



St Paul's CE VC Junior School – Progression of skills

Subject: Writing

Subject Areas	Year 3	Year 4	Year 5	Year 6
TRANSCRIPTION	<ul style="list-style-type: none"> Use some prefixes and suffixes and understand how to add them (English Appendix 1). Spell some homophones. Spell some words that are often misspelt (English Appendix 1). Beginning to 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 two 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. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones. Spell words that are often misspelt (English Appendix 1). 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 two or three letters of a word to check its spelling in a dictionary. [KEY] Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Use some prefixes and suffixes and understand the guidance for adding them. Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn]. Beginning to distinguish between homophones and other words which are often confused. Beginning to 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. Beginning to use dictionaries when encouraged to check the spelling and meaning of words. Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. Beginning to use a thesaurus. 	<ul style="list-style-type: none"> 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. [KEY] Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus confidently
HANDWRITING	<ul style="list-style-type: none"> Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when 	<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 	<ul style="list-style-type: none"> Beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. 	<ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

	<p>adjacent to one another, are best left unjoined.</p> <ul style="list-style-type: none"> Beginning to increase the legibility, consistency and quality of their handwriting [for example, 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]. 	<p>one another, are best left unjoined.</p> <ul style="list-style-type: none"> Increase the legibility, consistency and quality of their handwriting [for example, 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]. 	<ul style="list-style-type: none"> Beginning to choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> Choosing the writing implement that is best suited for a task.
<p>COMPOSITION</p>	<ul style="list-style-type: none"> Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Beginning to discuss and record ideas. Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). [KEY] Organising simple paragraphs around a theme. [KEY] Creating simple settings, characters and a basic plot in narratives. [KEY] Beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings]. Beginning to assess the effectiveness of their own and others' writing and suggesting improvements. Beginning to propose changes to grammar and 	<ul style="list-style-type: none"> 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. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). [KEY] Organising paragraphs around a theme. [KEY] Creating settings, characters and plot in narratives. Using simple organisational devices in non-narrative material [for example, headings and sub-headings]. Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to 	<ul style="list-style-type: none"> [KEY] Beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. Beginning to note and develop initial ideas, drawing on reading and research where necessary. Beginning to consider how authors have developed characters and settings. Beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. [KEY] Beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. Beginning to precis longer passages. Beginning to use a range of devices to build cohesion within and across 	<ul style="list-style-type: none"> [KEY] 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. Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. [KEY] Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. Precising longer passages. Using a wide range of devices to build cohesion within and across paragraphs.

	<p>vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <ul style="list-style-type: none"> • [KEY] Proof-read for some spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear. 	<p>improve consistency, including the accurate use of pronouns in sentences.</p> <ul style="list-style-type: none"> • [KEY] Proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>paragraphs.</p> <ul style="list-style-type: none"> • [KEY] Beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. • Beginning to assess the effectiveness of their own and others' writing. • Beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. • [KEY] Beginning to use the correct tense throughout a piece of writing. • Beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • [KEY] Beginning to proof-read for spelling and punctuation errors. • Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear. 	<ul style="list-style-type: none"> • [KEY] Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • [KEY] 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. • [KEY] Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
--	--	---	---	---