

## Progression in Writing – Whiteheath Junior School



		Year 3	Year 4	Year 5	Year 6
Writing	Transcription	<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> </ul>	<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> </ul>	<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters, e.g. knight, psalm, solemn</li> </ul> <p style="padding-left: 20px;">continue to distinguish between homophones and other words which are often confused</p>	<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• To consolidate and continue to use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters, e.g. knight, psalm, solemn</li> <li>• continue to distinguish between homophones and other words which are often confused</li> </ul>



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		Year 3	Year 4	Year 5	Year 6
Writing	Transcription continued	<ul style="list-style-type: none"><li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li><li>• use the first two or three letters of a word to check its spelling in a dictionary</li><li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li></ul>	<ul style="list-style-type: none"><li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li><li>• use the first two or three letters of a word to check its spelling in a dictionary</li><li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li></ul>	<ul style="list-style-type: none"><li>• 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</li><li>• use dictionaries to check the spelling and meaning of words</li><li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• use a thesaurus</li></ul>	<ul style="list-style-type: none"><li>• 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</li><li>• use dictionaries to check the spelling and meaning of words</li><li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• use a thesaurus</li></ul>



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		Year 3	Year 4	Year 5	Year 6
Writing	Handwriting	<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to 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</li> <li>• increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:               <ul style="list-style-type: none"> <li>◇ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li> </ul> </li> <li>choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>• to continue to develop skills to write legibly, fluently and with increasing speed by:               <ul style="list-style-type: none"> <li>◇ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li> <li>◇ choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>
	Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>◇ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> <li>discussing and recording ideas</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>◇ continuing to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> <li>discussing and recording ideas in a variety of ways independently.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>◇ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>◇ noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>◇ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using more sophisticated models.</li> <li>◇ noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> </ul>



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		Year 3	Year 4	Year 5	Year 6
Writing	Composition continued	<p>draft and write by:</p> <ul style="list-style-type: none"> <li>◊ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)</li> <li>◊ organising paragraphs around a theme</li> <li>◊ in narratives, creating settings, characters and plot</li> <li>◊ in non-narrative material, using simple organisational devices (for examples headings and sub-headings)</li> </ul>	<p>draft and write by:</p> <ul style="list-style-type: none"> <li>◊ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)</li> <li>◊ organising paragraphs around a theme</li> <li>◊ in narratives, creating settings, characters and plot</li> <li>◊ in non-narrative material, using simple organisational devices (for examples headings and sub-headings)</li> </ul>	<ul style="list-style-type: none"> <li>◊ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> <li>• draft and write by:</li> <li>◊ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>◊ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>◊ précising longer passages</li> <li>◊ using a wide range of devices to build cohesion within and across paragraphs</li> <li>◊ using further organisational and presentational devices to</li> <li>◊ structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul>	<ul style="list-style-type: none"> <li>◊ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> <li>• draft and write by:</li> <li>◊ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>◊ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>◊ précising longer passages</li> <li>◊ using a wide range of devices to build cohesion within and across paragraphs</li> <li>◊ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul>



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		Year 3	Year 4	Year 5	Year 6
Writing	Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>• indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>◇ using commas after fronted adverbials</li> <li>◇ indicating possession by using the possessive apostrophe with plural nouns</li> <li>◇ using and punctuating direct speech</li> <li>◇ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>◇ using commas after fronted adverbials</li> <li>◇ indicating possession by using the possessive apostrophe with plural nouns</li> <li>◇ using and punctuating direct speech</li> <li>◇ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>◇ using commas to clarify meaning or avoid ambiguity in writing</li> <li>◇ using hyphens to avoid ambiguity</li> <li>◇ using brackets, dashes or commas to indicate parenthesis</li> <li>◇ using semi-colons, colons or dashes to mark boundaries between main clauses</li> <li>◇ using a colon to introduce a list</li> <li>◇ punctuating bullet points consistently</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>	<ul style="list-style-type: none"> <li>• indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>◇ using commas to clarify meaning or avoid ambiguity in writing</li> <li>◇ using hyphens to avoid ambiguity</li> <li>◇ using brackets, dashes or commas to indicate parenthesis</li> <li>◇ using semi-colons, colons or dashes to mark boundaries between main clauses</li> <li>◇ using a colon to introduce a list</li> <li>◇ punctuating bullet points consistently</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>