

Progression in Writing KS2

Year 3

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

NCSF INTENT

Nurture – All children are exposed to a wide variety of language and the written word through a text based approach as they develop their skills as articulate and imaginative communicators. Staff provide a rich learning environment reinforced by author and poet visits, to stimulate and support the children's writing journey.

Cherish – All children are encouraged to communicate their knowledge and ideas through their writing across all areas of the curriculum, using a wide vocabulary and a solid understanding of grammar.

Shine– Through writing for a variety of purposes, children are given the opportunity to shine as they see themselves as real writers, taking ownership of their writing and developing their skills to organise and plan their writing.

Flourish – Children are given the opportunity to flourish through competitions. Teachers encourage children to take pride in the presentation of their writing by developing a clear, cursive handwriting style.

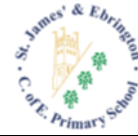
| Aspect | Autumn | Spring | Summer | National Curriculum Y3/4 |
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| <p>Handwriting</p> | <p>I increase the legibility, consistency and quality of my handwriting.</p> <p>I understand which letters, when adjacent to one another, are best left unjoined.</p> <p>I use the diagonal and horizontal strokes that are needed to join letters.</p> | | | <ul style="list-style-type: none"> •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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] |
| <p>Transcription</p> | <p>I use the first two or three letters of a word to check its spelling in a dictionary.</p> | <p>I spell word with additional prefixes and suffixes and understand how to add them to root words (from nouns using super, anti, auto).</p> <p>I spell correct word families based on common words (solve, solution, solver).</p> <p>I identify the root word in longer words.</p> | <p>I recognise and spell additional homophones (he'll/ heel/ heal).</p> <p>I make comparisons from a word already known to apply to an unfamiliar word.</p> <p>I spell some identifies commonly misspelt words from the Year 3 and 4 word list.</p> | <p>Spelling - see English appendix 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •use further prefixes and suffixes and understand how to add them - see English appendix 1 •spell further homophones •spell words that are often misspelt - see English appendix 1 •place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] •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 |



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| <p>Composition</p> | <p>I write a non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>In narrative writing, I develop resolutions and endings.</p> | <p>I make improvements by proposing changes to grammar and vocabulary to improve consistency. (The accurate use of pronouns in sentences/ tenses).</p> <p>I look at and discuss different models of writing, taking account of purpose and audience.</p> <p>I plan my writing by discussing and recording ideas (timeline, flowchart, spider diagram, jottings).</p> <p>I write a narrative with a clear structure, setting, characters and plot.</p> <p>I suggest improvement to y writing through assessing the writing with peers and through self-assessment.</p> | <p>I identify structure, grammatical features and use of vocabulary for effect I texts.</p> <p>I compose sentences using a wider range of structures linked to the grammar objectives (e.g. tenses- including present prefect/ subordinate clauses/ co-ordinating conjunctions).</p> <p>I begin to organise paragraphs around a theme. (Supported by planning then moving to independence.)</p> | <ul style="list-style-type: none"> •plan their writing by: <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 •draft and write by: <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 English appendix 2 •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] •evaluate and edit by: <ul style="list-style-type: none"> •assessing the effectiveness of their own and others' writing and suggesting improvements •proposing 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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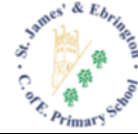
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| | | | | <ul style="list-style-type: none"> •read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear |
| Vocabulary and Grammar | <p>I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing (when, if, because, although).</p> <p>I recognise and use determiners 'a', 'an' and 'the' appropriately (an apple; a house; the yellow car/ the an a).</p> | <p>I use the perfect form of verbs instead of the simple past. (I have written it down so we can check what he said) (he has worked hard).</p> <p>I understand the purpose of adverbs.</p> <p>I use adverbs effectively in my writing.</p> <p>I use conjunctions, adverbs and prepositions to express time and cause (the next thing, next, soon, so, before, after, during, in, because, of).</p> | <p>Word choices are adventurous and carefully selected to add detail and to engage the reader.</p> <p>Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials.</p> | <ul style="list-style-type: none"> •develop their understanding of the concepts set out in English appendix 2 by: •extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although •using the present perfect form of verbs in contrast to the past tense •choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition •using conjunctions, adverbs and prepositions to express time and cause •using fronted adverbials •learning the grammar for years 3 and 4 in [English appendix •use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading |
| Punctuation | <p>I begin to use inverted comma for some direct speech punctuation.</p> | <p>I use apostrophes for possession with increasing accuracy including plural possession.</p> | <p>Commas are sometimes used to mark clauses and phrases.</p> | <ul style="list-style-type: none"> •indicate grammatical and other features by: •using commas after fronted adverbials •indicating possession by using the possessive apostrophe with plural nouns •using and punctuating direct speech |



| Progression in Writing | | | | |
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| Year 4 | | | | |
| Aspect | Autumn | Spring | Summer | National Curriculum y3/4 |
| Handwriting | <ul style="list-style-type: none"> I use the diagonal and horizontal strokes that are needed to join letters. I understand which letters, when adjacent to one another, are best left un-joined. b/p/s/x | <ul style="list-style-type: none"> I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | | <ul style="list-style-type: none"> 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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] |
| Transcription | <ul style="list-style-type: none"> I use the first two or three letters of a word to check its spelling in a dictionary. | <ul style="list-style-type: none"> I spell words with additional prefixes and suffixes and understand how to add them to root words. (-ation, ous, ion, ian) I use plural 's' and possessive 's' correctly. (the girls were playing football. The girls' football boots. The girl's football boots.) | <ul style="list-style-type: none"> I can recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle) I spell identified commonly misspelt words from the Year 3 and 4 word list. | <p>Spelling - see English appendix 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them - see English appendix 1 spell further homophones spell words that are often misspelt - see English appendix 1 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] |



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| | | | | <ul style="list-style-type: none"> • 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 |
| Composition | <ul style="list-style-type: none"> • I write from memory simple dictation sentences that include words and punctuation taught. My narrative writing is organised into clear sequences with more than a basic beginning, middle and end. | <ul style="list-style-type: none"> • I write a narrative with a clear structure, setting, characters and plot. • I include key vocabulary and grammar choices that link to the style of writing. (e.g.: scientific words/historical words/words that fit with the context, e.g. science fiction) | <ul style="list-style-type: none"> • I begin to open paragraphs with topic sentences and organise them around a theme. (boxing up method independently; five-part story volcano; chunking their writing into paragraphs – they then use this to ensure they have accurate paragraphs and how to demarcate them). • My endings are developed and close the narrative appropriately relating to the beginning or a change in character. | <ul style="list-style-type: none"> • plan their writing by: <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 • draft and write by: <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 English appendix 2 • 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] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences |



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| | | | | <ul style="list-style-type: none"> •proofread for spelling and punctuation errors •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 |
| Vocabulary and Grammar | <ul style="list-style-type: none"> • I use a range of sentences with more than one clause – through use of conjunctions. ('We put our umbrellas up when it rained' becomes 'when it rained, we put up our umbrellas.') • I use a wider range of conjunctions, such as, although, however, despite, as well as • I use the correct article 'a' or 'an' • My sentences are often opened in different ways to create effects. | <ul style="list-style-type: none"> • I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (when I was writing about bees, the hive and the queen, I remembered to write 'they', 'it' and 'she' every other time, so that my writing was less repetitive). • I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. accurate use of pronouns in sentences; 'I forgot to put the comma after a fronted adverbial'; realise the spelling of properly is wrong). • I use fronted adverbials of place, time and manner, | <ul style="list-style-type: none"> • I use expanded noun phrases with modifying adjectives. ('The strict teacher with curly hair.') • I use adverbs and prepositions to express time, place and cause. • I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions. • I use standard English for verb inflections – instead of spoken forms. (we were – instead of we was, or I did instead of I done. He is/his instead of he's). | <ul style="list-style-type: none"> •develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> •extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although •using the present perfect form of verbs in contrast to the past tense •choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition •using conjunctions, adverbs and prepositions to express time and cause •using fronted adverbials •learning the grammar for years 3 and 4 in [English appendix •use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading |



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| | | including the use of a comma. ('later that day, I went shopping'.) | | |
| Punctuation | <ul style="list-style-type: none"> All my sentences are correctly demarcated. | <ul style="list-style-type: none"> I use the apostrophe for omission and possession. I secure the use of punctuation in direct speech, including a comma after the reporting clause. (the conductor shouted, "sit down!") | <ul style="list-style-type: none"> I almost always use commas for fronted adverbials. | <ul style="list-style-type: none"> indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech |

| Progression in Writing | | | | |
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| Year 5 | | | | |
| Aspect | Autumn | Spring | Summer | National Curriculum Y5/6 |
| Handwriting and presentation | <ul style="list-style-type: none"> I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters. I choose the writing implement that is best | <ul style="list-style-type: none"> | | <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: 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 |



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| | <p>suited to the task. (e.g. quick notes, letters).</p> | | | |
| <p>Transcription</p> | <ul style="list-style-type: none"> • I form verbs with prefixes, for example, dis, de, mis, over and re. • I use the first three or four letters of a word to check spelling, meaning or both in the dictionary. • I begin to proof read my work for spelling and punctuation errors. | <ul style="list-style-type: none"> • I spell some words with 'silent' letter e.g. knight, psalm, solemn. • I convert nouns and adjectives into verbs by adding a suffix e.g. ate, ise, ify • I distinguish between homophones and other words which are often confused. (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle) | <ul style="list-style-type: none"> • I can spell identified commonly misspelt words from Year 5 and 6-word list. (draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily) | <p>Spelling - see English appendix 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •use further prefixes and suffixes and understand the guidance for adding them •spell some words with 'silent' letters [for example, knight, psalm, solemn] •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 English appendix 1 •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 a thesaurus |
| <p>Composition</p> | <ul style="list-style-type: none"> • My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain and persuade. • I organise writing into paragraphs to show different information or | <ul style="list-style-type: none"> • I link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with)) • I develop characters through action, | <ul style="list-style-type: none"> • My settings are used to not only create atmosphere, but also to indicate a change. • Models from my reading are often used or integrated into my writing. | <ul style="list-style-type: none"> •plan their writing by: <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 |



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| | <p>events. (TIP TOP – time, Place, Topic, Person, Speaking) (Paragraphs can be extended or developed – main point, topic, event, idea with an explanation or additional detail)</p> | <p>description and dialogue. (correct and effective use of speech. “well done, you can use speech marks correctly!” exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs).</p> <ul style="list-style-type: none"> I add well-chosen detail to interest the reader. (expanded noun phrases – ‘the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...’). | <ul style="list-style-type: none"> I manage shifts in time and place effectively and guide the reader through my text. | <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 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] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their 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, |
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| | | | | <p>distinguishing between the language of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> •proofread for spelling and punctuation errors •perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |
| <p>Vocabulary and Grammar</p> | <ul style="list-style-type: none"> • I ensure the correct and consistent use of tense throughout a piece of writing. • I start sentences in different ways. (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials of time – Later, When the, As the dawn broke,) (adverbials of place – nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner – as quick as a flash, with legs swinging in the air,) • Use a thesaurus for alternative word choices. | <ul style="list-style-type: none"> • I use stylistic devices to create effects in writing. (simile, metaphor, personification) • I use modal verbs or adverbs to indicate degrees of possibility. (there might be... it could be... we may be... sometimes... possibly... occasionally...) • I use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (drop-in sentence) • I suggest changes to vocabulary, grammar | <ul style="list-style-type: none"> • I use the perfect form of verbs to mark relationships of time and cause. (e.g. she has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.) • I chose words for deliberate effect and I use them thoughtfully and with precision. | <ul style="list-style-type: none"> •develop their understanding of the concepts set out in English appendix 2 by: •recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms •using passive verbs to affect the presentation of information in a sentence •using the perfect form of verbs to mark relationships of time and cause •using expanded noun phrases to convey complicated information concisely •using modal verbs or adverbs to indicate degrees of possibility •using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun •learning the grammar for years 5 and 6 in English appendix 2 |



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| | | and punctuation to enhance effects and clarify meaning. | | |
| Punctuation | <ul style="list-style-type: none"> I use commas to clarify meaning or avoid ambiguity in writing. | <ul style="list-style-type: none"> I use colons to introduce a list. I use inverted commas and other punctuation to accurately indicate direct speech. | <ul style="list-style-type: none"> I use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (inside I was angrier than a bull about to charge). | <ul style="list-style-type: none"> indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading |



| Progression in Writing | | | | |
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| Year 6 | | | | |
| Aspect | Autumn | Spring | Summer | National Curriculum Y5/6 |
| Handwriting and presentation | <ul style="list-style-type: none"> I produce legible joined handwriting and develop my own personal fluent joined handwriting style. (join/not join specific letters-loops) | <ul style="list-style-type: none"> | | <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <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 |
| Transcription | <ul style="list-style-type: none"> I use a range of spelling strategies not just phonics. I use a dictionary to check spelling/meaning. I proof read and edit my work to check for spelling and punctuation errors. (Year 3/4 and Year 5/6 word lists) I ensure I use the correct homophone. (see Year5/6 homophone list) I spell mist words with silent letters. | <ul style="list-style-type: none"> I change verbs into nouns by adding suffixes. (tion/sion/ment) | <ul style="list-style-type: none"> I make sure that I can spell the vast majority of words that appear in the Year 5/6 list. | <p>Spelling - see English appendix 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] 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 English appendix 1 use dictionaries to check the spelling and meaning of words |



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| | | | | <ul style="list-style-type: none"> •use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary •use a thesaurus |
| Composition | <ul style="list-style-type: none"> • I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms. | <ul style="list-style-type: none"> • I use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event. • I adopt the grammar and vocabulary used in my writing to suit the audience and purpose. (choose the appropriate form and register/structure/layout) • I create atmosphere and describe settings – I use antonyms and synonyms to enhance the description. • I describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct) | <ul style="list-style-type: none"> • My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader. • My writing is evaluated as a matter of course and proof reading a high level of accuracy. | <ul style="list-style-type: none"> •plan their writing by: <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, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed •draft and write by: <ul style="list-style-type: none"> •selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning •in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action •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 |



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| | | <ul style="list-style-type: none"> I add detail to my writing by using expanded noun phrases to add precision, detail and qualification. | | <p>to guide the reader [for example, headings, bullet points, underlining]</p> <ul style="list-style-type: none"> evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their 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 proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |
| Vocabulary and Grammar | <ul style="list-style-type: none"> I use the correct tense throughout a piece of writing. I use modal verbs mostly appropriately to suggest degrees of possibility. (could, would, might) I add precision, detail and qualification using | <ul style="list-style-type: none"> I use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs. (pronouns/adverbials, conjunctions, similes, -ing, -ed, | <ul style="list-style-type: none"> I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty. I use a range of verb forms to create more subtle meanings. | <ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause |



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| | <p>prepositional phrases and adverbs.</p> <ul style="list-style-type: none"> I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect. | <p>adverb openers/repetition of key words for effect/prepositional phrases/tenses are secure/ellipses in narratives)</p> <ul style="list-style-type: none"> I ensure correct subject verb agreement in singular and plural. E.g. was – I (one person) were – we (more than one – the children were) I use a wide range of clause structures, sometimes varying their position within the sentence. (relative clauses/subordinate and coordinating clauses/adverbials/prepositional clauses). I use structures typical of very formal speech. (subjective forms – if I were/were they to come, or question | <ul style="list-style-type: none"> I use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse – the window of the greenhouse was broken (by me). My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning. | <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun learning the grammar for years 5 and 6 in English appendix 2 |
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| | | tags – he is your friend, isn't he?) | | |
| Punctuation | <ul style="list-style-type: none"> I can mostly use commas correctly to mark phrases and clauses – clarity. | <ul style="list-style-type: none"> I make some correct use of a further range of punctuation across a range of writing. (colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/use of semi colon/colon to mark clauses – it's raining; I'm fed up) I can use punctuation for parenthesis, mostly correctly. (brackets/commas/hyphens) | | <ul style="list-style-type: none"> indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading |