

Key Stage 2 English Writing Knowledge progression.



	Concept	Year 3	Year 4	Year 5	Year 6
	Phonic and Whole Word Spelling	- Be able to spell further homophones - Spell words that are often misspelt (Appendix 1)	- Be able to spell further homophones - Spell words that are often misspelt (Appendix 1)	- Be able to 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 of some words and understand that some words need to be learnt specifically (see Appendix 1)*	- Be able to 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 of some words and understand that some words need to be learnt specifically (see 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 - 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 - 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 them - Use dictionaries to check spelling and meaning of words - Use the first 3 or 4 letters of a words to check spelling, meaning or both of these in a dictionary	- Use further prefixes and suffixes and understand the guidance for adding them - Use dictionaries to check spelling and meaning of words - Use the first 3 or 4 letters of a words 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.	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	- Able to use diagonal and horizontal strokes that are needed to join letters, in line with school's handwriting policy. - Increase the legibility, consistency and quality of their handwriting	- Able to use diagonal and horizontal strokes that are needed to join letters, in line with school's handwriting policy. - Increase the legibility, consistency and quality of their handwriting	- Able to follow the school's joined handwriting policy. - Able to choose the writing implement suited to a task; clear legibility, join and consistency. - Adapt handwriting appropriate for task/outcome (notes or publication)	- Able to follow the school's joined handwriting policy. - Able to choose the writing implement suited to a task; clear legibility, join and consistency. - Adapt handwriting appropriate for task/outcome (notes or publication)

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	Contexts for Writing	Able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (WAGOLLS, snippet texts etc.)	Able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (WAGOLLS, snippet texts etc.)	• Able to identify the audience for the purpose of the writing, selecting the appropriate form and using other similar writing models for their own • In writing narratives consider how authors have developed characters and settings (from what they have read, seen performed/performed or listened to) • Be able to adapt settings and characterisation to their own narratives accordingly.	• Able to identify the audience for the purpose of the writing, selecting the appropriate form and using other similar writing models for their own • In writing narratives consider how authors have developed characters and settings (from what they have read, seen performed/performed or listened to) • Be able to adapt settings and characterisation to their own narratives accordingly.
	Planning Writing	• Able to discuss and plan & record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	• Able to discuss and plan & record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	• Able to discuss, note and develop initial ideas, drawing on reading (inc. Wagolls) & research where necessary • A clearly structured and organised planning process is evident.	• Able to discuss, note and develop initial ideas, drawing on reading (inc. Wagolls) & research where necessary • A clearly structured and organised planning process is evident.
	Drafting Writing	• Organising paragraphs around a theme • In narratives able to create setting, characters and a plot • In non-narrative material, able to use and identify simple organisational devices	• Organising paragraphs around a theme • In narratives able to create setting, characters and a plot • In non-narrative material, able to use and identify simple organisational devices	• Select appropriate grammar, punctuation and vocabulary, understanding how such choices can enhance meaning • In narratives, describing characters, atmosphere and setting to enhance the action • Able to precise longer passages • Use a wide range of devices to build cohesion within and across paragraphs • Using carefully chosen devices for organisation and presentation to structure a text and guide a reader	• Select appropriate grammar, punctuation and vocabulary, understanding how such choices can enhance meaning • In narratives, describing characters, atmosphere and setting to enhance the action • Able to precise longer passages • Use a wide range of devices to build cohesion within and across paragraphs • Using carefully chosen devices for organisation and presentation to structure a text and guide a reader

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	Editing Writing	• Able to assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors (paired and individual editing)	• Able to assess the effectiveness of their own and others' writing and suggesting improvements – orally and using ppps. • Propose changes to grammar and vocabulary to consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors (paired and individual editing)	• Able to assess the effectiveness of their own and others' writing and suggesting improvements. Justify their choices, showing understanding of how they can change or enhance meaning. • Propose changes to grammar, punctuation and vocabulary to enhance effects and clarify meaning • Ensure consistency and correct use of tense throughout a piece of writing. • Using the correct subject 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 • Use dictionaries and thesaurus to clarify/enhance when editing • Editing Action used effectively	• Able to assess the effectiveness of their own and others' writing and suggesting improvements. Justify their choices, showing understanding of how they can change or enhance meaning. • Propose changes to grammar, punctuation and vocabulary to enhance effects and clarify meaning • Ensure consistency and correct use of tense throughout a piece of writing. • Using the correct subject 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 • Use dictionaries and thesaurus to clarify/enhance when editing • Editing Action used effectively
	Performing Writing	• Able to read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. • Publishing writing effectively for audience & purpose	• Able to read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. • Publishing writing effectively for audience & purpose	• Able to read/perform their own compositions aloud, to a group or the whole class, or multi-media outlet, using appropriate intonation and controlling the tone and volume so that meaning is clear. • Publishing writing effectively for audience & purpose	• Able to read/perform their own compositions aloud, to a group or the whole class, or multi-media outlet/resource, using appropriate intonation and controlling the tone and volume so that meaning is clear. • Publishing writing effectively for audience & purpose

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	Vocabulary	- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Able to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Using conjunctions, adverbs and prepositions to express time and cause (and place)	- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Able to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Using conjunctions, adverbs and prepositions to express time and cause (and place) - Starting to use figurative language for effect: similes and metaphor	- Use and extensive range of sentence constructions for purpose and effect - Use a thesaurus - Use expanded noun phrases to convey complicated information concisely - Using modal verbs or adverbs to indicate degrees of possibility - Using figurative language effectively to build descriptive detail and for precise effect	- Use and extensive range of sentence constructions for purpose and effect - Use a thesaurus - Use expanded noun phrases to convey complicated information concisely - Using modal verbs or adverbs to indicate degrees of possibility - Using figurative language effectively to build descriptive detail and for precise effect
	Punctuation	- Using and punctuating direct speech (i.e. inverted commas) - Continuation of: using capital letters for proper nouns; use capital letters, full stops, commas for lists, question & exclamation marks and apostrophes for contracted forms and to show singular possessive	- Using commas after fronted adverbials - Indicating possession by using possessive apostrophe with singular and plural nouns - Using and punctuating direct speech (including punctuation within and surrounding inverted commas)	- Using commas to clarify meaning or to avoid ambiguity in writing - Using brackets, dashes, or commas to indicate parenthesis	- 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

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	Grammar	• Able to use the present perfect form of verbs in contrast to the past tense • Form nouns using prefixes (super-, anti-) • Use the correct form of 'a' and an' • Spell word families based on common words (solve, solution, dissolve, insoluble)	• Use fronted adverbials • Use and recognise the difference between the plural and possessive s. • Use different standard verb inflections (I did vs I done) • Extend noun phrases to include those with prepositions • Appropriate choice of pronoun or noun to create cohesion.	• 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 • Uses devices to build cohesion, including adverbials of time, place and number	• Recognising vocabulary 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 a relationship of time and cause • Recognise differences in formal and informal language • Use synonyms and antonyms • Use further cohesive devices such as grammatical connections and adverbials • Use of ellipsis
	Grammatical terminology	• Adverb, preposition, conjunctions, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas or speech marks	• Determiner, pronoun, possessive pronoun, adverbial	• Modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity	• Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, semi-colon, bullet point