

# Writing Progression Document

This is intended to be a spiral curriculum. Pupils should be taught National Curriculum objectives but should be supported to catch up.

End Points (Threshold Concepts)		Milestones					
		KS 1		Lower KS 2		Upper KS 2	
		Year 1	Year 2	Year 3	Year 4	Year 5 All from previous year groups and:	Year 6 All from previous year groups and:
<b>Write with purpose</b> (This concept involves understanding the purpose of a piece of writing.)	<b>Composition</b>	<ul style="list-style-type: none"> <li>• <b>Saying out loud what they are going to write about.</b></li> <li>• Plan by talking about ideas.</li> <li>• <b>Write for a variety of purposes.</b></li> <li>• <b>Use some of the characteristic features of the type of writing used.</b></li> </ul>	<b>Write about a variety of purposes inc.</b> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• Writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes.</li> <li>• Write effectively and coherently for different purposes drawing upon their reading to inform the vocabulary and grammar of their writing.</li> <li>• make simple additions, revisions</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Discussing and recording ideas.</li> <li>• Use techniques used by authors to create characters, settings and plot.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessing the effectiveness of their own and others' writing and suggesting improvements.</b></li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing.</li> <li>• <b>Choose the appropriate form of writing using the main features identified in reading.</b></li> <li>• Plan, draft, write, edit and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Write effectively for a range of audiences</li> <li>• Note, develop and research ideas drawing on reading where necessary.</li> <li>• 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 (e.g. literary language, characterisation, structure).</li> </ul>

			<p>and proof-reading corrections to their own writing</p> <ul style="list-style-type: none"> <li>• Plan by talking about ideas and writing notes.</li> <li>• <b>Use some of the characteristic features of the type of writing used.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally.</li> <li>• <b>Proofread for spelling and punctuation errors.</b></li> </ul>			<ul style="list-style-type: none"> <li>• Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</li> </ul>
<p><b>Use imaginative description</b> (This concept involves developing and appreciation of how best to convey ideas through description.)</p>		<ul style="list-style-type: none"> <li>• <b>Use names of people, places and things.</b></li> <li>• <b>Use adjectives to add detail</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use well-chosen adjectives to add detail.</b></li> <li>• <b>Use nouns and pronouns for variety.</b></li> <li>• <b>Use adverbs for extra detail.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use alliteration effectively.</li> <li>• Use similes effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Progressively build a varied and rich vocabulary and an increasing range of sentence structures (see appendix 2).</b></li> <li>• <b>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (eg: 'the teacher' expanded to 'the strict</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots.</li> <li>• Create vivid images by using alliteration, similes, metaphors and personification.</li> </ul>	<ul style="list-style-type: none"> <li>• Interweave descriptions of characters, settings and atmosphere with dialogue.</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>

					<p><i>maths teacher with curly hair.'</i></p> <ul style="list-style-type: none"> <li>• Fronted adverbials (eg: <b>Later that day,</b> I heard the bad news.)</li> <li>• Use a range of descriptive phrases including some collective nouns.</li> </ul>		
<p><b>Organising writing appropriately</b> (This concept involves developing an appreciation of how best to convey ideas through description.)</p>		<ul style="list-style-type: none"> <li>• <b>Composing a sentence orally before writing it</b></li> <li>• <b>Re-read what they have written to check that it makes sense.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Planning or saying out loud what they are going to write about.</b></li> <li>• <b>Writing down ideas and/or key words, including new vocabulary</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational devices such as headings and sub-headings to aid presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use conjunctions and adverbials that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose effective grammar and punctuation.</li> <li>• Ensure correct use of tenses consistently throughout a piece of writing.</li> <li>• Use dialogue to move action on within a narrative.</li> <li>• Précising longer passages (summarise).</li> <li>• <b>Assess effectiveness of own and others' writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of conjunctions and adverbials.</li> <li>• Integrate dialogue to convey character and atmosphere and advance the action.</li> <li>• Use further organisational and presentational devices to</li> </ul>

						<ul style="list-style-type: none"> <li>• Ensure correct subject and verb agreement when using singular and plural.</li> </ul>	<p>structure text and to guide the reader (eg headings, sub-headings, columns, bullets or tables, to structure text).</p> <ul style="list-style-type: none"> <li>• Distinguish between the language of speech and writing and choose the appropriate register.*</li> </ul>
<p><b>Use paragraphs</b> (This concept involves understanding how to group ideas so as to guide the reader)</p>		<ul style="list-style-type: none"> <li>• <b>Write about more than one idea.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write about more than one idea.</b></li> <li>• <b>Group related information together.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs that make sense if read alone.</li> <li>• Use devices to build cohesion within a paragraph (<i>then, after that, this, firstly</i>).</li> <li>• Link ideas across paragraphs using adverbials of time, place, and number, or tense choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Link ideas across paragraphs by using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg adverbials such as <i>on the other hand, in contrast, or as</i></li> </ul>

							<p><i>a consequence</i>) and ellipsis.</p> <ul style="list-style-type: none"> <li>• <b>Write cohesively at length.</b></li> </ul>
<p><b>Use sentences appropriately</b> (This concept involves using different types of sentences appropriately for both clarity and for effect.)</p>		<ul style="list-style-type: none"> <li>• <b>Sequence sentences to form short narratives.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sequence sentences to form clear narratives.</b></li> <li>• <b>Encapsulating and conveying ideas sentence by sentence.</b></li> <li>• <b>Join sentences with conjunctions.</b></li> <li>• <b>Vary the way sentences begin.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use of the present perfect form of verbs instead of the simple past (for example: <i>He has gone out to play</i> in contrast with <i>He went out to play.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use Standard English forms of verb inflections instead of local spoken forms (for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>).</b></li> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>➤ Conjunctions</li> <li>➤ Adverbs</li> <li>➤ Direct speech punctuated correctly</li> <li>➤ Coordinating and subordinating clauses</li> <li>➤ Adverbial phrases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences that includes: <ul style="list-style-type: none"> <li>➤ <b>relative clauses</b></li> <li>➤ <b>relative pronouns</b></li> <li>➤ modal verbs</li> <li>➤ brackets, dashes and commas to show parenthesis</li> <li>➤ commas to clarify meaning or avoid ambiguity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>➤ active and passive voice</li> <li>➤ a clear subject and object</li> <li>➤ hyphens</li> <li>➤ colons and semi-colons</li> <li>➤ bullet points</li> </ul> </li> </ul>

					<ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> </ul>		
<p><b>Present neatly</b> (This concept involves developing an understanding of handwriting and clear presentation.)</p>	<p><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>• <b>Sit correctly at a table, holding a pencil comfortably and correctly.</b></li> <li>• <b>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</b></li> <li>• <b>Form capital letters.</b></li> <li>• <b>Form digits 0-9.</b></li> <li>• Understand which letters belong to which handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Form lower case letters of the correct size relative to one another.</b></li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• <b>Write capital letters and digits of the correct size, orientation and relationship to one</b></li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<ul style="list-style-type: none"> <li>• <b>increase the legibility, consistency and quality of their handwriting,</b> [for example, by ensuring that the down-strokes of letters are parallel and equidistant, and 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>• Choose which shape of letter to use when given choices and decide whether or not to join specific letters.</li> <li>• <b>Choose the writing implement that is best suited to the task.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Write fluently and legibly at speed with a personal style.</li> </ul>

		families and practise these.	<p><b>another and to lower case letters.</b></p> <ul style="list-style-type: none"> <li>• <b>Use spacing between words that reflects the size of the letters.</b></li> </ul> <p>• use the diagonal and horizontal strokes needed to join some letters.</p>				
<p><b>Spell correctly</b> (This concept involves understanding the need for accuracy.)</p>		<p><b>Spell</b></p> <ul style="list-style-type: none"> <li>• Words containing each of the 40+ phonemes already taught.</li> <li>• Year 1/ Year 2 common exception words</li> <li>• Days of the week.</li> </ul> <p><b>Name the letters of the alphabet</b></p>	<p><b>Spell</b></p> <ul style="list-style-type: none"> <li>• <b>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</b></li> <li>• Learn new ways of spelling phonemes for which one or more spellings are already</li> </ul>	Use word families based on common words, showing how words are related in form and meaning ( eg, solve, solution, solver, dissolve, insoluble). • Use further prefixes and suffixes and understand how to add them (see appendix 1): <ul style="list-style-type: none"> <li>➢ Adding suffixes beginning with vowel letters to words of more</li> </ul>	Use further prefixes and suffixes and understand how to add them (see appendix 1): <ul style="list-style-type: none"> <li>• The 'I' sound spelt 'y' elsewhere than the end of words.</li> <li>• Prefixes such as: un-, il-, dis-, mis-, im-,ir-, re-, sub-, inter-, super-,anti-, auto-.</li> <li>• The suffix -ation.</li> <li>• Words ending in -sure (measure)</li> </ul>	<ul style="list-style-type: none"> <li>• Use verb prefixes appropriately.</li> <li>• Convert nouns or adjectives into verbs using suffixes.</li> <li>• Spell some words with silent letters (knight, psalm and solemn).</li> <li>• <b>Distinguish between homophones and other words that are</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</b></li> <li>• <b>Understand how words are related by meaning as synonyms and antonyms.</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Naming the letters of the alphabet in order.</b></li> <li>• Using letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p><b>Add Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>• Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper)</li> </ul>	<p>known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>• <b>distinguishing between homophones and near-homophones</b></li> </ul> <p><b>Suffixes</b></p> <ul style="list-style-type: none"> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul>	<p>than one syllable.</p> <ul style="list-style-type: none"> <li>➤ The ‘u’ sound spelt ‘ou’.</li> <li>➤ The suffix –ly</li> <li>➤ Words ending in –sion.</li> <li>➤ Words with the ‘k’ spelt ‘ch’ eg-echo,</li> <li>➤ Words with the ‘s’ sound spelt ‘sc’ (Latin origin( eg: science, scene.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Use the first two or three letters of a word to check its spelling in a dictionary.</b></li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Formation of nouns using a range of prefixes eg:</li> </ul>	<p>and –ture (nature).</p> <ul style="list-style-type: none"> <li>• The suffix –ous.</li> <li>• Endings spelt: -tion, -sion,-ssion, -cian.</li> <li>• Words with the ‘sh’ sound spelt ‘ch’ (mostly French origin) eg-chef, chalet, brochure.</li> <li>• Words ending with the ‘g’ sound spelt ‘gue’ eg: league, tongue.</li> <li>• Words ending with the ‘k’ sound spelt ‘que’ (French origin)eg: antique, unique.</li> <li>• Words with the ‘a’ sound spelt ei, eigh, or ey. (example: eight, vein, they).</li> <li>• Spell homophones correctly.</li> <li>• Spell correctly often misspelt words (See appendix 1).</li> <li>• The grammatical</li> </ul>	<p><b>often confuse d.</b></p> <ul style="list-style-type: none"> <li>• <b>Use dictionaries to check spelling and meaning of words.</b></li> <li>• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>• Use a thesaurus.</li> <li>• <b>Spell many of words from the Year 5/6 list (Appendix 1) correctly.</b></li> <li>• Proofread for spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell the vast majority of words correctly.</li> <li>• <b>Spell the majority of words from the Year 5/6 list (Appendix 1) correctly.</b></li> </ul>
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		<ul style="list-style-type: none"> <li>Use the prefix un- understand how this changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> </ul> <p><b>Apply simple spelling rules and guidance, as listed in English Appendix 1</b></p> <p><b>Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far.</b></p> <p>*The boundary between revision of work covered in</p>	<ul style="list-style-type: none"> <li><b>Apply spelling rules and guidance, AS LISTED in Appendix 1.</b></li> <li><b>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</b></li> <li>spell most common exception words*- (see appendix 1)</li> <li>add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</li> </ul>	<p>super-, anti-, auto-</p>	<p>difference between <i>plural</i> and <i>possessive</i>- s.</p> <ul style="list-style-type: none"> <li>Apostrophes to mark plural possession (eg: the girl's name, the girls' names).</li> </ul>		
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		<p>Reception and the introduction of new work may vary according to the programme used, but basic revision should include:</p> <ul style="list-style-type: none"><li>• all letters of the alphabet and the sounds which they most commonly represent</li><li>• consonant digraphs which have been taught and the sounds which they represent</li><li>• vowel digraphs which have been taught and the sounds which they represent</li><li>• segmenting spoken words into sounds before choosing graphemes to represent the sounds</li><li>• words with adjacent consonants</li><li>• guidance and rules which</li></ul>					
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		have been taught.					
<p><b>Use syntax and punctuation accurately</b>          (This concept involves using different types of sentences appropriately for both clarity and for effect.)</p>		<p><b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>• <b>Leaving spaces between words</b></li> <li>• <b>Joining words 'and' joining clauses using and</b></li> <li>• <b>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b></li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Learning the grammar for Year 1 in</li> </ul>	<p><b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>• Use both familiar and new punctuation correctly, including <b>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and for singular possession.</b></li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g.,</li> </ul>	<p>Develop understanding of writing concepts by (see appendix 2):</p> <ul style="list-style-type: none"> <li>➤ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>➤ Using Conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time, place and cause.</li> </ul> <p>Use the forms <b>a</b> or <b>an</b> according to whether the</p>	<p>Develop understanding of writing concepts by (see appendix 2):</p> <ul style="list-style-type: none"> <li>➤ Using the present perfect form of verbs in contrast to the past tense.</li> <li>➤ <b>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b></li> <li>➤ <b>Using fronted adverbials.</b></li> </ul> <p>Indicate grammatical and other features by (see NC appendix 2):</p> <ul style="list-style-type: none"> <li>➤ Using commas after fronted adverbials.</li> </ul> <p><b>• Use of inverted commas and other punctuation to indicate direct speech (eg: a</b></p>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by:             <ul style="list-style-type: none"> <li>➤ <b>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</b></li> <li>➤ Using modal verbs or adverbs to indicate degrees of possibility.</li> </ul> </li> <li>• Indicate grammatical and other features by:             <ul style="list-style-type: none"> <li>➤ Using brackets, dashes or commas to indicate parenthesis.</li> <li>➤ Use commas to clarify meaning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Choose effective grammar and punctuation and understand how such choices can affect meaning.</li> <li>• Develop understanding of writing concepts by:             <ul style="list-style-type: none"> <li>➤ <b>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</b></li> <li>➤ Using passive verbs to affect the presentation of information in a sentence.</li> <li>➤ Using the perfect form of verbs to mark</li> </ul> </li> </ul>

		<p>English Appendix 2</p> <ul style="list-style-type: none"> <li>• <b>Use the grammatical terminology in English Appendix 2 in discussing their writing.</b></li> </ul>	<p>the blue butterfly).</p> <ul style="list-style-type: none"> <li>• Use the present and past tenses correctly, including the progressive form.</li> <li>• <b>Use subordination (when, if, that or because).</b></li> <li>• <b>Use coordination (or, and, but).</b></li> <li>• Use some features of standard written English.</li> <li>• <b>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</b></li> <li>• use the punctuation taught at key stage 1 mostly correctly^</li> </ul>	<p>next word begins with a consonant or a vowel (eg, <i>a</i> rock, <i>an</i> open box).</p> <p>Indicate grammatical and other features by (see NC appendix 2):</p> <ul style="list-style-type: none"> <li>➤ Introduction to inverted commas to punctuate direct speech.</li> </ul>	<p><b>comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"</b></p> <ul style="list-style-type: none"> <li>• Apostrophes to mark plural possession (eg: the girl's name, the girls' names).</li> </ul>	<p>or avoid ambiguity.</p> <ul style="list-style-type: none"> <li>• Proofread for punctuation errors.</li> </ul>	<p>relationships of time and cause.</p> <ul style="list-style-type: none"> <li>➤ Using expanded noun phrases to convey complicated information concisely.</li> </ul> <ul style="list-style-type: none"> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>➤ Using hyphens to avoid ambiguity.</li> <li>➤ Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>➤ Using a colon to introduce a list and semi-colons within a list.</li> <li>➤ Punctuating bullet points consistently</li> </ul> </li> </ul> <p>Use the range of punctuation taught</p>
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							at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
<b>Analyse writing</b> (This concept involves understanding how grammatical choices effect meaning to writing.)	<b>Analysis and presentation</b>	<ul style="list-style-type: none"> <li>• Discuss writing with the teacher and other pupils.</li> <li>• letter, capital letter</li> <li>word, singular, plural</li> <li>sentence</li> <li>punctuation, full stop, question mark, exclamation mark</li> <li>• (Concepts/terminology introduced at this point but not necessarily completely understood.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology in discussing writing:</li> <li>• noun, noun phrase, statement, question, exclamation, command</li> <li>compound, suffix</li> <li>adjective, adverb, verb</li> <li>tense (past, present)</li> <li>apostrophe, comma</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> <li>• preposition, conjunction</li> <li>word family, prefix</li> <li>clause, subordinate clause</li> <li>direct speech</li> <li>consonant, consonant letter</li> <li>vowel, vowel letter</li> <li>inverted commas</li> </ul> <p>(Concepts/terminology introduced at this point but not necessarily completely understood.)</p>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> <li>• determiner</li> <li>pronoun, possessive pronoun</li> <li>adverbial</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> <li>• modal verb, relative pronoun</li> <li>relative clause</li> <li>parenthesis, bracket, dash</li> <li>cohesion, ambiguity</li> </ul> <p>(Concepts/terminology introduced at this point but not necessarily completely understood.)</p>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> <li>• subject, object</li> <li>active, passive</li> <li>synonym, antonym</li> <li>ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>

<p><b>Present writing</b> (This concept involves learning to reflect upon writing and reading it aloud to others.)</p>		<p>Read writing aloud clearly enough to be heard by peers and the teacher.</p> <p><b>Read writing aloud with some intonation.</b></p>	<p>Read writing aloud with some intonation.</p> <p><b>Evaluate their writing with teacher and or other pupils.</b></p> <p><b>Proofreading to check errors in spelling, grammar and punctuation.</b></p>	<p>Read writing aloud to a group or whole class, using appropriate intonation.</p>		<p>Perform their own compositions using appropriate intonation and volume and movement so that meaning is clear.</p>	
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**A good writer will have:**

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

National Curriculum National Curriculum Expectations

Steps to National Curriculum

Above and beyond the national curriculum

**Cultural Capital**

## Appendix 1

### Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

#### Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

### Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	