Progression in writing: key stage 2

	Year 3	Year 4	Year 5	Year 6
Spelling	See separate spelling through phonics overview. Through this approach, these NC requirements will be taught: • /i/ spelled with y (e.g. myth, Egypt) • /u/ spelled ou (e.g. young, double) • /k/ spelled ch (e.g. scheme, character) • /ai/ spelled ei, eigh, ey (e.g. they, eight, vein) • Endings that sound like /shun/, spelt –tion, -sion, -ssion, -cian • Words containing the letter string *ough* • The /ʌ/ sound spelt o (e.g. *glove, front*) • The /ʒ/ sound spelt s (e.g. *television*)	See separate spelling through phonics overview. Through this approach, these NC requirements will be taught: • /i/ spelled with y (e.g. myth, Egypt) • /u/ spelled ou (e.g. young, double) • /k/ spelled ch (e.g. scheme, character) • /ai/ spelled ei, eigh, ey (e.g. they, eight, vein) • Endings that sound like /shun/, spelt –tion, -sion, -ssion, -cian • Words containing the letter string *ough* • The /ʌ/ sound spelt o (e.g. *glove, front*) • The /ʒ/ sound spelt s (e.g. *television*) • /g/ spelled gue (e.g. league, tongue) • /k/ spelled que (antique, unique) • /s/ spelled sc (scissors, crescent)	See separate spelling through phonics overview. Through this approach, these NC requirements will be taught: • The suffix -*ous* • Endings that sound like /ʃən/ spelt –tion, -sion, -ssion, -cian Words ending in –*ant, -ance, -ancy, -ent, -ence, -ency* • Words ending in –*able, -ible, -ably, -ibly* • Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • Words ending in 'cial' • Words with ei after c • Words containing the	See separate spelling through phonics overview. Through this approach, these NC requirements will be taught: • The suffix -*ous* • Endings that sound like /ʃən/ spelt –tion, -sion, -ssion, -cian Words ending in –*ant, -ance, -ancy, -ent, -ence, -ency* • Words ending in –*able, -ible, -ably, -ibly* • Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • Words ending in 'cial' • Words with ei after c • Words containing the letter string -ough

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		/sh/ spelled ch (e.g. chef, brochure)	letter string - ough	
Affixes	To spell correctly most words with the negative prefixes: • dis- (disappoint, disagree, disobey) • mis- (misbehave, mislead, misspell) • un- (unnatural, uncertain, unimportant, unpopular) To spell correctly most words with the prefixes: • re- meaning again or back (redo, refresh, return, reappear, redecorate) To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic and the exceptions to the rules.	To spell correctly most words with the negative prefixes: • in- meaning not (incorrect, inactive) • il-before a root word starting with l, in-becomes il- (illegible, illegal) • im- before a root word starting with m or p, in becomes im-(immature, impossible, immortal, impatient, imperfect) • ir- before a root word starting with r, in- becomes im-(irregular, irrelevant, irresponsible) To spell correctly most words with the prefixes: • sub- meaning below (subheading, submerge, subdivide, submarine) • super- meaning above (supermarket,	To convert nouns or adjectives into verbs using the suffix -ate (activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in –fer • the r is doubled if the -fer is still stressed when the ending is added (referring, referred, referral, preferring, preferred, transferring, transferred) • the r is not doubled if the -fer is no longer stressed (reference, referee,

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	- To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). - To spell by adding suffixes beginning with vowel letters to words of more than one syllable – if the last syllable of the word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. -er (beginner, prefer,	superhuman, superman, superstar) - anti- meaning against (antiseptic, anti-clockwise, antisocial) - auto- meaning self/own (autobiography, autograph) - inter- meaning between/among (interact, intercity, international) To form nouns from verbs with the suffix -ation (information, adoration, sensation, preparation, admiration). To spell adverbs with unusual ly endings: - If the root word ends in -y with a consonant letter before it, the y is changed to an i, but only if the root word has more than one syllable (happily, angrily) - If the root word ends with -le, the -le is		preference, transference).

	gardener) - -ed (preferred, limited) - -en (forgotten) - -ing (forgetting, beginning, limiting) To correctly spell adverbs formed from an adjective by adding -ly (sadly, completely, usually, comically, finally)	changed to -ly (gently, simply, humbly, nobly) - If the root word ends in -ic, -ally is added rather than -ly except in the word publicly (basically, frantically, dramatically) To spell words with the suffix -ous with: - no change to root words (poisonous, dangerous, mountainous) - no definitive root word (tremendous, enormous, jealous) - words ending in 'y' (joyous) - Words ending in 'our' (humorous, glamorous, vigorous) - Words ending in 'e' (courageous, outrageous) - Words with an i sound before the -ous ending; it is usually spelt as i, but a few words have e (serious, obvious, curious, hideous, spontaneous, courteous)		

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Further spelling conventions	Homophones and near-homophones: *ball/bawl, berry/bury, grate/great, groan/grown, here/hear, heel/ heal/he'll, mail/male, main/mane, meat/meet, plain/plane, scene/seen, weather/whether* Word families (eg *solve, solution, dissolve, insoluble*) To use the first two or three letters of a word to check its spelling in a dictionary. To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Homophones and near-homophones: (accept/except, affect/effect, fair/fare, knot/not, meddle/medal, missed/mist, peace/peace, rein/rain/reign, who's/whose) To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently. To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	To spell homophones and near homophones that include nouns that end in-ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
Joining letters	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. To begin to increase the	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. To increase the legibility, consistency and quality of their handwriting (for example by	To write fluently, legibly and with increasing speed by: • Choosing which shape of a letter to use when given choices	To write fluently, legibly 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 • Choosing the writing

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	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 do not touch).	ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch).	and deciding whether or not to join specific letters • Choosing the writing implement that is best suited to the task.	implement that is best suited to the task. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
Planning, writing and editing	To begin to 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. To discuss and record plans for writing. To compose and rehearse sentences orally (including dialogue). To begin to organise their writing into paragraphs around a theme.	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To note down initial ideas, drawing upon reading and research where necessary. In writing	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To note down and develop initial ideas, drawing on reading and research where necessary. In writing narratives, begin considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Select appropriate grammar and vocabulary, understanding how

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	To proofread their own and others' work to check for spelling and punctuation errors and to make improvements. To begin to propose changes to grammar and vocabulary to improve consistency and cohesion, including the accurate use of pronouns in sentences.		narratives, begin considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Following modelling by the teacher, select appropriate grammar and vocabulary, understanding how such choices can change meaning. Following modelling by the teacher, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	such choices can change meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

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			To begin to use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	To habitually proofread for spelling and punctuation errors.
			To begin to use a wider range of devices to build cohesion within and across paragraphs.	
			To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	
			To begin to propose changes to vocabulary, grammar and punctuation to	

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			enhance effects and clarify meaning. To habitually proofread for spelling and punctuation errors.	
Awareness of audience, purpose and structure	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives. To begin to read aloud their own writing, to a group or the whole	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well- structured and well-paced. To create settings, characters and plot in narratives to engage the reader. To read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To begin to distinguish between the language of speech and writing and to choose the appropriate level of formality. To begin to select vocabulary and grammatical structures that	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees

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	class, using appropriate intonation and to control the tone and volume so that the meaning is clear.		reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). Following modelling by the teacher, precis longer passages. To begin to perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.	of possibility). To precis longer passages. To use the subjunctive form in formal writing. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. To perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
Sentence construction and tense	To try to maintain the correct tense (including the present perfect tense – describes an action that has happened, *I have*	In addition to year 3 objectives, to always maintain an accurate tense throughout a piece of writing.	In addition to LKS2 objectives, to use a range of adverbs and modal verbs to	In addition to objectives taught in years 3, 4 and 5, to ensure the consistent and correct use of tense throughout all pieces of writing,

	played tennis.) throughout a piece of writing with accurate subject/verb agreement. To begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. To use 'a' or 'an' correctly throughout a piece of writing.	To always use standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing. To begin to use the perfect form of verbs to mark relationships of time and cause.	including the correct subject and verb agreement when using singular and plural. To use modal verbs or adverbs to indicate degrees of possibility. To use passive verbs to affect the presentation of information in a sentence. To use the perfect form of verbs to mark relationships of time and cause.
Use of phrases, clauses and other cohesive devices	To use expanded noun phrases to add detail to description. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To begin to use a range of conjunctions (when, before,	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives, nouns and prepositional phrases, e.g. the	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. To use the passive voice and subjunctive form in formal writing, understanding the effect

	after, while, so because) adverbs (then, next, soon, therefore) and prepositions (before, after, during in, because of) to show time, place and cause. To begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	maths teacher expanded to: the strict maths teacher with curly hair) To use a range of conjunctions (when, before, after, while, so because) adverbs (then, next, soon, therefore) and prepositions (before, after, during in, because of) to show time, place and cause. To use fronted adverbials, correctly punctuated with commas. To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	To begin to use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. To use expanded noun phrases to convey complicated information concisely.	this has upon the reader. To use question tags in informal writing. To use expanded noun phrases to convey complicated information concisely.
Punctuation	Revision of : • Capital letters for proper nouns and sentences • Full stops • Questions • Exclamation marks • Commas in lists	Revision of : • Capital letters for proper nouns and sentences • Full stops • Questions • Exclamation marks • Commas in lists • Apostrophes for singular	Revision of: • Full speech punctuation • Commas (after fronted adverbials) • Full speech punctuation	Parenthesis (brackets, dashes and commas). Punctuation of bullet points. Commas to clarify meaning or avoid ambiguity. Use of colon, semi-colon and dash

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	Use of apostrophes for contraction and singular possession. Use of inverted commas/speech marks	possession and contraction Apostrophes for plural possession Commas after adverbials	Colon to introduce a list. Parenthesis (brackets, dashes and commas) Commas to prevent ambiguity.	to mark the boundary between independent clauses . Use of colon and semi-colon in lists. Hyphens to avoid ambiguity.
Grammar	Revision of types of sentences: question, command, exclamation Conjunctions: • of time (e.g. when, before, after, while) • of cause (e.g.so, because) Preposition of time (e.g. before, after, during, in) Adverbs of time (e.g. then, next, soon, therefore) and manner (e.g. kindly) Expanded noun phrase Tense consistency Word order in questions	Revision of word classes taught in year 3 (noun, verb, adjective, adverbs) Revision of types of sentences: statement, question, command, exclamation. Use of expanded noun phrases to clarify meaning, with words chosen for effect: for example, the teacher to the strict maths teacher with the curly hair. Use of modifying adjectives, nouns and prepositional phrases (e.g. the pretty little cottage where she lived)	Revision of compound and complex sentences. Perfect form in tenses Revision of prepositions of time and place Modal verbs Choice of noun/pronoun for cohesion Linking ideas across paragraphs using	Revision of: • Compound and complex sentences. • Possessive pronouns • Relative pronouns • Subject, verb, object • Modal verbs • Adverbs for degrees of possibility Passive and active voice. Question tags in informal speech.

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	Tenses
	  • Present perfect form of verbs (e.g. *he has gone* instead of *he went*)
	  • Present and past progressive (e.g. *I am walking, I was walking*)
	Nouns/verbs/adjectives/adverbs
	Standard English: choosing a or an
		Development of sentence structures using:
		  • Conjunctions: of time (e.g. when, before, after, while); of cause(e.g.so, because)
		  • Preposition of time (e.g. before, after, during, in)
		  • Adverbs of time (e.g. then, next, soon, therefore)
		  •
		Fronted adverbials with commas for example: Later that day,…
		
		Pronouns
		  • Choice of pronoun or noun to clarify meaning and prevent repetition
		  • Introduction to possessive pronouns
		Tense:
		  • Use of present perfect *I have played tennis* instead of simple past *I played tennis*
		
		Standard English:
			adverbials of time (for example, later); place (for example, nearby; and number (for example, secondly) or tense choices (for example, he had seen her before)
			
			Use of standard English
			
			Relative clauses to add additional information and relative pronouns (who, which, where, when, whose, that) Relative clause where relative pronoun may be omitted
			
			Possessive pronouns
			
			Tense consistency	

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		- was/were, did/done - Matching verb forms to singular/ plural nouns		