

**These are the key skills and knowledge that writers develop during each year:**

| Year 3  | Year 4   | Year 5  | Year 6  |
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| <b>Transcription- spellings</b>   |  |   |   |
| <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell words that are often misspelt</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Form nouns using prefixes e.g. super, anti, auto</p> <p>Spell further homophones and understand their meanings</p> <p>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> | <p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Plural nouns of words ending in 'o'.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> | <p>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</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> <p>Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-'</p> <p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> | <p>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</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Recognise how words are related by meaning as synonyms and antonyms</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> |
| <b>Handwriting</b>  |  |   |   |
| <p>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</p> <p>Increase the legibility, consistency and quality of their handwriting</p>  | <p>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</p> <p>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks<br/>Can correctly join letters in accordance with the school's agreed style</p> <p>Increase the legibility, consistency and quality of their handwriting</p>  | <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>  | <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>  |

### Planning writing

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| <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>When planning, discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> | <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas</p> | <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify audience for, and purpose of, the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> | <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience for and purpose of the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> |
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### Composing sentences

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| <p>Draft and write an increasing range of sentence structures (simple and compound)</p> <p>Use some variation in sentence types (statement/ command/ question/ exclamation)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</p> <p>In narratives, creates settings, characters and plot</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</p> <p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</p> | <p>In narratives, creates settings, characters and plot</p> <p>Writing is clear in purpose</p> <p>Use a varied and rich vocabulary</p> <p>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</p> <p>Use figurative language such as similes, alliteration to build a picture in the readers head</p> <p>Compose and rehearse sentences orally (including dialogue)</p> <p>Use an increasing range of sentence length and structure</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> | <p>In narratives, describe settings, characters and atmosphere</p> <p>Choose the appropriate register for the audience and purpose (formal or informal)</p> <p>Viewpoint is established and generally maintained</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in poetry</p> <p>Make deliberate choices of sentence length and structure for impact on the reader</p> <p>Fronted prepositional phrases for greater effect:</p> <p style="padding-left: 20px;">-Throughout the stormy winter ...</p> <p style="padding-left: 20px;">-Far beneath the frozen soil ...</p> <p>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> | <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken</p> <p>Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?</p> <p>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come</p> <p>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</p> <p>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</p> <p>In narratives, describe settings, characters and atmosphere</p> |
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|  |   | Use expanded noun phrases to convey complicated information concisely  | <p>Integrate dialogue to convey character and advance the action</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</p> <p>Manage shifts in levels of formality within a text</p>   |
| <b>Text structure and organisation</b>   |   |  |  |
| <p>Organise writing into logical chunks and write a coherent series of linked sentences for each</p> <p>Select nouns and pronouns to provide clarity for the reader</p> <p>Use simple organisational devices, e.g. headings and subheadings</p> <p>Organise paragraphs around a theme</p> <p>Vary nouns and pronouns to avoid repetition</p> | <p>Non-narrative material uses simple organisational devices</p> <p>Organise paragraphs around a theme</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p> <p>Openings and closings are clearly signalled and well developed</p> <p>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p> | <p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</p> <p>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>)</p> <p>Linking ideas across paragraphs through tense choice (he had seen her before)</p> <p>Use a wide range of devices to build cohesion within paragraphs</p> <p>Content is balanced e.g. between action/ description/ dialogue, fact and comment</p> | <p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</p> <p>Draft and write by using a wide range of devices to build cohesion within paragraphs</p> <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis</p> |
| <b>Editing and evaluating writing</b>  |   |  |  |
| Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements  | Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements   | <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>  | <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>  |

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|   |  | <p>Editing sentences by either expanding or reducing for meaning and effect</p> <p>Proof-read for spelling and punctuation errors</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>  | <p>Select verb forms for meaning and effect e.g. deliberate change of tense</p> <p>Select synonyms accurately for effect rather than as an alternative for an original word</p> <p>Proof-read for spelling and punctuation errors</p>   |
| <b>Vocabulary, grammar and punctuation</b>  |  |  |   |
| <p>Use conjunctions to express time, place and cause</p> <p>Use adverbs and prepositions to express time, place and cause</p> <p>Use inverted commas to punctuate direct speech</p> <p>Know when to use 'a' and 'an'</p> <p>Proof-read for spelling and punctuation errors</p> <p>Use irregular simple past-tense verbs e.g. awake / awoke</p> <p>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> | <p><b>Use inverted commas and other punctuation to indicate direct speech</b> e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with curly hair</i></p> <p>Understand the difference between plural and possessive -s</p> <p>Proof-read for spelling and punctuation errors</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Standard English forms for verb inflections instead of local spoken forms</p> <p>Use fronted adverbials followed by a comma</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> | <p>Use relative clauses beginning with who, which, where, when, whose, that</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use a colon to introduce a list</p> | <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use correct subject and verb agreement when using singular and plural</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Use a semi colon within lists</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use hyphens to avoid ambiguity</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Punctuate bullet points consistently</p> |

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| <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</p> | <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</p> | <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> | <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</p> |
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