PROGRESSION of WRITING

Year 3&4	Words		Sentences	Texts
	Transcription **Year 3 and 4**	*Handwriting* **Year 3 and 4**	*Grammar and Punctuation* **Specific to Year 3**	*Composition* **Year 3 and 4**
	Phonics *At the point of application:* • /k/ and /sh/ phonemes made by **ch** • /s/ phoneme made by **sc** • /zh/ made by -**sure**, -**ture** and -t**cher** • /ai/ phoneme made by **ai, eigh** or **ey** **High Frequency Words** *Pupils know and use:* • Year 3 Spelling List **Spelling Patterns** *Through independent writing activities demonstrate an ability to use:* • Prefixes • Unchanging prefixes – **un, dis, mis, re, sub.** • Unchanging prefixes - **inter, super, anti, auto** • Changing prefixes – **in** (meaning not) including **in, il, im** and **ir** • Suffixes • Double the consonant before adding –**ing, er, en, ed** and to not double the consonant when adding suffixes to an unstressed syllable *Forgetting, forgotten, beginning BUT gardening, limited* • Suffix **ation** (knocks off e to add ation as appropriate). • Suffix **sion** Suffixes **tion sion, ssion, cian**	*During independent writing activities demonstrate an ability 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. Diagonal join to ascender: *at, all, th, ch,* Diagonal join no ascender: *in, im, cr, tr, dr, lp, mp, ee, ai, ay, ime, ine* Diagonal join no ascender to an anti-clockwise letter: *id, ig, nd, ld, ng* Horizontal join no ascender: *op, oy, one, ome,* Horizontal join no ascender to an anti-clockwise letter: *oa, og, wa, wo, ol, ot, wh, oh, of, if* Horizontial join from r: *ere, are* Break letters: *j, g, x, y, z, b, f, p, q, r, s* B and p diagonal join no ascender: *bi, bu, pi, pu* B and p diagonal join to an ascender: *bl, ph* B and p diagonal join to an anti- clockwise letter: *ba, bo, pa, po* • Increase the legibility, consistency and quality of their handwriting by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	*In SPaG activities and during independent writing activities demonstrate the ability to:* • Form nouns using a wide range of prefixes (see Transcription) • Determiner: Use **a** for a single word beginning with a consonant and **an** for a single word beginning with a vowel. • Develop an understanding of word families, exploring relationships. *solve, solution, solver, dissolve, insoluble.* • Express time, place and cause using **conjunctions** (*when, before, after, while, so, because*), **adverbs** (*then, next, soon, therefore*) **prepositions** (*before, after, during, in, because of*) • Uses paragraphs to group related material • Use the **present perfect** (*He has gone*) instead of simple past (*He went*) forms of verbs. • Use **inverted commas** to punctuate speech. *In SPaG activities demonstrate an understanding of the terms:* • Preposition • Conjunction • Word family • Prefix • Clause • Subordinate clause • Direct speech • Consonant	*Through speaking and listening activities:* • Composing and rehearsing sentences orally (including dialogue) • Is developing a rich and varied vocabulary (Year 3 and 4 spelling list) • Speaks in a wider-range of sentence structures (including those learnt in SPaG). *Through planning activities:* • Discuss the structure, vocabulary and grammar of texts which they are going to write • Organise paragraphs around themes *Through extended pieces of writing:* • In narratives, create characters, settings and plot • In non-fiction use organisational devices such as headings and sub-headings *Through evaluating their own and others writing:* • Assess the effectiveness of writing, suggesting improvements. • In evaluation, suggest changes to grammar and vocabulary e.g. pronouns • Proof-red spelling and punctuation errors. *Through performing and presenting the*

	applying the various rules. • Suffix **ly** (knocks of e and changes y to i before adding ly. Writes ally not ly before ic). *sadly, happily, gently, basically* • Suffix **ous** (either added unchanged, our changed or before ous, knocks off e and changes y to i before adding ous). • <u>Year 3 and 4 Homophones</u> *accept/except, affect/effect, ball/bawl, berry/bury* • <u>Punctuation:</u> • Uses apostrophe for possession for plural nouns: • *Girls', boys', babies, children's, men's, mice's*		• Consonant letter vowel • Vowel letter • Inverted commas ## Specific to Year 4 *In SPaG activities and during independent writing demonstrate the ability to:* • Distinguish between plural and possessive –s • Recognises **Standard English** verb inflections instead of local forms e.g. *we were* instead of *we was*, *I did* instead of *I done* • **Expanded noun phrases** *the strict maths teacher with curly hair* • **Fronted adverbials,** using **commas** to mark off these clauses *Later that day, Meanwhile,* • Use paragraphs to organise ideas around a theme • Choose **nouns** and **pronouns** appropriately to aid **cohesion** and avoid repetition. • Indicate direct speech using **inverted commas, commas** and other punctuation: **. ! ?** • Use **apostrophes** to mark plural possession *The girls' name* (distinguished from *The girl's name*). *In SPaG activities demonstrate an understanding of the terms:* • Determiner • Pronoun • Possessive pronoun • Adverbial	*texts they write:* • Read their own writing, controlling intonation, tone and volume so that the meaning is clear.

	Words		Sentences	Texts
Year 5&6	*Transcription* **Year 5 and 6**	*Handwriting* **Year 5 and 6**	*Grammar and Punctuation*	*Composition* **Year 5 and 6**
	High Frequency Words *Pupils know and use:* • Years 5/6 Spelling List **Spelling Patterns** *Through independent writing activities demonstrate an ability to use:* • <u>Spelling rules</u> • i before e except after c *deceive, conceive* • uses **ough** correctly, *bought, thought, rough, tough, through borough, plough, bough* • Recognises silent letters in words and spells them correctly *Doubt, island, lamb, solemn, thistle, knight* • <u>Prefixes</u> • Adds – (hyphen) to join a prefix to the root word, especially when adjoining 2 vowels *co-ordinate, re-enter* • <u>Suffixes</u> • Adding **cious** to root words which end in **ce** (knock off e) and adding **tious** to root words which end in **tion** (knock off tion). *vicious, gracious, fictitious, infectious.* • **cial** ending after a vowel and **tial** after a consonant *official, special, artificial, partial, confidential, essential* Adds **ant, ance/ancy** (replacing ation) or **ent, ence/ency** after soft c, g and qu. *observant, observance, hesitancy, innocent, innocence, decency* • Add able/ably (replacing ation) and ible/ibly. *adorable, adorably, applicable/applicably, changeable, noticeable, dependable, comfortable, possibly, horribly.*	These are the school's expectations and exceed the expectations set by the New National Curriculum. *During independent writing activities demonstrate an ability to:* • 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.	**Specific to Year 5** *In SPaG activities and during independent writing demonstrate the ability to:* • Converts nouns and adjectives into verbs using suffixes *frustrate, tesify, characterise* • Add verb prefixes (see Transcription) • **Relative clauses** used to refer back to a noun. These start with who, which, where, when, whose, that. *Tom broke the game, <u>which annoyed Ali. , The prize I won was a book</u>.* • **Adverbs** and **Modal Verbs** to indicate degrees of possibility *I <u>might</u> be able to find it.* *I can't be expected to write this, <u>surely</u>!* • Builds cohesion within a paragraph: *Firstly, This, After that, Then* • Builds links across paragraphs using adverbials for time (*Later*), place (*Nearby*), number (*Secondly*) or though tense choice (*He had*) • Commas used to mark clauses and so clarify meaning and avoid ambiguity. • Indicate parenthesis using (), - and , *In SPaG activities demonstrate an understanding of the terms:* • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity *In SPaG activities and during independent writing demonstrate the ability to:* • Distinguish between informal and	*Through speaking and listening activities:* *Through planning activities:* • Identify audience and purpose for writing, selecting the appropriate form. • In narrative, consider how authors have developed characters and settings. • Note and develop ideas, drawing and reading and research. *Through extended pieces of writing:* • Change and enhance meaning of a text by applying skills from grammar and punctuation (see Grammar and Punctuation). • In narratives, describe setting, character and atmosphere. • In narratives, integrate dialogue to convey character and action. • Build cohesion within and across paragraphs (see Grammar and Punctuation). • Use further presentational devices to structure texts and guide reader (headings, sub-headings, bullet points and underlining). *Through evaluating their own and others writing:* • Précis longer passages • Assess writing, suggesting improvements. • In evaluation, suggest changes to vocabulary, grammar and punctuation in order to enhance the effect and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing.

	• When adding **-ing** and **-ed**, double r if -fer is stressed and doesn't doublw r when fer is unstressed. *referring, referred, reference, referee.* • <u>Year 5 and 6 Homophones and other words often confused</u> • **ce** for nouns and **se** for verbs *Advice/advise, device/devise*		formal speech in terms of vocabulary: *Find out/discover Ask/request* *Go in/enter* • Distinguish between informal and formal speech in terms of structure: *Tag questions in informal: He's your friend, isn't he?* Use of the **subjunctive** *in very formal writing e.g. If I were, If they were…* • **Synonyms:** big, large • **Antonyms:** big, little • Use the **Passive Voice**: *The window in the greenhouse is broken.* • Use a wide range of **cohesive devices**: repetition of words and phrases, ellipsis and grammatical links e.g. Adverbials *On the other hand, In contrast, As a consequence* • Use a wide range of presentational and layout devices e.g. *Headings, sub-headings, columns, bullet points and tables.* • Mark independent clauses using ; : - *Introduce lists using a :* ## Specific to year 6 *In SPaG activities and during independent writing demonstrate the ability to:* • Distinguish between informal and formal speech in terms of vocabulary: *Find out/discover Ask/request* *Go in/enter* • Distinguish between informal and formal speech in terms of structure: *Tag questions in informal: He's your friend, isn't he?* Use of the **subjunctive** *in very formal writing e.g. If I were, If they were…* • **Synonyms:** big, large • **Antonyms:** big, little • Use the **Passive Voice**: *The window in the greenhouse is broken.* • Use a wide range of **cohesive devices**: repetition of words and phrases, ellipsis and grammatical links e.g. Adverbials *On the other hand, In contrast, As a consequence* • Use a wide range of presentational	• Ensure noun-verb agreement when using singular and plural forms, distinguishing between written and spoken speech. • Proof-read for spelling and punctuation errors. *Through performing and presenting the texts they write:* • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

			and layout devices e.g. *Headings, sub-headings, columns, bullet points and tables.* • Mark independent clauses using ; : - Introduce lists using a : • Separate clauses in a list using ; • Use of bullet points • Avoid ambiguity using hyphens *man eating shark/ man- eating shark* *In SPaG activities demonstrate an understanding of the terms:* • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-Colon Bullet points	