



Progression in writing

Year 3 is learning ...

In spelling, Year 3 children will be taught methods to learn the accurate spelling of the first 50 words in the English appendix (accident – important)

Autumn	Spring	Summer
<u>Spelling</u> - The i sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery) - The u sound spelled ou (eg. Young, touch, double, trouble, country) - Words with the k sound spelled ch (Greek in origin) (eg. scheme, chorus, chemist, echo, character) <u>Handwriting</u> - 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 <u>Composition</u>	<u>Spelling</u> - Prefixes - Words with the s sound spelled sc (Latin in origin (eg. science, scene, discipline, fascinate, crescent)) - Words with the sh sound spelled ch (mostly French in origin (eg. chef, chalet, machine, brochure)) <u>Handwriting</u> - 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 <u>Composition</u> - to discuss writing similar to that which they are planning to write in order to understand and learn from	<u>Spelling</u> - Homophones and near homophones - Adding suffixes beginning with vowel letters to words of more than one syllable (eg. Forgetting, beginning) - Words with the ei sound spelled ei, eigh, or ey (eg. vein, weigh, eight, neighbour, they, obey) <u>Handwriting</u> - 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 <u>Composition</u> - to discuss writing similar to that which they are planning to write in order to understand and learn from

- to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and record ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see section below)
- in narratives, create settings and characters
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Vocabulary, Grammar and Punctuation

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]

its structure, vocabulary and grammar

- *discuss and record ideas*
- *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see section below)*
- in narratives, create settings, characters **and a simple plot.**
- assess the effectiveness of their own writing
- proof-read for spelling and punctuation errors appropriate to what has already been taught

Vocabulary, Grammar and Punctuation

- Formation of nouns using a range of prefixes [for example super-, anti-, auto-]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- Introduction to paragraphs as a way to group related material
- Introduction to inverted commas to punctuate direct speech

its structure, vocabulary and grammar

- *discuss and record ideas*
- *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see section below)*
- assessing the effectiveness of their own **and others' writing and suggesting improvements**
- *proof-read for spelling and punctuation errors appropriate to what has already been taught*

Vocabulary, Grammar and Punctuation

- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]
- 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]

Headings and sub-headings to aid presentation		
Year 4 is learning ...		
In spelling, Year 4 children will be taught methods to learn the accurate spelling of the second 50 words in the English appendix (interest - women)		
Autumn	Spring	Summer
<u>Spelling</u> - The suffix -ly - Endings which sound like shon, spelled -tion, -sion, -ssion, -cian - Words ending in the g sound -gue (league, tongue) and the k sound spelled -que (antique, unique) <u>Handwriting</u> - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant] <u>Composition</u> - to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discuss and record ideas - composing and rehearsing sentences orally (including dialogue),	<u>Spelling</u> - Possessive apostrophe with plural words (girls', boys' babies', children's, men's, mice's) - The suffix -ous where there is no obvious root word (eg. Tremendous where -our is changed to -or before -ous is added (eg. Humorous), where the final e is kept (eg. Courageous), if there is a ee sound before the -ous ending (eg. serious, curious, hideous, courteous, spontaneous) <u>Handwriting</u> - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant] - that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <u>Composition</u>	<u>Spelling</u> - The suffix -ation - The suffix -sion - Words with endings -sure, -ture (measure, creature) <u>Handwriting</u> - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant] - that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <u>Composition</u> - to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discuss and record ideas

progressively building a varied and rich vocabulary and an increasing range of sentence structures (see section below)

- Organise paragraphs around a theme
- in narratives, create settings and characters and more complex plot
- proof-read for spelling and punctuation errors appropriate to what has already been taught

Vocabulary, Grammar and Punctuation

- The grammatical difference between plural and possessive –s
- 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*)
- Use of paragraphs to organise ideas around a theme

- *to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar*

- *discuss and record ideas*

- *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see section below)*

- proof-read for spelling and punctuation errors appropriate to what has already been taught

- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar and Punctuation

- using and punctuating direct speech
- using commas after fronted adverbials
- 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*]

- *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see section below)*

- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

- *proof-read for spelling and punctuation errors appropriate to what has already been taught*

Vocabulary, Grammar and Punctuation

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Apostrophes to mark plural possession [for example, *the girl's name*, *the girls' names*]

	• Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of 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!"]	
Year 5 is learning ...		
In spelling, Year 5 children will be taught methods to learn the accurate spelling of the first 50 words in the English appendix (accommodate – hindrance)		
Autumn	Spring	Summer
<u>Spelling</u> • Endings which sound like shus – spelled –cious or –tious (eg. precious, ambitious) • Endings which sound like shul (eg. –cial – official; –tial – essential; plus exceptions) <u>Handwriting</u> • 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. <u>Composition</u> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other	<u>Spelling</u> • Adding suffixes beginning with vowel letters to words ending in –fer (eg. referring, referred, referral; transferring, transferred) • Words with the i sound spelled ie after c (eg. deceive, conceive) <u>Handwriting</u> • <i>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i> • <i>choosing the writing implement that is best suited for a task.</i> <u>Composition</u> • <i>identifying the audience for and purpose of the writing, selecting the</i>	<u>Spelling</u> • Words containing the letter string –ough (eg. ought, bought, thought, borough, plough) • Homophones <u>Handwriting</u> • <i>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i> • <i>choosing the writing implement that is best suited for a task.</i> <u>Composition</u> • <i>identifying the audience for and purpose of the writing, selecting the appropriate form and using other</i>

similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • in narratives, describing settings, characters and atmosphere • using learned devices to build cohesion within and across paragraphs • using organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <u>Vocabulary, Grammar and Punctuation</u> • using expanded noun phrases to convey complicated information concisely • Verb prefixes [for example, dis–, de–, mis–, over– and re–] • Using relative clauses beginning with who, which, that • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	<i>appropriate form and using other similar writing as models for their own</i> • <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • <i>using a wide range of devices to build cohesion within and across paragraphs</i> <u>Vocabulary, Grammar and Punctuation</u> • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Using relative clauses beginning with who, which, where, when, whose, that • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] • Use of commas to clarify meaning or avoid ambiguity	<i>similar writing as models for their own</i> • <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i> • draft and write by <i>précising</i> longer passages <u>Vocabulary, Grammar and Punctuation</u> • using the perfect form of verbs to mark relationships of time and cause • Using relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Linking 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] • Brackets, dashes or commas to indicate parenthesis
Year 6 is learning ...		
In spelling, Year 6 children will be taught methods to learn the accurate spelling of the second words in the English appendix (identity – yacht)		

Autumn	Spring	Summer
<u>Spelling</u> • Homophones review • Words ending in –ant, –ance, –ancy, –ent, –ence, –ency (eg. observant, tolerant) <u>Handwriting</u> • Know what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. (eg. an unjoined style, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form). <u>Composition</u> • <i>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> • <i>noting and developing initial ideas, drawing on reading and research where necessary</i> • <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i>	<u>Spelling</u> • words ending in –able, –ible, –ably, –ibly (eg. adorably, considerable, dependable, possibly) • Use of the hyphen <u>Handwriting</u> • Know what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. (eg. an unjoined style, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form). <u>Composition</u> • <i>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> • <i>noting and developing initial ideas, drawing on reading and research where necessary</i> • <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i>	<u>Spelling</u> • Words with silent letters (eg. doubt, island) • Spelling review <u>Handwriting</u> • Know what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. (eg. an unjoined style, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form). <u>Composition</u> • <i>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> • <i>noting and developing initial ideas, drawing on reading and research where necessary</i> • <i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i>

- using a wide range of devices to build cohesion within and across paragraphs

Vocabulary, Grammar and Punctuation

- How words are related by meaning as synonyms and antonyms [for example, big, large, little].
- 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]
- Linking ideas across paragraphs using a wider range of cohesive devices: grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence]
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

Vocabulary, Grammar and Punctuation

- Use of 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)].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]
- Linking 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]
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information

Vocabulary, Grammar and Punctuation

- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, **or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech**]
- Linking 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**
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]