



## Subject Non- Negotiables – Writing

Skills and knowledge components:

Progression document building from previous year's learning

### Writing

	Year 3	Year 4	Year 5	Year 6
Spelling	<p>I use spelling rules to add prefixes and suffixes to root words.</p> <p>I can spell words that are homophones (e.g. peace/piece).</p> <p>I can spell words in the Years 3 and 4 spelling list.</p> <p>I can check the spelling of a word in a dictionary using the first two or three letters.</p>	<p>I use spelling rules to add prefixes and suffixes to root words.</p> <p>I can spell words that are homophones (e.g. peace/piece).</p> <p>I can spell words in the Years 3 and 4 spelling list.</p> <p>I can check the spelling of a word in a dictionary using the first two or three letters.</p>	<p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I can use a thesaurus to find synonyms to improve my writing.</p> <p>I can spell words including silent letters (e.g. knight) and a range of prefixes and suffixes.</p> <p>I can spell the words in the Year 5/6 spelling list and tell the difference between common homophones (e.g. there/their/they're).</p>	<p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I can use a thesaurus to find synonyms to improve my writing.</p> <p>I can spell words including silent letters (e.g. knight) and a range of prefixes and suffixes.</p> <p>I can spell the words in the Year 5/6 spelling list and tell the difference between common homophones (e.g. there/their/they're).</p>



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<p><b>Handwriting</b></p>	<p>I can use diagonal and horizontal strokes to join letters.</p> <p>I understand which letters, when next to each other, are best left un-joined.</p> <p>I can use joined handwriting mostly consistently in all my work.</p>	<p>I can use diagonal and horizontal strokes to join letters.</p> <p>I understand which letters, when next to each other, are best left un-joined.</p> <p>I can use joined handwriting consistently in all my work.</p>	<p>I can write neatly, legibly and with increasing speed.</p> <p>I can use joined handwriting consistently in my work, choosing whether or not to join specific letters.</p>	<p>I can write neatly, legibly and with increasing speed.</p> <p>I can use joined handwriting consistently in my work, choosing whether or not to join specific letters.</p>
<p><b>Composition</b></p>	<p>I can plan my writing by discussing and recording ideas.</p> <p>I can draft my writing and rehearse it orally, looking for ways to improve my sentences.</p> <p>I can describe settings, characters and the plot.</p> <p>I can write in paragraphs and use headings and sub-headings to organise my work.</p> <p>I can check my work for spelling and punctuation errors.</p>	<p>I can plan my writing by discussing and recording ideas.</p> <p>I can draft my writing and rehearse it orally, looking for ways to improve my sentences.</p> <p>I can describe settings, characters and the plot.</p> <p>I can write in paragraphs and use headings and sub-headings to organise my work.</p> <p>I can check my work for spelling and punctuation errors.</p>	<p>I can identify my audience and write with them in mind (including informal and formal writing styles e.g. ask for/request).</p> <p>I know the features of different genres of writing and can match my writing to the purpose of the task.</p> <p>I can plan my work, developing my first ideas and researching where necessary.</p> <p>I understand how authors develop characters and settings</p>	<p>I can identify my audience and write with them in mind (including informal and formal writing styles e.g. ask for/request).</p> <p>I know the features of different genres of writing and can match my writing to the purpose of the task.</p> <p>I can plan my work, developing my first ideas and researching where necessary.</p> <p>I understand how authors develop characters and settings</p>



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	<p>I can evaluate and suggest improvements in my own and other people's work.</p> <p>I can read my work out aloud with expression in front of a group/class.</p>	<p>I can evaluate and suggest improvements in my own and other people's work.</p> <p>I can read my work out aloud with expression in front of a group/class.</p>	<p>and use that knowledge to plan my own work.</p> <p>My story writing includes a mixture of action, description and dialogue to engage and entertain the reader.</p> <p>I use varied sentence structure in my writing (e.g. fronted adverbials, subordinate clauses and short sentences for effect).</p> <p>I can use a range of organisational and presentational devices to structure the text and guide the reader (e.g. subheadings, bullet points, underlining).</p> <p>I can check my work carefully for spelling and punctuation errors and to ensure I have used the correct tense and subject/verb agreement.</p>	<p>and use that knowledge to plan my own work.</p> <p>My story writing includes a mixture of action, description and dialogue to engage and entertain the reader.</p> <p>I use varied sentence structure in my writing (e.g. fronted adverbials, subordinate clauses and short sentences for effect).</p> <p>I can use a range of organisational and presentational devices to structure the text and guide the reader (e.g. subheadings, bullet points, underlining).</p> <p>I can check my work carefully for spelling and punctuation errors and to ensure I have used the correct tense and subject/verb agreement.</p>
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			I can assess the effectiveness of my own and others’ writing and suggest possible improvements.	I can assess the effectiveness of my own and others’ writing and suggest possible improvements.
<b>Vocabulary, Grammar and Punctuation</b>	<p>I can extend a sentence using a range of conjunctions such as when, if, because, although (e.g. Although it was raining heavily, the football match will go ahead as planned).</p> <p>I can choose nouns and pronouns appropriately to avoid repetition (e.g. Tom, he, the brave boy, this courageous hero).</p> <p>I can use adverbs in my writing (e.g. quickly, cautiously, loudly).</p> <p>I can use fronted adverbials (e.g. Before we begin, make sure your pencil is sharp) and ensure the comma is used correctly.</p> <p>I can punctuate direct speech (e.g. “What a fantastic piece of writing!” exclaimed the teacher joyfully.)</p>	<p>I can extend a sentence using a range of subordinating conjunctions such as when, if, because, although (e.g. Although it was raining heavily, the football match will go ahead as planned).</p> <p>Use co-ordinating conjunctions to link clauses, and, but and or.</p> <p>I can choose nouns and pronouns appropriately to avoid repetition (e.g. Tom, he, the brave boy, this courageous hero).</p> <p>I can use adverbs in my writing (e.g. quickly, cautiously, loudly).</p> <p>I can use fronted adverbials (e.g. Before we begin, make sure your pencil is sharp) and ensure the comma is used correctly.</p>	<p>I can select ambitious vocabulary and well-chosen similes and metaphors to interest and engage the reader.</p> <p>I can use commas, brackets and dashes for parenthesis e.g. The girl, who was usually so timid, marched confidently onto the stage.</p> <p>I can use a colon to introduce a list and punctuate bullet points consistently.</p> <p>I can use semi-colons, colons or dashes to mark boundaries between independent clauses e.g. It’s raining; I’m fed up.</p> <p>I can use hyphens to avoid confusion e.g. The man eating</p>	<p>I can select ambitious vocabulary and well-chosen similes and metaphors to interest and engage the reader.</p> <p>I can use commas, brackets and dashes for parenthesis e.g. The girl, who was usually so timid, marched confidently onto the stage.</p> <p>I can use a colon to introduce a list and punctuate bullet points consistently.</p> <p>I can use semi-colons, colons or dashes to mark boundaries between independent clauses e.g. It’s raining; I’m fed up.</p> <p>I can use hyphens to avoid confusion e.g. The man eating</p>



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	<p>I can place the possessive apostrophe correctly in regular plurals (e.g. boys' toilets) and in irregular plurals (e.g. children's toys)</p>	<p>I can punctuate direct speech (e.g. "What a fantastic piece of writing!" exclaimed the teacher joyfully.)</p> <p>I can place the possessive apostrophe correctly in regular plurals (e.g. boys' toilets) and in irregular plurals (e.g. children's toys).</p>	<p>shark versus the man-eating shark.</p> <p>I can use varied and expanded noun phrases e.g. The dilapidated shed at the bottom of the garden is in desperate need of repair.</p> <p>I can use modal verbs (e.g. should, will, might) and adverbs (e.g. cautiously).</p> <p>I can use the passive verb form e.g. The window was broken by the boy.</p>	<p>shark versus the man-eating shark.</p> <p>I can use varied and expanded noun phrases e.g. The dilapidated shed at the bottom of the garden is in desperate need of repair.</p> <p>I can use modal verbs (e.g. should, will, might) and adverbs (e.g. cautiously).</p> <p>I can use the passive verb form e.g. The window was broken by the boy.</p>
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