

WRITING

KNOWLEDGE AND SKILLS PROGRESSION



Our writing curriculum is designed to ensure that across a range of pieces of writing pupils can:

- reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar
- plan their writing by using other similar writing as models (of structure, grammar and vocabulary) or discussing and recording ideas
- demonstrate an enjoyment and understanding of language, especially vocabulary (incl. thesaurus work)
- begin to demonstrate an awareness of different levels of formality, particularly through the use of grammar and vocabulary
- proof-read for spelling and punctuation errors
- evaluate and edit the effectiveness of their own and others' writing to improve a sentence or paragraph (e.g. improve grammar, punctuation or vocabulary to clarify meaning or enhance effect)

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ➤ Mostly accurate use of full stops and capital letters to demarcate sentence boundaries and capital letters for proper nouns ➤ A wider range of punctuation is used mainly accurately: <ul style="list-style-type: none"> ✓ question marks ✓ exclamation marks ✓ commas for lists ✓ commas to mark clauses ✓ apostrophes for contraction and possession ✓ inverted commas for direct speech ➤ With the support of word banks, select a varied and rich vocabulary, which shows an awareness of the reader 	<ul style="list-style-type: none"> ➤ Accurate use of full stops and capital letters to demarcate sentence boundaries and capital letters for proper nouns ➤ A wide range of punctuation is used accurately: <ul style="list-style-type: none"> ✓ question and exclamation marks ✓ commas after fronted adverbials and to mark clauses ✓ apostrophes for contraction and possession ✓ inverted commas for direct speech ➤ With the support of word banks, select a varied and rich vocabulary, which shows 	<ul style="list-style-type: none"> ➤ Accurate use of full stops and capital letters to demarcate sentence boundaries and <ul style="list-style-type: none"> ✓ capital letters for proper nouns ✓ question marks ✓ apostrophes for contraction ➤ A wider range of punctuation: <ul style="list-style-type: none"> ✓ commas to clarify meaning or avoid ambiguity ✓ brackets, dashes or commas to indicate parenthesis ✓ dashes to mark boundaries between independent clauses ✓ colons to introduce a list 	<p>Working towards:</p> <ul style="list-style-type: none"> ➤ Write for a range of purposes ➤ Use paragraphs to organise ideas ➤ In narratives, describe settings and characters ➤ In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) ➤ Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly ➤ Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list

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- (e.g. powerful verbs, synonyms for said)
- Experiment with an increasing range of sentence structures
- (e.g. subordinate clauses including when, if, because, although)
- Create settings, characters and plot in narrative writing
- Use organisational devices in non-narrative writing
- (e.g. headings and sub-headings)
- Simple paragraphs used to organise ideas around a theme
- Use conjunctions, adverbs and prepositions to vary the start of sentences and express time / cause
- Spell most words taught so far accurately (incl. dictionary work)
- Correct spelling of previously taught words from Year 2, especially homophones
- Legible and consistent handwriting with letters of the correct size and position, including appropriate joins

- an awareness of the reader (e.g. powerful adverbs, adverbial or persuasive phrases, alliteration)
- Confidently use an increasing range of sentence structures (e.g. subordinate clauses, including when, if, because, although)
- Create settings, characters and plot in narrative writing
- Use organisational devices in non-narrative writing (e.g. headings and sub-headings)
- Paragraphs used to organise ideas around a theme
- Use fronted adverbials of time, place and manner to vary the start of sentences
- Vary nouns and pronouns for cohesion and to avoid repetition
- Use expanded noun phrases to add detail and description
- Spell most words taught so far accurately (incl. dictionary work)
- Correct spelling of previously taught words from Year 2 & 3, especially homophones
- Legible and consistent handwriting with letters of

- Vocabulary and grammar selected to change and enhance meaning, showing a good awareness of the reader (e.g. alternatives for adjectives of size and colour)
- Expanded noun phrases to describe settings, characters and atmosphere concisely and avoiding repetition
- Integrated dialogue, correctly punctuated with inverted commas, to convey character and advance the action (incl. Show Not Tell)
- Paragraphs used to organise ideas
- A wide range of devices to build cohesion within and across paragraphs (e.g. conjunctions, fronted adverbials of time & place, pronouns and synonyms)
- Simple devices to structure non-narrative writing (incl. sub-headings / bullet points)
- Modal verbs or adverbs to indicate degrees of possibility
- Relative clauses to increase the complexity of sentence structure

- Write legibly
- Working at the expected standard:
- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
 - In narratives, describe settings, characters and atmosphere
 - Integrate dialogue in narratives to convey character and advance the action
 - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
 - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

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the correct size and position, including appropriate joins

- Spell most words taught so far accurately (incl. dictionary work)
- Correct spelling of previously taught words, especially homophones and other words which are often confused
- Legible and consistent handwriting with letters of the correct size and position, including appropriate joins

- Use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

Working at greater depth:

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing and choose the appropriate register
- Exercise an assured and conscious control over levels

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			<p>of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <ul style="list-style-type: none">➤ Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
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