

Progression in writing: key stage 2

	Year 3	Year 4	Year 5	Year 6
Spelling rules	<p>Autumn term:</p> <ul style="list-style-type: none"> Consonant, vowel, Adjective Suffix er, est, ful, less Adverb suffix ly (e.g. sadly, usually, happily, gently, basically) Prefix un, dis, mis, re /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) <p>Spring term:</p> <ul style="list-style-type: none"> Adding –s and –es to words (plural of nouns and the third-person singular of verbs) Rules for adding suffixes 	<p>Autumn term:</p> <ul style="list-style-type: none"> Different forms of prefix in as in inactive impossible, illegal, irregular /g/ spelled gue (e.g. league, tongue) /k/ spelled que (antique, unique) /s/ spelled sc (scissors, crescent) /sh/ spelled ch (e.g. chef, brochure) Word families Noun-forming prefixes: sub, inter, super, anti, auto Suffixes Homophones and other confusable words <p>Spring term:</p> <ul style="list-style-type: none"> Different forms of prefix in as in inactive impossible, illegal, irregular Adding suffixes beginning with vowel letters to words of more than one syllable Prefixes The suffix -ation, -sure /ʒə/ or -ture /tʃə/ (eg measure, creature) /ʃən/ - 	<p>Autumn term:</p> <ul style="list-style-type: none"> Verb prefixes: mis, over, re, dis, de Verb forming suffixes: ate, ify, ise Spelling words with: ant/ent; ance/ence (e.g. observant, observance (also observation); innocent, innocence) ough Prefixes Words with endings sounding like /ʒə/ or /tʃə/ e.g. measure Endings that sound like /shun/ e.g. division The suffix –ous 	<p>Autumn term:</p> <ul style="list-style-type: none"> Prefixes Spelling words with: cious, tious (e.g. vicious, cautious) cial, tial (eg special, spatial) Prefixes Words with endings sounding like /ʒə/ or /tʃə/ The suffix -ous Words with the /k/ sound spelt ch Words with the /ee/ sound spelt ei after c Homophones and other words that are often confused <p>Spring term:</p> <ul style="list-style-type: none"> 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)

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	<p>beginning with vowels</p> <ul style="list-style-type: none"> The /i/ sound spelt y other than at the end of words Prefixes Noun suffix - <i>ation</i> (eg <i>information, admiration</i>) The suffix -ly Endings that sound like /shun/, spelt -<i>tion, -sion, -ssion, -cian</i> Words containing the letter string <i>ough</i> Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it The /ɔ:/ sound spelt a before l and ll (e.g. <i>wall, always</i>) The /ʌ/ sound spelt o (e.g. <i>glove, front</i>) The /z/ sound spelt s (e.g. <i>television</i>) 	<p><i>sion</i> (division, collision)</p> <ul style="list-style-type: none"> /ʃən/ -<i>tion, -sion, ssion, cian</i> (eg <i>invention, confession, expansion, musician</i>) Words containing the letter string <i>ough</i> Homophones and near homophones: <i>accept/except, affect/effect, brake/break, fair/fare, knot/not, medal/meddle, missed/mist, peace/piece, rain/rein/reign, whose/who's</i> <p>Summer term:</p> <ul style="list-style-type: none"> Adjective suffix <i>ous</i> (eg <i>poisonous, humorous, courageous, obvious</i>) Addin g suffixe s beginn ing with vowel letters to words of more 	<ul style="list-style-type: none"> Endings that sound like /shun/ spelt -<i>tion, -sion, -ssion</i> Words with the /k/ sound spelt <i>ch</i> <p>Spring term:</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable Prefixes Words with endings sounding like /ʒə/ or /tʃə/ Endings that sound like /ʃən/ spelt -<i>tion, -sion, -ssion, -cian</i> Words ending in -<i>ant, -ance, -ancy, -ent, -ence, -ency</i> Words ending in -<i>able, -ible, -ably, -ibly</i> 	<p>Summer term:</p> <ul style="list-style-type: none"> Adding suffixes to verbs ending in <i>fer</i> (eg <i>referral, preference</i>) The words with the /i:/ sound spelt <i>ei</i> after <i>c</i> Prefixes Endings which sound like /ʃəs/ spelt -<i>cious or -tious</i>
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	<p>Summer term:</p> <ul style="list-style-type: none"> Prefixes The /n/ sound spelt <i>kn-</i> and (less often) <i>gn-</i> at the beginning of words The /r/ sound spelt <i>wr</i> at the beginning of words The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-ly</i> The suffix <i>-ation</i> The suffix <i>-ly</i> 	<p>than one syllabl e</p> <ul style="list-style-type: none"> The suffix <i>-ation</i> The suffix <i>-ly</i> Words with endings sounding like /ʒə/ or /tʃə/ Endings that sound like /ʒən/ The suffix <i>-ous</i> Endings that sound like /ʃən/ spelt <i>-tion</i>, <i>-sion</i>, <i>-ssion</i>, <i>-cian</i> Homophones and near homophones Prefixes 	<ul style="list-style-type: none"> Words containing the letter string <i>ough</i> ible/able; ibly/ably: considerable, available, changeable, enjoyable, terribly, incredibly, possible, possibly, reasonable, vegetable, changeable, dependable, adorable, applicable, noticeable, terrible, sensible, incredible, sensibly Silent letters: island, doubt <p>Summer term:</p> <ul style="list-style-type: none"> Prefixes Words with 'silent' letters (i.e. letters whose presence 	
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			<p>cannot be predicted from the pronunciation of the word)</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable Homophones and other words that are often confused <p>Homophones/ confusable words: <i>lead/ led; past/ passed; draught/ draft; wary/ weary; whose/ who's ei after c: deceive, conceive, perceive</i></p>	
Common Exception Words	<p>Autumn term: accidentally, actually, probably, caught, naughty, consider, disappear, fruit, group, heard, learn, heart, history, quarter, reign, straight, weight, sentence, young, double, myth, circle</p> <p>Spring term: Address, answer, centre, decide, early, earth, eight, eighth, recent, difficult, forwards, popular, height, imagine, important, island, library,</p>	<p>To revise all CEW taught in year 3.</p> <p>Autumn term: answer, believe, bicycle, breath, breathe build, guard, guide, busy, business, calendar, regular, century, certain, circle, imagine, increase, important, strange</p> <p>Spring term: exercise, experience, experiment, extreme, grammar, height, island, knowledge, often, material, nature, natural, notice, promise, particular, popular, position, possess(ion),</p>	<p>Autumn term:</p> <ul style="list-style-type: none"> ant/ent/ance/ence-excellent, apparent, frequent, restaurant, , relevant, hindrance, interference, frequently, apparently, relevance, , existence, conscience, convenience, 	<p>Autumn term: especially, conscious, criticise, rhythm, interrupt, accompany, Parliament, immediately, leisure, amateur, queue, exaggerate, pronunciation, opportunity, environmental, physically, definitely,</p> <p>Spring term: vehicle, sacrifice, solemn, ancient, cemetery, prejudice, disastrous, persuasion, attachment, prophet, sincerely, communication, explanation,</p>

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	<p>popular, position, pressure, possible, though, although, thought, through, recent, regular, remember, because, pretty</p> <p>Summer term: Days; months including: February; describe, address, appear, arrive, enough, experience, guard, guide, natural, notice, occasion/ally, often, ordinary, perhaps, promise, purpose, complete, special, strange, suppose, therefore, beautiful, particular, people, water</p>	<p>pressure, special, suppose, therefore</p> <p>Summer term: Syllables written but not pronounced: different, favourite, interest, library, ordinary, separate; famous, length, strength, occasion(ally), opposite, woman, women, purpose, various, actually</p>	<p>development,</p> <p>Spring term: Accompany, achieve, ancient, appreciate, available, awkward, cemetery, communicate, controversy, temperature, stomach, according, desperate, equipment, environment, government, development, opportunity, pronunciation, queue, rhythm, secretary, sincerely, sufficient, suggest, symbol, system</p> <p>Summer term: attached, bruise, symbol, signature, individual, occurred, exist, criticise, desperate, dictionary, disastrous, accommodate, secretary, sincere, suggest, marvellous, interfere, physical, category, soldier, twelfth, language, definite, community, identity, immediate, bargain, curious, familiar, explain, programme, equipment, foreign, mischievous, muscle, necessary, nuisance, vegetable, vehicle, yacht,</p>	<p>interruption, privilege, occupy, embarrass, system, mischief, persuade, rhyme</p> <p>Summer term: curiosity/curious, yacht, appreciate, committee, necessary, mischievous, guarantee, correspond, muscle, profession, awkward, controversy, harass, systematically, equipment, dictionary, achieve, disaster, communicate, aggressive, neighbour, lightning, , believe, average, shoulder, forty, considerate, bruise, attached, twelfth</p> <p>To spell all of the Y5 and Y6 statutory spelling words correctly by the end of the year.</p>
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			occasion, ordinary, purpose, different, favourite, develop,	
	<ul style="list-style-type: none"> To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). 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 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 words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). 	<ul style="list-style-type: none"> To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). 	<ul style="list-style-type: none"> To convert nouns or adjectives into verbs using the suffix -ate (e.g. 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). 	<ul style="list-style-type: none"> 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 (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).

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Further spelling conventions	<ul style="list-style-type: none"> Prefixes to make nouns: super, anti, auto Plurals Homophones and near-homophones: <i>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</i> Word families (eg <i>solve, solution, dissolve, insoluble</i>) To use the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Letter formation, placement and positioning	<ul style="list-style-type: none"> To use a neat, joined handwriting style with increasing accuracy and speed. 	<ul style="list-style-type: none"> To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of 	<ul style="list-style-type: none"> To 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; - choosing the writing implement that is best suited for a task.

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			handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	
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. Can form all capital letters and join all continuous cursive letters alongside refining letter size and placement. Develop fluidity and speed alongside refining letter size and placement.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. Can form all capital letters and join all continuous cursive letters alongside refining letter size and placement. To develop fluidity and speed alongside refining letter size and placement.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. To form all capital letters and join all continuous cursive letters alongside refining letter size and placement. Develop fluidity and speed alongside refining letter size and placement.	To develop fluidity and speed. 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	<ul style="list-style-type: none"> To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 consider, when planning 	<ul style="list-style-type: none"> To note down and develop initial ideas, drawing on reading and research where necessary. 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 habitually proofread for

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	<ul style="list-style-type: none"> To compose and rehearse sentences orally (including dialogue). 	<p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <ul style="list-style-type: none"> To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. 	<p>spelling and punctuation errors.</p> <ul style="list-style-type: none"> To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Awareness of audience, purpose and structure	<ul style="list-style-type: none"> To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning 	<ul style="list-style-type: none"> To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific 	<ul style="list-style-type: none"> To write a range of narratives and non-fiction pieces using a consistent and appropriate 	<ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models

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	<p>to write in order to understand and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> 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. 	<p>layout devices).</p> <ul style="list-style-type: none"> To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin 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. 	<p>structure (including genre-specific layout devices).</p> <ul style="list-style-type: none"> To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin 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. 	<p>for their own writing (including literary language, characterisation, structure, etc.).</p> <ul style="list-style-type: none"> 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 of possibility).
Sentence construction and tense	<ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. 	<ul style="list-style-type: none"> In addition to year 3 objectives, to always maintain an accurate tense throughout a piece of writing. 	<ul style="list-style-type: none"> In addition to LKS2 objectives, to use a range of adverbs and modal verbs to indicate degrees of 	<ul style="list-style-type: none"> 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, including the correct subject and verb agreement when

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	<ul style="list-style-type: none"> To use 'a' or 'an' correctly throughout a piece of writing. 	<ul style="list-style-type: none"> To always use standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. 	<p>possibility, e.g. surely, perhaps, should, might, etc.</p> <ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing. 	<p>using singular and plural.</p>
Use of phrases, clauses and other cohesive devices	<ul style="list-style-type: none"> 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 use a range of conjunctions, adverbs and prepositions to show time, place and cause. 	<ul style="list-style-type: none"> 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 and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. 	<ul style="list-style-type: none"> 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 Scruffle, 	<ul style="list-style-type: none"> To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.

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			who was a famous inventor, had made a new discovery.	
Punctuation	<ul style="list-style-type: none"> Capitals for names and sentences Full stops Questions Exclamation marks Apostrophes for contraction and possession Commas in lists Direct speech Inverted commas/speech marks 	<p>Autumn term:</p> <ul style="list-style-type: none"> Capitals for proper nouns and sentences Full stops Question marks Exclamation marks Possessive apostrophe Plural and possessive 's' Apostrophe in contractions Direct speech, including inverted commas Commas in lists <p>Spring term: Revision of autumn term teaching.</p> <p>New content to be introduced:</p> <ul style="list-style-type: none"> Commas after fronted adverbials Apostrophes for singular and plural possession (<i>girls, boys', babies', children's mice's</i>) Apostrophes after singular proper nouns ending in s (eg <i>James's toys</i>) <p>Summer term: Revision of autumn and spring term teaching</p> <p>New content to be introduced:</p>	<p>Autumn term: Revision of year 4 teaching.</p> <p>New content to be introduced:</p> <ul style="list-style-type: none"> Commas to clarify meaning/ambiguity Brackets for parenthesis <p>Spring term: Revision of autumn term teaching.</p> <p>New content to be introduced:</p> <ul style="list-style-type: none"> Commas and dashes for parenthesis <p>Summer term:</p> <p>Consolidation of all taught knowledge of punctuation.</p>	<p>In addition to the punctuation taught in year 5:</p> <ul style="list-style-type: none"> Bullet points Hyphens to avoid ambiguity Colon to introduce a list and to separate clauses Semi-colons used within lists Semi-colons used between independent clauses Ellipsis <p>By the end of the year, to use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>

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		<ul style="list-style-type: none"> To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. 		
Grammar	<p>Autumn term: Types of sentences:</p> <ul style="list-style-type: none"> Statement Question Command Exclamation <p>Conjunctions:</p> <ul style="list-style-type: none"> of time (e.g. when, before, after, while) of cause (e.g. so, because) Clause co-ordination and subordination 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 Tenses - present and past progressive 	<p>Autumn term:</p> <ul style="list-style-type: none"> 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 Prepositions Pronouns Choice of pronoun or noun to clarify meaning and prevent repetition Use of present perfect instead of simple past Standard English: was, were Development of compound and complex sentences Fronted adverbial Conjunctions Determiners 	<p>Autumn term:</p> <ul style="list-style-type: none"> Revision of word classes taught in year 4 (noun, verb, adjective, adverbs, determiners) Revision of types of sentences: statement, question, command, exclamation Revision of compound and complex sentences Choice of pronouns and nouns for cohesion Possessive pronouns Relative pronouns Passive and active voice Subject, verb, object Adverbials for cohesion (e.g. on the other hand, in consequence, therefore) Modal verbs 	<p>Autumn term:</p> <ul style="list-style-type: none"> Revision of word classes taught in previously (noun, verb, adjective, adverbs, determiners) Revision of types of sentences: statement, question, command, exclamation Revision of compound and complex sentences Choice of pronouns and nouns for cohesion Possessive pronouns Relative pronouns Passive and active voice Subject, verb, object Adverbials for cohesion (e.g. on the other hand, in consequence, therefore) Modal verbs

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	<ul style="list-style-type: none"> • Tense consistency • Word order in questions <p>Spring term: Revision of content from autumn term. New content to be introduced:</p> <ul style="list-style-type: none"> • Prepositions • Tenses • Present perfect form of verbs (eg he has gone instead of he went) • Present and past progressive • Nouns/verbs/adjectives/adverbs • Standard English: choosing a or an <p>Summer term:</p> <p>Consolidation of all taught content with evidence of this in independent writing.</p>	<p>Spring term: Revision of content from the autumn term. New content to be introduced:</p> <ul style="list-style-type: none"> • Use of modifying adjectives, nouns and prepositional phrases (e.g. the pretty little cottage where she lived) Expanded noun phrases • Standard English: did, done • Matching verb forms to singular/ plural nouns <p>Summer term: Consolidation of all taught content with evidence of this in independent writing.</p>	<ul style="list-style-type: none"> • Use of standard English • Relative pronoun (who, which, where, when, whose, that) • Relative clause <p>Spring term: Revision of content from the autumn term. New content to be introduced:</p> <ul style="list-style-type: none"> • Relative clause where relative pronoun may be omitted • Possessive pronouns • Tense consistency <p>Summer term: Consolidation of all taught content with evidence of this in independent writing.</p>	<ul style="list-style-type: none"> • Adverbs for degrees of possibility <p>Spring term: Revision of content from the autumn term. New content to be introduced:</p> <ul style="list-style-type: none"> • Expanded noun phrases to convey complex ideas • Causal/co-ordinating conjunctions • Question tags in informal speech • Active and passive voice • Subjunctive in passive sentences <p>Summer term: Consolidation of all taught content with evidence of this in independent writing.</p>
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