

	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	Spell further homophones Spell words that are often misspelt (Appendix 1)	Spell further homophones Spell words that are often misspelt (Appendix 1)	Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary	Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary	Use further prefixes and suffixes and understand the guidance for adding Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	Use further prefixes and suffixes and understand the guidance for adding Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistently and quality of their handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistently and quality of their handwriting	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	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
Contexts for Writing	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure , vocabulary and grammar	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure , vocabulary and grammar	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building and a varied and rich vocabulary and an increasing range of sentence structures	Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building and a varied and rich vocabulary and an increasing range of sentence structures	Noting and developing initial ideas, drawing on reading and research where necessary	Noting and developing initial ideas, drawing on reading and research where necessary
Drafting/Editing Writing	Organising paragraphs around a theme in narratives, creative settings, characters and plot in non-narrative material, using simple or organisational devices (headings and subheadings) assessing the effectiveness of their own and	Organising paragraphs around a theme in narratives, creating settings , characters and plot In non-narrative material, using simple organisational devices Assessing the effectiveness of their own and	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance

	<p>others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors</p>	<p>others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof read for spelling and punctuation errors</p>	<p>Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentation devices to structure text and to guide the reader Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors</p>	<p>the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentation devices to structure text and to guide the reader Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors</p>
Performing Writing	<p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Performing their own compositions, using appropriate intonation, volume, and movement so that the meaning is clear</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that the meaning is clear</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that the meaning is clear</p>
Vocabulary	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause (and place)</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunction, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition</p>	<p>Use a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility</p>	<p>Use a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility</p>
Grammar	<p>Using the present perfect form of verbs in contrast to the past tense Form nouns using prefixes (super-, anti-) Use the correct form of 'a' or 'an' Word families based on common words (solve, solution, dissolve, insoluble) Using and punctuating direct speech (i.e. Inverted commas)</p>	<p>Using fronted adverbials Difference between plural and possessive –s Standard English verb inflections (I did vs I done) Extended noun phrases, including with prepositions Appropriate choice of pronoun or noun to create cohesion</p>	<p>Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Converting nouns or adjectives into verbs Verb prefixes Devices to build cohesion, including adverbials</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Differences in informal and formal</p>

	<p>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech (including punctuation within and surrounding inverted commas) Determiner, pronoun, possessive pronoun, adverbial</p>	<p>of time, place and number Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>language Synonyms and antonyms Further cohesive devices such as grammatical connections and adverbials Use of ellipsis Using hyphens to avoid ambiguity Using semicolons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list Punctuating bullet points consistently Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points</p>
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Writing progression Y3-Y6