



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 and understand how to add them to root words (from nouns e.g. super, anti, auto)</p> <p>I can identify the root word in longer words.</p> <p>I can spell words from word families (solve, solution, solver)</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 and identify misspelt words.</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 (-ation, ous, ion, ian)</p> <p>I use plural ‘s’ and possessive s correctly (the girls were playing football. The girls’ football boots. The girl’s football boots).</p> <p>I can spell extra words that are homophones (e.g. peace/piece).</p> <p>I can spell words in the Years 3 and 4 spelling list and identify all misspelt words.</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 and to choose a range of options for effectiveness.</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>Handwriting</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>I can work towards gaining a pen license.</p>
<p>Composition</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 and develop resolutions and endings.</p> <p>I look at and discuss different models of writing taking account of purpose and audience.</p>	<p>I can plan my writing by discussing and recording ideas.</p> <p>I write from memory simple dictated sentences that include words and punctuation taught.</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 with a beginning, middle and end.</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 begin to organise paragraphs around a theme.</p> <p>I identify structure, grammatical features and use of vocabulary for effect in texts.</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 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 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 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>I can plan my work, developing my first ideas and researching where necessary selecting appropriate vocabulary and grammar features.</p> <p>I can use a wide range of devices to build cohesion.</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>
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			<p>I can assess the effectiveness of my own and others’ writing and suggest possible improvements.</p> <p>My story writing includes a mixture of action, description and dialogue to engage and entertain the reader</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>I can distinguish between language of speech and writing and choose appropriate register.</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>I can assess the effectiveness of my own and others’ writing and suggest possible improvements.</p> <p>I can distinguish between language of speech and writing and choose appropriate register.</p>
<p>Vocabulary, Grammar and Punctuation</p>	<p>I can extend a sentence using a range of subordinating conjunctions to show cause e.g. The lion was mad <u>because</u> of the tickle on his nose. (because, before, whilst, after)</p>	<p>I can extend a sentence using a wider 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>I can select ambitious vocabulary and well-chosen similes and metaphors to interest and engage the reader.</p>	<p>I can select ambitious vocabulary and well-chosen similes and metaphors to interest and engage the reader.</p>



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	<p>Co-ordinating conjunctions to link clauses: and, but, or.</p> <p>I recognise and use determiners ‘a’, ‘an’ and ‘the’ appropriately.</p> <p>To use present perfect form of verbs instead of simple past. E.g. He has gone out to play (not, he went out to play).</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 understand the purpose of adverbs</p> <p>I can use conjunctions, adverbs and prepositions to express time and cause (the next thing, next, soon, before, after).</p> <p>I can punctuate direct speech (e.g. “What a fantastic piece of</p>	<p>and change the position of the subordinate clause to the start with a comma.</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 propose changes to grammar and vocabulary to improve writing.</p> <p>I can use fronted adverbials of place, time and manner, including the use of a comma (Later that day,)</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</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. (preparation for Year 6)</p> <p>I can use hyphens to avoid confusion e.g. The man eating 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 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. (colons to replace and or but and a colon to replace because)</p> <p>I can use hyphens to avoid confusion e.g. The man eating shark versus the man-eating shark.</p> <p>I can use varied and expanded noun phrases for effect e.g. The dilapidated shed at the bottom of the garden is in desperate need of repair.</p>
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	<p>writing!” exclaimed the teacher joyfully.)</p> <p>Commas are sometimes used to mark phrases and clauses.</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>plurals (e.g. boys’ toilets) and in irregular plurals (e.g. children’s toys).</p> <p>Expanded noun phrases (adding a prepositional phrase) (the big, yellow sun in the sky)</p> <p>Adverbial phrases/Adverbs are words or phrases which are used to add detail to a verb or clause. (e.g. <i>The bus leaves <u>in five minutes</u>. The phrase ‘in five minutes’ adds detail to the verb ‘leaves’.</i>) Adverbs to express time and cause.</p> <p>Verb inflections instead of local spoken forms (“we was doing this” to “we were doing this”)</p> <p>All my sentences are correctly demarcated.</p>	<p>I can use modal verbs (e.g. should, will, might) and adverbs (e.g. cautiously).</p> <p>I can use ellipsis for effect or omission.</p> <p>I can use the passive verb form e.g. The window was broken by the boy.</p> <p>I can identify the subject and the object. (preparation for active and passive in year 6)</p> <p>I can use direct speech.</p> <p>I can use a range of synonyms and antonyms.</p> <p>I can tell the difference between a phrase and a clause.</p> <p>I can use adverbial phrases/Adverbs are words or phrases which are used to add detail to a verb or clause.</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>I can tell the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>I can tell how words are related by meaning as synonyms (means the same) and antonyms(means the opposite) e.g. big, large, little.</p> <p>I can identify all 8 word classes in a sentence.</p> <p>I can tell the difference between a phrase and a clause.</p>
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			<p>Adverbs of time, reason, manner and place to build cohesion. (TRaMP)</p> <p>I can use relative clauses are a type of subordinate clause which gives more information about the noun. They contain a relative pronouns (which, where, who, that).</p> <p>I can understand cohesion: We need to use words to help build the links between different parts of a paragraph or the text as a whole. (e.g. Furthermore... Many years later... On the other hand...).</p> <p>I can understand commas to clarify meaning or ambiguity (Don't forget to eat Grandma) and (Don't forget to eat, Grandma).</p> <p>I can understand parenthesis is a part of the sentence which contains extra detail which is not essential to the meaning of</p>	<p>I can use adverbial phrases/Adverbs are words or phrases which are used to add detail to a verb or clause.</p> <p>I can use dverbs of time, reason, manner and place to build cohesion. (TRaMP)</p> <p>I can use a range of sentence structures typical of informal speech such as question tags [e.g. He’s your friend, isn’t he?]</p> <p>I can use the of subjunctive forms in some very formal writing and speech [e.g. If Zoë were the class president, things would be much better.]</p> <p>I can write and tell the difference between active where it is subject-verb-object [e.g. Tom broke the window.] and passive where it is object-verb-subject [e.g. The window was broken by Tom.]</p>
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			<p>that sentence. Comma, brackets and dashes are often used to mark this part of the sentence.</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>I can use co-ordinating conjunctions to link clauses, and, but and or.</p>	<p>I can use ellipsis as the omission of a word or phrase which is expected and predictable. [e.g. If you don't work hard this term then...]</p> <p>I can use parenthesis is a part of the sentence which contains extra detail which is not essential to the meaning of that sentence. Comma, brackets and dashes are often used to mark this part of the sentence.</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>I can use relative clauses (noun, which/where/who sentences) with relative pronouns which/where/who/that.</p>
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				<p>I can use co-ordinating conjunctions to link clauses, and, but and or.</p> <p>I can identify a range of verb tenses including the past and present: simple, progressive and perfect.</p>
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