

## Writing Progression of Knowledge and Skills KS2

Vocabulary, Punctuation and Grammar				
	Year 3	Year 4	Year 5	Year 6
Word Structure	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• formation of nouns using a range of prefixes, such as super-, anti-, auto-</li> <li>• use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</li> <li>• word families based on common words</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• the grammatical difference between plural and possessive –s</li> <li>• standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</li> <li>• verb prefixes (e.g. dis-, de-, mis-, over- and re-)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter)</li> <li>• how words are related by meaning as synonyms and antonyms (e.g. big, large, little)</li> </ul>

## Writing Progression of Knowledge and Skills KS2

<p><b>Sentence Structure</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• expressing time, place and cause using: <ul style="list-style-type: none"> <li>◊ conjunctions (e.g. when, before, after, while, so, because) ◊</li> <li>adverbs (e.g. then, next, soon, therefore)</li> <li>◊ or prepositions (e.g. before, after, during, in, because of)</li> </ul> </li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• fronted adverbials</li> <li>• use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</li> <li>• 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)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• indicating degrees of possibility using modal verbs (e.g. might, should, will, must)</li> <li>• indicating degrees of possibility using adverbs (e.g. perhaps, surely)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)].</li> <li>• the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech)</li> </ul>
<p><b>Text Structure</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• introduction to paragraphs as a way to group related material</li> <li>• headings and sub-headings to aid presentation</li> <li>• use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use of paragraphs to organise ideas around a theme</li> <li>• appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</li> <li>• linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</li> <li>• layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</li> </ul>

## Writing Progression of Knowledge and Skills KS2

<b>Punctuation</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• introduction to inverted commas to punctuate direct speech</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!")</li> <li>• apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</li> <li>• Use commas after fronted adverbials.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• brackets, dashes or commas to indicate parenthesis</li> <li>• use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</li> <li>• use of the colon to introduce a list and use of semi-colons within lists</li> <li>• punctuation of bullet points to list information</li> <li>• how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</li> </ul>
<b>Terminology</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• word family</li> <li>• conjunction</li> <li>• adverb</li> <li>• preposition</li> <li>• direct speech</li> <li>• inverted commas (or speech marks)</li> <li>• prefix</li> <li>• consonant</li> <li>• vowel</li> <li>• clause</li> <li>• subordinate clause</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• pronoun</li> <li>• possessive pronoun</li> <li>• adverbial</li> <li>• determiner</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• relative clause</li> <li>• modal verb</li> <li>• relative pronoun</li> <li>• parenthesis</li> <li>• bracket</li> <li>• dash</li> <li>• cohesion</li> <li>• ambiguity</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• active and passive voice</li> <li>• subject and object</li> <li>• hyphen</li> <li>• synonym</li> <li>• antonym</li> <li>• colon</li> <li>• semi-colon</li> <li>• bullet points</li> <li>• ellipsis</li> </ul>
<b>Composition</b>				

## Writing Progression of Knowledge and Skills KS2

	Year 3	Year 4	Year 5	Year 6
<b>Planning</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• plan their writing by:</li> </ul> <p>◊ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>◊ discussing and recording ideas within a given structure e.g. what are the important features to include in a poem, narrative or non-fiction piece.?</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• plan their writing by:</li> </ul> <p>◊ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>◊ discussing and recording ideas within a given structure e.g. what are the important features to include in a poem, narrative or non-fiction piece.?</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• plan their writing by:</li> </ul> <p>◊ to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>◊ to note and develop initial ideas, drawing on reading and research where necessary</p> <p>◊ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• plan their writing by:</li> </ul> <p>◊ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>◊ noting and developing initial ideas, drawing on reading and research where necessary</p> <p>◊ in writing narratives, plan his/her writing through reasoned consideration of how authors have developed characters and settings in what they have read, listened to or seen performed</p>

## Writing Progression of Knowledge and Skills KS2

<b>Drafting</b>	<p><b>Pupils should be taught to:</b></p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>◇ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)</li> <li>◇ organising paragraphs around a theme</li> <li>◇ in narratives, creating settings, characters and plot ◇ in non-narrative material, using simple organisational devices (for examples headings and sub-headings)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>◇ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)</li> <li>◇ organising paragraphs around a theme</li> <li>◇ in narratives, creating settings, characters and plot ◇ in non-narrative material, using simple organisational devices (for examples headings and sub-headings)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>◇ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>◇ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>◇ précising longer passages</li> <li>◇ using a wide range of devices to build cohesion within and across paragraphs</li> <li>◇ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>◇ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>◇ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>◇ précising longer passages</li> <li>◇ using a wide range of devices to build cohesion within and across paragraphs</li> <li>◇ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul>

## Writing Progression of Knowledge and Skills KS2

Editing	<p><b>Pupils should be taught to:</b></p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>◊ assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>◊ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li><li>• proof-read for spelling and punctuation errors</li><li>• 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</li></ul>	<p><b>Pupils should be taught to:</b></p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>◊ assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>◊ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li><li>• proof-read for spelling and punctuation errors</li><li>• 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</li></ul>	<p><b>Pupils should be taught to:</b></p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>◊ assessing the effectiveness of their own and others' writing</li><li>◊ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>◊ ensuring the consistent and correct use of tense throughout a piece of writing</li><li>◊ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• proof-read for spelling and punctuation errors ◊ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li></ul>	<p><b>Pupils should be taught to:</b></p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>◊ assessing the effectiveness of their own and others' writing</li><li>◊ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>◊ ensuring the consistent and correct use of tense throughout a piece of writing</li><li>◊ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• proof-read for spelling and punctuation errors ◊ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li></ul>
	Transcription			

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	Year 3	Year 4	Year 5	Year 6
Handwriting	<p><b>Pupils should be taught to:</b></p> <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, e.g. 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</li></ul>	<p><b>Pupils should be taught to:</b></p> <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, e.g. 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</li></ul>	<p><b>Pupils should be taught to:</b></p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"><li>◇ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li><li>◇ choosing the writing implement that is best suited for a task</li></ul>	<p><b>Pupils should be taught to:</b></p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"><li>◇ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li><li>◇ choosing the writing implement that is best suited for a task</li></ul>