

**Elizabeth Woodville Primary School**  
**Progression in Writing Y3-6**

	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
<p><b>Writing – transcription</b> <b>Handwriting</b> <b>Writing – composition</b> <b>Writing – vocabulary, grammar and punctuation</b></p>	<p>In Years 3 and 4 pupils are able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation, therefore the focus is on consolidating pupils’ writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. We ensure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils begin to understand how writing can be different from speech. Joined handwriting becomes the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p> <p>We work towards ensuring pupils’ spelling of common words is correct, including common exception words and other words that they have learnt (English Appendix 1 of the National Curriculum Programme of Study). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</p>	<p>In Years 5 and 6 Pupils are able to write down their ideas quickly. Their grammar and punctuation is broadly accurate. Pupils’ spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</p> <p>During years 5 and 6, we continue to emphasise pupils’ enjoyment and understanding of language, especially vocabulary, to support their writing. Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, supports their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils are taught to enhance the effectiveness of their writing as well as their competence.</p> <p>When writing, pupils are able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. We prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils begin to understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</p>
	<b>Years 3 and 4</b>	<b>Years 3 and 4</b>
<p><b>Writing- Transcription</b></p>	<p>Pupils are taught to:</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>	<p>Pupils are taught to:</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Spell some words with ‘silent’ letters</p> <p>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</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary and use a dictionary to check the spelling and meaning of words</p> <p>Use a thesaurus.</p>

<p><b>Handwriting</b></p>	<p>Pupils are taught to:</p> <p>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</p> <p>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].</p>	<p>Pupils are taught to:</p> <p>Write legibly, fluently and increasing speed by:</p> <ul style="list-style-type: none"> <li>- Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>- Choosing the writing implement that is best suited for a task</li> </ul>
<p><b>Writing - composition</b></p>	<p>Pupils are taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- Discussing and recording ideas</li> </ul> <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 (<a href="#">English Appendix 2</a>)</li> <li>- In narratives, creating settings, characters and plot</li> <li>- Organising paragraphs around a theme</li> <li>- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <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>Pupils are taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <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>- 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 [for example, headings, bullet points, underlining]</li> <li>- Précising longer passages</li> </ul> <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> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

**Writing – vocabulary, grammar and punctuation**

Pupils are taught to:

Develop their understanding of the concepts set out in English Appendix 2\* of the National Curriculum Programme of Study 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 2\* of the National Programme of Study

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

Use and understand the grammatical terminology in English Appendix 2\* of the National Curriculum Programme of Study accurately and appropriately when discussing their writing and reading.

\*English Appendix 2

	Year 3	Year 4
<b>Word</b>	Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form and meaning	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms
<b>Sentence</b>	Expressing time, place and cause using conjunctions, adverbs or prepositions	Noun phrases expanded by the addition of modifying adjectives,

Pupils are taught to:

Develop their understanding of the concepts set out in English Appendix 2\* of the National Curriculum Programme of Study by:

- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Using the perfect form of verbs to mark relationships of time and cause and passive verbs to affect the presentation of information in a sentence
- Using modal verbs or adverbs to indicate degrees of possibility
- Using expanded noun phrases to convey complicated information concisely
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  
- Learning the grammar for years 5 and 6 in English Appendix 2\* of the National Curriculum Programme of Study

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, 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.

\*English Appendix 2

	Year 5	Year 6
<b>Word</b>	Converting nouns or adjectives into verbs using suffixes Verb prefixes [	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing How words are related by meaning as synonyms and antonyms
<b>Sentence</b>	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Use of the passive to affect the presentation of information in a sentence

		nouns and preposition phrases Fronted adverbials		Indicating degrees of possibility using adverbs or modal verbs	The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms	
	<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<b>Text</b>	Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections Layout devices
	<b>Punctuation</b>	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials	<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
	<b>Terminology</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	<b>Terminology</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points