



## Woolaston Primary School Writing Progression Map

### Progression Map-Writing.

The curriculum states that children should 'write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.' Engaging children in writing is fundamental in achieving this, as is creating a curriculum with a wide variety of meaningful and engaging writing opportunities that allow children to apply and refine their skills and to develop their understanding of composition, audience and purpose. For each year group, the knowledge ladder on the left shows the grammatical knowledge children should have by the end of the year. These have been broadly put into a progression, although teachers should adapt this as appropriate to suit the needs of their class and individual cohort specific needs. Expectation about composition is on the right. It's important to note that at all times, opportunities to develop composition should be in relation to the grammatical expectations of the year group. For example, when describing characters this may be achieved through:

- the use of 'and' in Year 1;
- noun phrases in Year 2;
- adverbs and prepositions in Year 3;
- fronted adverbials in Year 4;
- relative clauses in Year 5
- through passive voice in Year 6.

Revising, proof-reading and editing has heightened importance in the National Curriculum. Time needs to be devoted to modelling these skills and to allowing children to engage with these processes effectively in relation to the expectations for their year group.

### Key

Languages features

Grammar

Verbs and Tenses

On entry to Reception, children should be demonstrating an ability to:  
(Revised DM -Non Statutory Guidance)

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

- Write some or all of their name
- Write some letters accurately

EYFS			
	Autumn	Spring	Summer
Fine Motor Control	exploring and experimenting with tools playdough tools, pens, pencils, paintbrushes, scissors developing core strength	teaching specific tool use paintbrush playdough cutters knife and fork hold knife for cutting teaching scissor skills handwriting skills	developing correct pencil grip for handwriting independent use of specific taught skills.
Writing	Physical development gross motor skills work- arm and shoulder. Fine motor skills, using playdough, threading, paintbrushes etc. holding a pencil and copying/writing name. creating letter shapes in a range of media including pencils	writing name and other familiar words. writing letter shapes in response to sound. writing simple cvc words and short captions spelling tricky words writing digraphs in response to sounds	writing simple sentences spelling tricky words correctly using digraphs in response to sounds in words
By the end of the year the children should be able to:			
	<ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed;</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>		
Year One			
On entry to Year 1 children should be expected to:	<ul style="list-style-type: none"><li>• read their own writing</li><li>• form lower and upper case letters correctly</li><li>• write captions, labels and simple sentences</li><li>• confidently spell using phase 4 graphemes and phonemes</li></ul>	<ul style="list-style-type: none"><li>• use story language in oral re-telling</li><li>• show some awareness in their writing of full stops and capital letters</li><li>• use finger spaces</li></ul>	

Transcription	<ul style="list-style-type: none"> <li>spell words containing each of the 40+ phonemes already taught</li> <li>spell common exception words</li> <li>spell the days of the week</li> <li>name the letters of the alphabet in order</li> <li>use letter names to distinguish between alternative spellings of the same sound</li> <li>add prefixes and suffixes</li> <li>use the spelling rule for adding -s or -es</li> <li>use the prefix un- use -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	Composition	<ul style="list-style-type: none"> <li><b>Planning</b> Jot down key words and new vocabulary Say aloud what they are going to write about</li> <li><b>Drafting</b> Compose a sentence orally before they write it</li> <li><b>Evaluating and Editing</b> Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher and other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9</p> <ul style="list-style-type: none"> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	Vocabulary and Grammar	<ul style="list-style-type: none"> <li>joining words and joining clauses using 'and'</li> <li>use adjectives to describe a noun</li> <li>use -ed to change a verb to the past tense where the root word doesn't change eg play - played, jump - jumped</li> <li>identify imperative verbs at the start of an instruction</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>punctuate sentences with full stops, capital letters and question marks</li> </ul>	Genres	<ul style="list-style-type: none"> <li><b>Narratives</b> - Sequence pictures and add captions to recount a story and Character descriptions</li> <li><b>Recounts</b> - Recount from personal experience using who, what, where, when, why</li> <li><b>Reports</b> - Label an image, Sentences to describe an person or animal</li> </ul>

<b>GDS</b>	<ul style="list-style-type: none"> <li>• Use simple noun phrases</li> <li>• Use because and but to join clauses</li> <li>• Write effectively for a range of purposes and audiences</li> <li>• Manipulate the language and grammar taught within Y1 in a range of independent writing, drawing on their own reading</li> <li>• Consistently use editing and revising strategies to improve the quality and accuracy of their writing</li> <li>• Consistently use vocabulary from across the curriculum in their writing</li> <li>• Consistently apply Y1 spelling expectations across their writing</li> </ul>	
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<b>On entry to Year 2 children should be expected to:</b>	<ul style="list-style-type: none"> <li>• spell the Year 1 common exception words</li> <li>• accurately read and write using the Year 1 phonemes</li> <li>• add -er, -est, -ing, -ed where there's no change in the spelling of the root word</li> </ul>	<ul style="list-style-type: none"> <li>• form lower case letters, capital letters and digits 0 - 9 correctly and understand which letters belong to which family</li> <li>• leave spaces between words accurately</li> <li>• proof read and edit their writing using word banks, displays, guided work and response to marking</li> </ul>
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	<b>Year Two</b>	
<b>Transcription</b>	<ul style="list-style-type: none"> <li>• segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learn to spell common exception words</li> <li>• learn to spell more words with contracted forms</li> <li>• learn the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguish between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>• <b>Planning</b> Plan or say aloud what they are going to write Write down ideas/key words including new vocabulary</li> <li>• <b>Drafting</b> Encapsulate what they want to say sentence by sentence Write narratives about personal experiences and those of others</li> <li>• <b>Evaluating and Editing</b> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sentence and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation Read aloud what they have written so that the meaning is clear</li> </ul>

Handwriting	<ul style="list-style-type: none"> <li>• Correctly form all lower-case letter correctly</li> <li>• Formation of capitals and digits 0-9 using the correct size and orientation</li> <li>• Use consistent spacing between words</li> <li>• Begin to use diagonal and horizontal strokes to join letters</li> </ul>	Vocabulary and Grammar	<ul style="list-style-type: none"> <li>• introduce the power of 3 using the determiner 'the' eg the haunted house was cold, dark and mysterious.</li> <li>• use subordinating conjunctions (when, if, that, or because) and co-ordinating conjunctions (or, and, or but) to join sentences</li> <li>• add -ing and -ed where the root word changes eg hop - hopping, cry - cried</li> <li>• use imperative verbs to write their own instructions</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• apostrophes for contractions and possession - singular eg the girl's book</li> <li>• use commas in a list</li> <li>• use exclamation marks</li> </ul>	Genres	<ul style="list-style-type: none"> <li>▪ <b>Reports</b> - fact files about people or animals</li> <li>▪ <b>Narratives</b> - Write stories with clear beginnings, middle and endings, Character and settings descriptions</li> <li>▪ <b>Instructions</b> - Recipes - sequenced instructions for what to do after making it</li> </ul>
GDS	<ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audience.</li> <li>• Manipulate the language and grammar taught with Y2 in a range of independent writing, drawing on their own ready</li> <li>• Consistently use editing and revising strategies to improve the quality and accuracy of their writing.</li> </ul>		

<p><b>On entry to Year 3 children should be expected to:</b></p>	<ul style="list-style-type: none"> <li>• spell the Year 2 common exception words</li> <li>• spell words containing the year 2 phonemes</li> <li>• add -er, -est, -ed, -ing, -es to words applying the appropriate spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>• demarcate sentences accurately</li> <li>• form letters of the correct size, use horizontal and diagonal joins as appropriate</li> </ul>
<p><b>Year Three</b></p>		
<p><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>• recap adding the suffix -ly to an adjective to form an adverb</li> <li>• add the suffix -ous</li> <li>• adding -ir if a root word begins with r</li> <li>• adding the prefix -un to root words for negative meaning</li> <li>• adding the prefix -dis to root words for negative meaning</li> <li>• adding the prefix -mis to root words for negative meaning</li> <li>• spell words where s is sc - science, scene, discipline</li> <li>• spell ou words as in young, country,</li> <li>• spelling using ture and sure eg creature, measure</li> <li>• spell words with the k sounds spelt ch - chemist, chorus, scheme</li> <li>• spell words where sh sounds is ch - chef, machine, chalet, brochure</li> <li>• spell homophones</li> <li>• begin to spell Y3 and 4 common exception words from memory</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• As a whole class plan writing that is similar to the writing they will complete in order to understand the structure, vocabulary and grammar needed</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue) developing the vocabulary and sentence structures</li> <li>• Begin to organise paragraphs around a theme</li> <li>• Create simple settings, characters and plots</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and other's writing suggesting improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Horizontal and diagonal strokes needed to join letters</li> <li>• Begin to join their handwriting using a cursive script</li> <li>• Increase consistency, legibility and quality of handwriting</li> </ul>	<p><b>Vocabulary and Grammar</b></p> <ul style="list-style-type: none"> <li>• Use the power of 3 with the, an and a eg the huge elephant had an enormous, long, wiggly trunk.</li> <li>• introduce similes and metaphors eg as fierce as a tiger, the classroom was a zoo!</li> <li>• Identify clauses within a sentence</li> <li>• use coordinating conjunctions FANBOYS (for, and, nor, but, or, yet, so) to link clauses in a sentence eg I don't like carrots nor do I like cauliflower.</li> <li>• introduce irregular past tense eg ran, went, said</li> <li>• introduce present perfect tense (use of has/have and past</li> </ul>

			<p>participle) eg she has walked to school.</p> <ul style="list-style-type: none"> <li>• identify present perfect tense</li> <li>• Identify and use simple adverbs of time, place and manner eg time - today, yesterday, tomorrow, place - here, there, outside, inside, Manner - quickly, happily, angrily, sadly</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• use inverted commas to indicate speech</li> <li>• apostrophes for singular possession and in regular plurals eg the girls' books</li> </ul>	Genres	<ul style="list-style-type: none"> <li>▪ <b>Narratives</b> - Write stories with clear beginnings, middle and endings, change a character or setting in a familiar story to write a new story</li> <li>▪ <b>Recounts</b> - Recount from stories using who, what, when, where, why using conjunctions to link clauses, Sequence events chronologically to retell in writing , Newspaper report, Diary entry</li> <li>▪ <b>Instructions</b> - Instructions for something made including a list of ingredients, materials and numbered, sequenced instructions.</li> <li>▪ <b>Reports</b> - Write a report using headings and sub-headings</li> </ul>
GDS	<ul style="list-style-type: none"> <li>• Begin to demarcate speech with all necessary punctuation</li> <li>• Understand the concept of a main and subordinate clause</li> <li>• Begin to use commas to separate main and subordinate clauses</li> <li>• Secure use of paragraphing</li> <li>• Write effectively for a range of purposes and audiences</li> <li>• Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading</li> <li>• Consistently use editing and revising strategies to improve the quality and accuracy of their writing</li> <li>• Consistently use vocabulary from across the curriculum in their writing</li> <li>• Consistently apply Y3 spelling expectations across their writing</li> </ul>		<ul style="list-style-type: none"> <li>▪</li> </ul>

On entry to Year 4 children should be expected to:		<ul style="list-style-type: none"><li>spell words from the Year 3/4 word list accurately where used</li><li>spell words using the Y3/4 prefixes, suffixes and rules</li><li>use simple paragraphs</li></ul>	<ul style="list-style-type: none"><li>consistently use a range of coordinating and subordinating conjunctions</li><li>use all Year 3 punctuation consistently and accurately</li><li>use simple, progressive and perfect forms of verbs and a range of adverbs</li></ul>
Year Four			
Transcription	<ul style="list-style-type: none"><li>adding -ly when the root word end in y - happy - happily</li><li>adding -ly when the root word ends in -le</li><li>adding -ly when the root word ends in -ic</li><li>adding ous to -our words</li><li>adding -ous to words with an I sound including exception words</li><li>the i sound spelt y elsewhere than at the end of words eg gypsy, Egypt</li><li>Spell -gue and -que words - league, antique</li><li>add the prefix - super meaning above</li><li>add the prefix anti meaning against</li><li>add the prefix meaning self or auto</li><li>spell words where the 'ai' sounds is ei, eigh or ey - they, weight, vein</li><li>spelling using -tion if the root words ends in t or te</li><li>spelling using -sion if the word ends in d or se</li><li>adding -ssion if the root word ends in ss or mit</li><li>adding prefixes in, im or il to words to mean not</li><li>spell near homophones</li><li>spell Y3 and 4 common exception words from memory</li></ul>	Composition	<p><b>Planning</b></p> <ul style="list-style-type: none"><li>Plan writing using the structure, vocabulary and grammar explored in the shared text</li></ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"><li>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</li><li>Organise paragraphs around a theme</li><li>Create settings, characters and plots</li></ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"><li>Assess the effectiveness of their own and other's writing suggesting improvements</li><li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</li><li>Proof-read for spelling and punctuation errors</li></ul>
	Handwriting		<ul style="list-style-type: none"><li>Horizontal and diagonal strokes needed to join letters</li><li>Increase consistency, legibility and quality of handwriting</li><li>Use a joined cursive script</li></ul>



			<ul style="list-style-type: none"> <li>• use the subordinating conjunctions - when, if, because, although, moreover, furthermore and in addition</li> <li>• further examples of irregular past tense - caught, bought, thought</li> <li>• consolidation of present perfect tense</li> <li>• writing sentences using present perfect tense</li> <li>• Introduce fronted adverbials</li> <li>• use a greater range of adverbs of time, place and manner eg time - soon, again, later, early, place - somewhere, near, ahead, manner - rudely, curiously, nervously,</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• use inverted commas and new lines for speech</li> <li>• use apostrophes for irregular plurals eg the children's coats</li> <li>• use commas after fronted adverbials eg Later that day, we went to the castle.</li> </ul>	Genres	<ul style="list-style-type: none"> <li>▪ <b>Narratives</b> - To write an ending to a known story that resolves the problem in a different way, write a story following the repetitive pattern modelled in the original text, write a story which includes an introduction, build-up, problem/dilemma, resolution and ending, write a story opening that includes a setting using the time of day and/or time of year, include a change of setting or character in story</li> <li>▪ <b>Reports</b> - Write a report using headings and sub-headings organising writing into paragraphs</li> <li>▪ <b>Recounts</b> - recounts stories using who, what, when, where, why with a clear chronological order using connectives to show time order, Recount stories from the point of view of a third person, Newspaper report, Playscript with one scene</li> <li>▪ <b>Explanation</b> - Encyclopaedia entry, Explanation of processes - lifecycles including diagrams/illustrations, writing an opening statement that introduces the topic and addresses the reader and a closing sentence that rounds the explanation off</li> </ul>

GDS	<ul style="list-style-type: none"> <li>• Secure use of commas to separate main and subordinate clauses</li> <li>• Secure cohesion within paragraphs</li> <li>• Maintain an appropriate level of formality throughout pieces of writing</li> <li>• Confident and effective use of a range of tense and verb forms</li> <li>• Write effectively for a range of purposes and audiences</li> <li>• Manipulate the language and grammar taught within Y4 in a range of independent writing, drawing on their own reading</li> <li>• Consistently use editing and revising strategies to improve the quality and accuracy of their writing</li> <li>• Consistently use vocabulary from across the curriculum in their writing</li> <li>• Consistently apply Y4 spelling expectations across their writing</li> </ul>	
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On entry to Year 5 children should be expected to:		<ul style="list-style-type: none"><li>• spell words from the Year 3/4 word list accurately where used</li><li>• spell words using the Y3/4 prefixes, suffixes and rules</li><li>• use fronted adverbials</li><li>• use a range of expanded noun phrases</li></ul>	<ul style="list-style-type: none"><li>• write a variety of simple, compound and complex sentences using a range of</li><li>• conjunctions</li><li>• use all Year 4 punctuation consistently and accurately</li><li>• organise cohesive paragraphs around a theme</li></ul>
Year Five			
Trans	<ul style="list-style-type: none"><li>• add cious to root words ending in -ce</li><li>• spell words ending in -tious</li><li>• spell words ending in -tial after consonants and -cial after vowels</li><li>• spell words using -ant and -ance</li><li>• spell words using -ence and ent</li><li>• spell words using -able</li><li>• spell words using -ible</li><li>• spell words ending in -ably and -ibly</li></ul>		Composition
	<p><b>Planning</b></p> <ul style="list-style-type: none"><li>• Begin to identify the audience and purpose of the writing and select the appropriate form</li><li>• With some support note and develop initial ideas, drawing on reading and research, where necessary</li></ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"><li>• Begin to select the appropriate grammar and vocabulary,</li></ul>		

	<ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>• spell words with hyphens</li> <li>• teach the spelling rule I before e except after c</li> <li>• spell words containing the letter-string ough</li> <li>• spell words with silent letters</li> <li>• spell homophones and other words that are often confused</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• begin to spell Y5 and 6 common exception words from memory</li> </ul>	<p>understanding how choices can change and enhance meaning</p> <ul style="list-style-type: none"> <li>• Begin to write precise longer passages</li> <li>• Begin to use a greater range of device to build cohesion within and between paragraphs</li> <li>• Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning and to ensure that there is consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure correct subject and very agreement when using singular and plural</li> <li>• Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>• Write legibly using a consistent cursive script</li> <li>• Write fluently and with increased speed</li> <li>• Choose writing style for the task</li> </ul>	<p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> <li>• use the power of 3 in persuasive writing eg Come to my amazing party ; see some real-life animals, stroke some adorable pets and ride on a donkey!</li> <li>• use a variety of determiners and ambitious vocabulary to create expanded noun phrases eg On a freezing cold, crisp, clear morning Sam cautiously ventured out from his secluded winter dwelling.</li> <li>• use of metaphors, similes, hyperbole and personification to describe characters and settings.</li> <li>• introduce relative clauses - who, which, where, when, whose, that eg Steven who turned five on Friday was excited for his party.</li> <li>• recognise that some adverbial phrases are also subordinating clauses</li> </ul>

		<ul style="list-style-type: none"> <li>• Use clauses at the beginning and end of a sentence</li> <li>• introduce past progressive tense eg she was walking to school</li> <li>• introduce past perfect tense eg he had played football.</li> <li>• * introduce modal verbs - could, would, should and identify the most appropriate for the sentence eg He should have gone home rather than go to the park.</li> <li>• adverbial phrases and how to use these within a sentence</li> <li>• selecting the most appropriate adverbs of time, place and manner depending on the audience, type of writing and intensity</li> <li>• use a thesaurus to find synonyms</li> <li>• introduce adverbials for cohesion eg number/frequency, exception, cause and effect. contrast/comparison, clarification. addition/emphasis</li> <li>• use a range of adverbials to link ideas across paragraphs</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• use brackets, commas and dashes for parenthesis eg e.g. My brother, who thinks he's really cool, never brushes his hair! OR My brother - Jason - never brushes his hair OR My brother (the scruffiest boy in history) never brushes his hair!</li> <li>• use commas to clarify meaning and avoid ambiguity eg the room was full of crying babies, and mothers.</li> <li>• introduce colons, semi-colons, ellipsis and hyphens</li> </ul>	<p><b>Genres</b></p> <ul style="list-style-type: none"> <li>▪ <b>Narratives</b> - write a story which includes an introduction, build-up, problem/dilemma, resolution and ending, create a setting at the beginning of a story using some of the five senses to describe the setting, write dialogue where characters reveal something themselves, focus on describing characters' feelings</li> <li>▪ <b>Recounts</b> - Write alternative or additional chapters, Newspaper report, Playscript - more than one scene, Autobiography, write about events from personal experience, write about key events in the person's life, Formal letter</li> <li>▪ <b>Reports</b>- Write a report using headings and sub-headings with text organized into paragraphs and a clear conclusion at the end, Draw and label diagrams and images to enhance understanding</li> <li>▪ <b>Explanations</b> - Leaflet, News article - present or past</li> <li>▪ <b>Persuasive</b> - TV adverts, Newspaper adverts</li> </ul>

GDS	<ul style="list-style-type: none"> <li>• Begin to use semi colons to separate main clauses</li> <li>• Show secure use of a range of sentence structures, begin to manipulate clauses for effect</li> <li>• Manipulate formality in different types of writing</li> <li>• Begin to experiment with using passive voice</li> <li>• Write effectively for a range of purposes and audiences</li> <li>• Manipulate the language and grammar taught within Y5 in a range of independent writing, drawing on their own reading</li> <li>• Consistently use editing and revising strategies to improve the quality and accuracy of their writing</li> <li>• Consistently use vocabulary from across the curriculum in their writing</li> <li>• Consistently apply Y5 spelling expectations across their writing</li> </ul>	
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On entry to Year 6 children should be expected to:	<ul style="list-style-type: none"> <li>• spell words from the Year 5/6 word list accurately where used</li> <li>• spell words using the Y5/6 prefixes, suffixes and rules</li> <li>• use relative and embedded clauses</li> <li>• use commas to punctuate clauses</li> </ul>	<ul style="list-style-type: none"> <li>• write with appropriate levels of formality for audience and purpose</li> <li>• use all Year 5 punctuation consistently and accurately</li> <li>• maintain cohesion within and between paragraphs</li> <li>• use modal verbs and adverbs for possibility</li> </ul>
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Year Six		
Transcription	Consolidate Y5 spellings: - <ul style="list-style-type: none"><li>• add cious to root words ending in -ce</li><li>• spell words ending in -tious</li><li>• spell words ending in -tial after consonants and -cial after vowels</li><li>• spell words using -ant and -ance</li><li>• spell words using -ence and ent</li><li>• spell words using -able</li><li>• spell words using -ible</li><li>• spell words ending in -ably and -ibly</li><li>• Adding suffixes beginning with vowel letters to words ending in -fer</li><li>• spell words with hyphens</li><li>• teach the spelling rule I before e except after c</li><li>• spell words containing the letter-string ough</li><li>• spell words with silent letters</li></ul>	
		<b>Planning</b> <ul style="list-style-type: none"><li>• Identify the audience and purpose of the writing and select the appropriate form</li><li>• Note and develop initial ideas, drawing on reading and research, where necessary</li></ul> <b>Drafting</b> <ul style="list-style-type: none"><li>• Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li><li>• Write precise longer passages</li><li>• Use a greater range of devise to build cohesion within and between paragraphs</li><li>• Consider how authors have developed characters and settings in</li></ul>

	<ul style="list-style-type: none"> <li>spell homophones and other words that are often confused</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>begin to spell Y5 and 6 common exception words from memory</li> </ul>		<p>what pupils have read, listened to or seen performed</p> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning and to ensure that there is consistent and correct use of tense throughout a piece of writing</li> <li>Ensure correct subject and verb agreement when using singular and plural</li> <li>Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>Write legibly using a consistent cursive script</li> <li>Write fluently and with increased speed</li> <li>Choose writing style for the task</li> </ul>	Vocabulary and Grammar	<ul style="list-style-type: none"> <li>introduce a relative clauses alongside an expanded noun phrase eg The wicked witch who crashed her broom was feeling dazed, confused and incredibly silly.</li> <li>use a range of language features to describe characters and settings using appropriate and ambitious vocabulary.</li> <li>use relative and subordinating clauses choosing the most appropriate place in sentence to place them</li> <li>identify the correct tense for a sentence and within a sentence</li> <li>identify different tenses</li> <li>use of present progressive eg she is reading a book.</li> <li>use of modal verbs could, would and should and might, definitely, will and certainly in relative clauses.</li> <li>use adverbial phrases for cohesion within and across paragraphs</li> <li>select the most appropriate type of adverbial to link ideas across and within paragraphs.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>* use the full range of punctuation taught confidently</li> </ul>	Gen	<ul style="list-style-type: none"> <li><b>Recounts</b> - write a story which includes an introduction which sets the scene; build-up of problem/issue; dilemma, resolution and ending linked back to the introduction, write a story opening that reveals the relationship between the characters, reveal something about the characters through their dialogue and</li> </ul>

		<p>actions</p> <ul style="list-style-type: none"> <li>▪ <b>Reports</b> - Write alternative or additional chapters, Playscript, Autobiography/biography, write about events from personal experience, write about key events in the person's life</li> <li>▪ <b>Narratives</b> - write a story which includes an introduction which sets the scene; build-up of problem/issue; dilemma, resolution and ending linked back to the introduction, write a story opening that reveals the relationship between the characters, reveal something about the characters through their dialogue and actions</li> <li>▪ <b>Explanations</b> - Information guide, write an opening paragraph that introduces the topic; addresses the reader and provides any necessary background detail, write a concluding summary that rounds the explanation off and relates the subject to the reader</li> <li>▪ <b>Persuasive</b> - Speeches, Persuasive letter</li> </ul>
GDS	<ul style="list-style-type: none"> <li>• Demonstrate assured and conscious control over formality</li> <li>• 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</li> <li>• Distinguish between the language of speech and writing and choose the appropriate register</li> <li>• Demonstrate an assured and conscious control over levels of formality.</li> <li>• Use the full range of punctuation taught at KS2 correctly.</li> <li>• Use punctuation to avoid ambiguity or enhance meaning.</li> <li>• Write effectively for a range of purposes and audiences.</li> <li>• Manipulate the language and grammar taught within Y6 in a range of independent writing, drawing on their own reading.</li> <li>• Consistently use editing and revising strategies to improve the quality and accuracy of their writing.</li> <li>• Consistently use vocabulary from across the curriculum in their writing.</li> <li>• Consistently apply Y6 spelling expectations across their writing.</li> </ul>	









