Writing Progression Year 3 – Year 6

	Handwriting	Spelling	Punctuation	Grammar/Vocab	Planning	Composition	Editing
Year 3 *adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')*	• 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 • increase the legibility, consistency and quality of their handwriting	• spell further homophones spell words that are often misspelt (Appendix 1) • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• use commas after fronted adverbials • indicate possession by using the possessive apostrophe with singular and plural nouns • use and punctuate direct speech (including punctuation within and surrounding inverted commas)	• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use the present perfect form of verbs in contrast to the past tense • form nouns using prefixes • use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) • use fronted adverbials • use conjunctions, adverbs and prepositions to express time and cause • learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	• discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• assess the effectiveness of their own and others' writing and suggest improvements • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
Year 4 *determiner pronoun possessive pronoun adverbial*	• 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 • increase the legibility, consistency and quality of their handwriting	• spell further homophones spell words that are often misspelt (Appendix 1) • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• use commas after fronted adverbials • indicate possession by using the possessive apostrophe with singular and plural nouns • use and punctuate direct speech (including punctuation within and surrounding inverted commas)	• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use the present perfect form of verbs in contrast to the past tense • form nouns using prefixes • use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) • use a wide range of fronted adverbials correctly punctuated • use a wide range of conjunctions, adverbs and prepositions to express time and cause. • learn, use and understand the grammatical terminology in	• discus and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices (headings & subheadings) • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• assess the effectiveness of their own and others' writing and suggest improvements • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors

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				English Appendix 2 accurately and appropriately when discussing their writing and reading.			
Year 5 modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • choose the writing implement that is best suited for a task	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	• use commas to clarify meaning or avoid ambiguity in writing • use brackets, dashes or commas to indicate parenthesis	• use a thesaurus • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility • use the perfect form of verbs to mark relationships of time and cause • use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • convert nouns or adjectives into verbs • use verb prefixes • use devices to build cohesion, including adverbials of time, place and number	• note and develop initial ideas, drawing on reading and research where necessary	• select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • précising longer passages • use a wide range of devices to build cohesion within and across paragraphs • use further organisational and presentational devices to structure text and to guide the reader	• assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Year 6 subject object active passive synonym antonym ellipsis hyphen colon	• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • choose the writing implement that is best suited for a task	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	• use hyphens to avoid ambiguity • use semicolons, colons or dashes to mark boundaries between independent clauses • use a colon to introduce a list punctuating bullet points consistently	• use a thesaurus • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • use passive verbs to affect the presentation of information in a sentence	• note and develop initial ideas, drawing on reading and research where necessary	• select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • précising longer passages	• assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense

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semi-colon bullet points				• use the perfect form of verbs to mark relationships of time and cause • understand and use differences in informal and formal language • understand synonyms & Antonyms • use further cohesive devices such as grammatical connections and adverbials • use of ellipsis		• use a wide range of devices to build cohesion within and across paragraphs • use further organisational and presentational devices to structure text and to guide the reader	throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors