



# Seamer and Irton CP School

## Progression of knowledge and skills in Writing



KS2

### Substantive Knowledge Disciplinary Knowledge

	Y3	Y4	Y5	Y6
Transcription: Spelling	<ul style="list-style-type: none"> <li>• Have increased knowledge of further prefixes and suffixes and understand how to use them in writing.</li> <li>• Can spell an increasing number of homophones.</li> <li>• When using a dictionary, is able to use the first two or three letters of a word to check its' meaning.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Begin to spell words that are often misspelt.</li> </ul>	<ul style="list-style-type: none"> <li>• Have increased knowledge of further prefixes and suffixes and understand how to use them in writing.</li> <li>• Can spell an increasing number of further homophones.</li> <li>• When using a dictionary, is able to use the first two or three letters of a word to check its' meaning.</li> <li>• Can write simple sentences from memory that have been dictated, using the correct punctuation.</li> <li>• Know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</li> <li>• Correctly use the possessive apostrophe with plural nouns in writing.</li> <li>• Spell words that are often misspelt. (English Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</li> <li>• Structure work with appropriate headings, sub-headings, columns, bullets, or tables.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Use a thesaurus.</li> </ul>
Transcription: Handwriting	<ul style="list-style-type: none"> <li>• Use diagonal and horizontal strokes and know which letters are appropriate to join.</li> <li>• Ensure joined handwriting is legible with all letters the same height and the correct distance apart from each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Know which letters are appropriate to join.</li> <li>• Increase the 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 of letters do not touch].</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure others can read the handwriting and decide whether or not to join specific letters.</li> <li>• Choose the writing tool that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by:               <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>

Composition

Plan writing by beginning to:

- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- discussing and recording ideas.
- Group ideas into paragraphs.
- Draft and organise writing using different settings, characters and plot.
- Draft and organise writing by using headings and subheadings.
- Read through finished work to correct spelling and punctuation errors if present.
- Read writing out to an audience in an interesting and clear manner.

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- discussing and recording ideas.
- Group ideas into paragraphs.
- Draft and organise writing using different settings, characters and plot.
- Draft and organise writing by using headings and subheadings appropriately and independently.
- Read through finished work to correct spelling and punctuation errors if present.
- Read writing out to an audience in an interesting and clear manner.
- Use an increasing range of sentence structures and richer vocabulary in writing.
- Edit work and that of others and add improvements to the texts.
- Make changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

- Know there are a range of ways of linking across paragraphs - using time, place and number or tense choices.
- Link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.
- Make the structure in a paragraph more interesting by using word structures such as then, after that, this, firstly.
- Plan the structure of writing by identifying the audience for the text and the purpose of the writing.
- Plan writing by making notes and then developing initial ideas by reading and researching other texts and thoughts.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Review work to further describe and develop settings, characters and the narrative atmosphere.
- Use themes and details to help link paragraphs together into a flow of text.
- Use headings, bullet points and underlining to structure and guide a reader through the writing.
- Evaluate and edit work by comparing with the work of others' and explore whether the writing is the high quality expected.
- Evaluate and edit texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.
- Proof-read work to correct spelling and punctuation mistakes.

- Plan 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.
- noting and developing initial ideas, drawing on reading and research where necessary.
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
- 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.
- précis longer passages.
- using a wide range of devices to build cohesion within and across paragraphs.
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- Evaluate and edit by:
- assessing the effectiveness of their own and 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

			<ul style="list-style-type: none"><li>• Read aloud work so the meaning is clear, fluent and flows correctly.</li><li>• Perform own compositions using appropriate intonation, volume and movement so that the meaning is clear.</li></ul>	<p>language of speech and writing and choosing the appropriate register.</p> <ul style="list-style-type: none"><li>• Proof-read for spelling and punctuation errors.</li><li>• Perform their own compositions, using appropriate intonation, volume, and movement so that the meaning is clear.</li></ul>
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Vocabulary, grammar and punctuation

- Write nouns using prefixes.
- Know and use some word families.
- Use conjunctions to express time, place and cause.
- Use adverbs.
- Use prepositions.
- Begin to use paragraphs to organise writing.
- Use headings and sub-headings.
- Use the present perfect form of verbs instead of the past, as appropriate.
  - Use inverted commas for direct speech.
- Use the possessive apostrophe.
- Secure use of the forms a or an.
- Use embedded clauses.
- Show evidence of improvements made through editing to make changes to grammar and vocabulary.
- Proofread to eliminate simple errors.

- Use pronouns and nouns to aid cohesion and avoid repetition.
- Use -s for plurals and possession.
- Use accurate tense and person across different text types.
- Use expanded noun phrases.
- Use fronted adverbials, remembering the comma.
- Use standard English forms.
- Punctuate direct speech with inverted commas and other punctuation.
- Use apostrophes for possession.
- Organise writing into paragraphs.
- Use editing to make changes to whole paragraphs, precise vocabulary or errors in tense or person.

- Use verb prefixes and suffixes.
- Use adverbs and modal verbs to show possibility
- Use brackets, dashes or commas to indicate parenthesis.
- Use commas to clarify meaning or avoid ambiguity.
- Use relative clauses beginning with who, which, where, when, whose, that.
- Use fronted adverbials and transitional phrases to build cohesion.
- Use editing to reorganise sentences to give writing a greater impact or to clarify meaning.

- Use the passive voice.
- Use synonyms and antonyms
- Use formal and informal language.
- Control the full range of punctuation.
- Use semi-colons, colons and dashes to mark boundaries between independent clauses.
- Use the colon to introduce a list and use the semi-colon within a list.
- Use bullet points to list information.
- Use hyphens to avoid ambiguity.
- Use fronted adverbials and transitional phrases to form cohesive sentences and paragraphs.
- Proofread and edit competently, to further improve compositions.

Vocabulary	<i>See English Appendix 1 and Appendix 2</i>	<i>See English Appendix 1 and Appendix 2</i>	<i>See English Appendix 1 and Appendix 2</i>	<i>See English Appendix 1 and Appendix 2</i>
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