] I can punctuate bullet points consistently <p>Grammar</p> <ul style="list-style-type: none"> I can use the grammatical terminology 'Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.' I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. I can use passive verbs to affect the presentation of information in a sentence. I can use expanded noun phrases to convey complicated information concisely. I can use hyphens to avoid ambiguity. |
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