

Writing progression document – based on Achievement Statements KS2

Writing sub-areas by Foundational & Conceptual modes	Y3	Y4	Y5	Y6
Vocabulary, grammar and punctuation F	<p>use prepositions to link my work or to start new sentences (e.g. before, after, during, in, because of)</p> <p>use a range of conjunctions in my writing (e.g. when, before, after, while, so, because)</p> <p>use adverbs to link sentences (e.g. then, next, soon, therefore)</p> <p>identify direct speech in a text and add inverted commas/ speech marks</p> <p>use 'a' or 'an' correctly in my writing</p> <p>use all of the key words to explain the grammar in my writing (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas - 'speech marks')</p>	<p>use '-s' correctly to show plural and possession</p> <p>use possession apostrophes accurately in words with regular and irregular plurals (e.g. girls', boys', children's)</p> <p>use inverted commas and other punctuation for direct speech correctly</p> <p>organise direct speech where more than one person is speaking by using a new line when a new person starts speaking</p> <p>write a wider range of homophones correctly (e.g. their/there/they're - see NC guidance)</p> <p>use the remaining prefixes from the Y3/4 lists (in-, il-, im-, re-, inter-, super-) and explain their meaning</p> <p>use all of the key words to explain the grammar in my writing (determiner, pronoun, possessive pronoun, adverbial)</p>	<p>use all of the key words to explain the grammar in my writing (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)</p>	<p>use a semi-colon or dash to separate independent clauses (e.g. It's raining; I'm fed up)</p> <p>use a colon to introduce a list and semi-colons within the list</p> <p>use bullet points to list information</p> <p>use hyphens to make my meaning clear (e.g. man eating shark vs man-eating shark)</p> <p>use a thesaurus to find alternative words</p> <p>use all of the key words to explain the grammar in my writing (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)</p>
Vocabulary, grammar and punctuation C	<p>sometimes group my ideas into paragraphs around a theme and can explain the</p>	<p>use a wide range of adjectives and adverbs in my writing</p> <p>use interesting and varied vocabulary in my writing</p>	<p>use commas to clarify meaning in my writing</p>	<p>write in the passive form (e.g. The window was broken)</p>

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	change from one paragraph to another use nouns and pronouns within and across sentences to avoid repetition	improve my work by checking that verbs are powerful and changing them when I need to use fronted adverbials followed by a comma (e.g. Later that day,) write in the correct tense throughout a piece of writing: past, present & future recognise and know when to use formal and informal language.	use brackets, dashes or commas to show where additional information has been added to a text	use powerful verbs effectively to add tension and to deepen readers' understanding
Handwriting F	use diagonal and horizontal strokes correctly to join letters	write in a consistent, neat, legible and joined style		write legibly, fluently and with increasing speed choose the writing implement that is best suited to a task
Handwriting C				
Transcription F	use sub-headings in my writing check the spelling of a word in a dictionary using the first 2 or 3 letters of the word to help me find the word spell at least half of the words on the Y3/4 list I recognise and am able to use some prefixes from the Y3/4 lists (dis-, mis-, re-, sub-, super- auto-) and explain their meaning write simple sentences, dictated by my teacher, that include words and punctuation I have been taught	take notes and use the information when writing use the rules and conventions in spelling from the Y3/4 lists most of the time (see NC guidance) spell the words on the Y3/4 word list (see NC guidance) write down a short passage dictated by my teacher and get most of the spelling and punctuation correct	spell at least half of the words on the Y5/6 word list (see NC guidance) check my work for errors in spelling and punctuation convert nouns or adjectives into verbs using suffixes (e.g. '-ate', '-ise', '-ify') add prefixes to verbs to change their meaning (e.g.'dis-', 'de-', 'mis-', 'over-', 're-') spell some words with silent letters (e.g. knight, psalm, solemn) usually spell homophones correctly	spell over 80% of the words on the Y5/6 word list (see NC Guidance) use a dictionary to check the spelling and meaning of words My spelling is mostly accurate, including more complex words
Transcription C	say how words from the same families look similar		highlight the most important details in a text that I want to summarise	explain and use synonyms and antonyms

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	and have related meanings (e.g. solve/solution, dissolve/insoluble)		write a shortened version of a text that has most essential details in it	précis longer passages of text
Composition F		re-read my writing or that of my friends and identify one or two changes that need to be made use pronouns to substitute for a noun without confusing someone reading my work check my work, identify and correct some mistakes in my punctuation redraft to improve my punctuation and vocabulary	use relative clauses (e.g. beginning with who, which, where, when) in my writing	
Composition C	talk about writing that is similar to what I am planning to show I understand how it is written write stories with a beginning, middle and end give a lot of detail to my characters and events	write descriptions that give the reader a clear picture of how my story progresses write about how my characters feel organise my writing into themed paragraphs and use subheadings in non fiction texts read my writing aloud to groups or the class, using my voice so that the meaning is obvious to the listener.	set out a report like a newspaper article (headings, sub-headings, columns) describe a setting for a story well plan a piece of writing including how characters and the plot will develop I develop action and dialogue between my characters independently recognise and know when to use formal and informal language lay out two sides of an argument use selected words to build cohesion within paragraphs (e.g. then, after, this) link ideas across paragraphs review and edit my work to improve its impact	develop my initial ideas, drawing on reading and research where necessary write dialogue that shows the relationship between characters write characters that are consistent and distinctive from one another choose the appropriate style for different types of writing: instructions, arguments & letters write in a formal style present points of view clearly and persuasively distinguish between the language of informal speech, the language of formal speech and writing, and can use each of these appropriately define my characters by giving them a distinctive vocabulary make my characters interesting by describing their feelings perform my own writing, using intonation, volume and movement to make the meaning clear

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