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| \\STM-Server1\arvind.hirani$\Documents\Desktop\JPG-WhiteBackground.jpg | | **Writing Progression of Skills KS2** | | | |
| This document has been designed to show how we will cover all of the relevant writing knowledge and skills across our school. The context in which these are taught is down to the discretion of teachers, where possible trying to match the content to the Year Group’s half termly topic. At St Michael’ we have a purpose for writing approach which focuses on what different text types have in common – the purpose. The four main purposes to write are: to entertain, to persuade, to perform and to discuss. A range of text types can be taught within each purpose and all children will complete a minimum of 2 main outcomes each half term. Children are encouraged to see themselves as writers and celebrate their success, they are able to reflect, edit and improve their work, understand the relevance of writing to themselves and their lives, understand the purpose, audience and forms of writing, develop resilience as independent writers and are able to select appropriate word choices, sentence structures and text form for effect. | | | |
| Key Stage 2 | | | | | |
| **Year 3** | | | **Year 4** | **Year 5** | **Year 6** |
| **Transcription** | * use further prefixes and suffixes and understand how to add them - see [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * spell further homophones * spell words that are often misspelt - see [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] * use the first 2 or 3 letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | | * use further prefixes and suffixes and understand how to add them - see [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * spell further homophones * spell words that are often misspelt - see [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] * use the first 2 or 3 letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * 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 [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * 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 * use a thesaurus | * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * 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 [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * 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 * use a thesaurus |
| **Handwriting** | * 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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] | | * 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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] | 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 | 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 |
| **Composition** | Plan their writing by:   * + discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar   + discussing and recording ideas   Draft and write by:   * + composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)   + organising paragraphs around a theme   + in narratives, creating settings, characters and plot   + in non-narrative material, using simple organisational devices [for example, headings and sub-headings]   Evaluate and edit by:   * + assessing the effectiveness of their own and others’ writing and suggesting improvements   + proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proofread for spelling and punctuation errors * 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 | | Plan their writing by:   * + discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar   + discussing and recording ideas   Draft and write by:   * + composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)   + organising paragraphs around a theme   + in narratives, creating settings, characters and plot   + in non-narrative material, using simple organisational devices [for example, headings and sub-headings]   Evaluate and edit by:   * + assessing the effectiveness of their own and others’ writing and suggesting improvements   + proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proofread for spelling and punctuation errors * 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 | Plan their writing by:   * + identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own   + noting and developing initial ideas, drawing on reading and research where necessary   + in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   Draft and write by:   * + selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   + in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action   + précising longer passages   + using a wide range of devices to build cohesion within and across paragraphs   + using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]   Evaluate and edit by:   * + assessing the effectiveness of their own and others’ writing   + proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   + ensuring the consistent and correct use of tense throughout a piece of writing   + ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proofread for spelling and punctuation errors * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Plan their writing by:   * + identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own   + noting and developing initial ideas, drawing on reading and research where necessary   + in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   Draft and write by:   * + selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning   + in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action   + précising longer passages   + using a wide range of devices to build cohesion within and across paragraphs   + using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]   Evaluate and edit by:   * + 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| **Vocabulary, Grammar and Punctuation** | * 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 * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech | | * 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 * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech | Develop their understanding of the concepts set out in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:   * + recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms   + using passive verbs to affect the presentation of information in a sentence   + using the perfect form of verbs to mark relationships of time and cause   + using expanded noun phrases to convey complicated information concisely   + using modal verbs or adverbs to indicate degrees of possibility   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun   + learning the grammar for years 5 and 6 in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)   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 semicolons, 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) accurately and appropriately in discussing their writing and reading | Develop their understanding of the concepts set out in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:   * + recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms   + using passive verbs to affect the presentation of information in a sentence   + using the perfect form of verbs to mark relationships of time and cause   + using expanded noun phrases to convey complicated information concisely   + using modal verbs or adverbs to indicate degrees of possibility   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun   + learning the grammar for years 5 and 6 in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)   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 semicolons, 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) accurately and appropriately in discussing their writing and reading |
| **Terminology** | 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 | modal verb  relative pronoun  relative clause  parenthesis  bracket  dash  cohesion  ambiguity | Subject  object  active  passive  synonym  antonym  ellipsis  hyphen  colon  semi-colon  bullet points |