

## Humberston Cloverfields Writing Progression Y4 –Y6

		Year 3/4	Year 5/6
<b>Phonic and whole word spelling</b>		<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> </ul>
<b>Other spelling</b>		<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
<b>Transcription</b>		<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	
<b>Handwriting</b>		<ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>choose which shape of a letter to use when given choices and decide whether or not to join specific letters</li> <li>choose the writing implement that is best suited for a task</li> </ul>
<b>Composition</b>	<b>Contexts for Writing</b>	<ul style="list-style-type: none"> <li>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>

	<b>Planning</b>	<ul style="list-style-type: none"> <li>• discuss and record ideas</li> <li>• compose and rehearse sentences orally (including</li> <li>• dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• note and develop initial ideas, drawing on reading and research where necessary</li> </ul>
	<b>Drafting</b>	<ul style="list-style-type: none"> <li>• organise paragraphs around a theme</li> <li>• in narratives, create settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>• select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• precise longer passages</li> <li>• use a wide range of devices to build cohesion within and across paragraphs</li> <li>• use further organisational and presentational devices to structure text and to guide the reader</li> </ul>
	<b>Editing</b>	<ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choose the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> </ul>
	<b>Performing</b>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class,</li> <li>• use appropriate intonation and control the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• extend the range of sentences with more than one clause by using a wider range of conjunctions, including</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus</li> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul>

	when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• using modal verbs or adverbs to indicate degrees of possibility	
<b>Grammar</b>	• use fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion	• using 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 • verb prefixes • devices to build cohesion, including adverbials of time, place and number	• 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 • use the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
<b>Punctuation</b>	• 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)	• use commas to clarify meaning or avoid ambiguity in writing • use brackets, dashes or commas to indicate parenthesis	• use hyphens to avoid ambiguity • use semicolons, colons or dashes to mark boundaries between independent clauses • use a colon to introduce a list • punctuate bullet points consistently

<b>Grammatical Terminology</b>	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
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