



Preston CofE Primary School

KS2 Progression in writing

	<u>Year 3/4</u>	<u>Year 5/6</u>
<u>Spelling</u>	• Spell words that include prefixes and suffixes, such as anticlockwise • Spell some commonly misspelt words correctly, taken from the Y3/4 NC spelling list • Use a dictionary to check spelling accuracy • Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys'	• Spell some words with silent letters, such as 'knife' and 'solemn' • Recognise and use spellings for homophones and other often-confused words from the Y5/6 Nc spelling list • Use a dictionary to check spelling accuracy and meaning of words.
<u>Handwriting</u>	• Use joined handwriting and make appropriate join choices	• Write with increasing speed, maintaining legibility and style
<u>Writing content</u>	• Use examples of writing to help them to structure their own similar texts • Plan out sentences orally to select adventurous vocabulary • Use paragraphs for cohesion and organisation • Use description and detail to develop characters and settings in story-writing • Write interesting narratives in stories • In non-fiction writing, use features such as sub-headings and bullet points • Review their own work to make improvements, including editing work for spelling errors • Read others' writing and suggest possible improvements • Read aloud work that they've written to be clearly understood by others	• Identify the audience (who the writing is for) and purpose (the reason for the writing) before writing, and adapt accordingly • Select appropriate grammar and vocabulary to change or enhance meaning • Develop setting, atmosphere and character, including through dialogue (speech) • Write a summary of longer passages of writing

<u>Grammar and punctuation</u>	• Extend sentences using a wider range of conjunctions (e.g. and, but, so, yet, etc.), including subordinating conjunctions (e.g. although, because, when, since, etc.) • Use the present perfect verb tense (is watching/are playing) • Use nouns (names of things, e.g. chair, classroom etc.) and pronouns (words that take the place of names, e.g. he, she, it, they, etc.) with care to avoid repetition • Use conjunctions, adverbs (e.g. quickly, moodily, etc.) and prepositions (e.g. on, under, beside, with, etc.) to add detail about time or cause • Use fronted adverbials (e.g. Early the next morning, As quick as a flash, In the depths of the forest, etc.) • Use direct speech, with correct punctuation	• Use a range of techniques to make links between sentences and paragraphs e.g. Later that day, In addition... • Use advanced organisational and presentational devices, such as bullet points • Use the correct tense consistently throughout a piece of writing • Ensure correct subject and verb agreement (e.g. He was/They were...) • Perform poems using appropriate expression, volume and movement • Use a thesaurus • Use expanded noun phrases (e.g. the gloomy forest at the end of the lane) to convey complicated information concisely • Use modal verbs (e.g. could, can, should) or adverbs to indicate degrees of possibility • Use relative clauses (who, when, where, which, that - e.g. The boy, who was wailing, ran off.) • Recognise vocabulary and structures that are appropriate for formal use (e.g. when writing a letter of complaint) • Use passive verbs to affect the presentation of information (The ball was kicked by the goalkeeper, The window was broken by the boy) • Use the perfect form of verbs to mark relationships of time and cause (has lived, have written, has done) • Recognise the difference in informal and formal language • Use grammatical connections (although, since, after) and adverbials (e.g. We met under the clock) for cohesion • Use ellipses (...), commas, brackets and dashes in writing • Use hyphens to avoid ambiguity (e.g. thirty two-year old trees- meaning there are 30 trees that are 2 years old, not lots of trees that are 32 years old) • Use semi-colons (;), colons (:) and dashes between independent clauses (complete sentences) • Use a colon to introduce a list • Punctuate bullet points consistently
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