

Progression in ENGLISH writing at Sutton CP School

Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) spell MOST Y3/4 words accurately 	<ul style="list-style-type: none"> spell some words with 'silent' letters 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 Appendix 1 spell at least HALF of the Y5/6 words accurately 	<ul style="list-style-type: none"> spell some words with 'silent' letters 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 Appendix 1 spell MOST of the Y5/6 words accurately 	Phonic & whole word spelling (refer to the spelling section of the NC Appendix 1)
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them 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 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them 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 	Other word building spelling
<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 			Transcription
<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 	<ul style="list-style-type: none"> choose which shape of a letter to use when given choices and decide whether or not to join specific letters choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> choose which shape of a letter to use when given choices and decide whether or not to join specific letters choose the writing implement that is best suited for a task 	Handwriting
<ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing, select the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 	Contexts for writing
<ul style="list-style-type: none"> discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> note and develop initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> note and develop initial ideas, drawing on reading and research where necessary 	Planning writing
<ul style="list-style-type: none"> organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices 	<ul style="list-style-type: none"> select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précis longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader 		Drafting writing
<ul style="list-style-type: none"> assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choose the appropriate register proofread for spelling and punctuation errors 		Editing writing
<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. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	Performing writing
<ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility 	Vocabulary
<ul style="list-style-type: none"> use fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) expanded noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> use the perfect form of verbs to mark relationships of time and cause use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun convert nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis 	Grammar (refer to the Grammar section of the NC Appendix 2)
<ul style="list-style-type: none"> use commas after fronted adverbials indicate contraction and possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (include punctuation within and surrounding " ") 	<ul style="list-style-type: none"> use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuating bullet points consistently 	Punctuation (refer to the Grammar section of the NC Appendix 2)
determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	Grammatical terminology

