

Kingfisher Primary School

KS2 Progression in writing



	<u>Year 3/4</u>	<u>Year 5/6</u>
<u>Spelling</u>	<ul style="list-style-type: none">• Spell words that include prefixes and suffixes, such as anticlockwise.• Spell some commonly misspelt words correctly, taken from the Y3/4 NC spelling list.• Use a dictionary to check spelling accuracy.• Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys'.	<ul style="list-style-type: none">• Spell some words with silent letters, such as 'knife' and 'solemn'.• Recognise and use spellings for homophones and other often-confused words from the Y5/6 NC spelling list.• Use a dictionary to check spelling accuracy and meaning of words.
<u>Handwriting</u>	<ul style="list-style-type: none">• Use joined handwriting and make appropriate join choices	<ul style="list-style-type: none">• Write with increasing speed, maintaining legibility and style
<u>Writing content</u>	<ul style="list-style-type: none">• Use examples of writing to help them to structure their own similar texts.• Plan out sentences orally to select adventurous vocabulary.• Use paragraphs for cohesion and organisation.• Use description and detail to develop characters and settings in story-writing.• Write interesting narratives in stories.• In non-fiction writing, use features such as sub-headings and bullet points.• Review their own work to make improvements, including editing work for spelling errors.• Read others' writing and suggest possible improvements.• Read aloud work that they've written to be clearly understood by others.	<ul style="list-style-type: none">• Identify the audience (who the writing is for) and purpose (the reason for the writing) before writing, and adapt accordingly.• Select appropriate grammar and vocabulary to change or enhance meaning.• Develop setting, atmosphere and character, including through dialogue (speech).• Write a summary of longer passages of writing.

Grammar and punctuation

- Extend sentences using a wider range of conjunctions (e.g. and, but, so, yet, etc.), including subordinating conjunctions (e.g. although, because, when, since, etc.)
- Use the present perfect verb tense (is watching/are playing)
- Use nouns (names of things, e.g. chair, classroom etc.) and pronouns (words that take the place of names, e.g. he, she, it, they, etc.) with care to avoid repetition.
- Use conjunctions, adverbs (e.g. quickly, moodily, etc.) and prepositions (e.g. on, under, beside, with, etc.) to add detail about time or cause
- Use fronted adverbials (e.g. Early the next morning, As quick as a flash, In the depths of the forest, etc.)
- Use direct speech, with correct punctuation

- Use a range of techniques to make links between sentences and paragraphs e.g. Later that day, In addition...
- Use advanced organisational and presentational devices, such as bullet points.
- Use the correct tense consistently throughout a piece of writing.
- Ensure correct subject and verb agreement (e.g. He was/They were...)
- Perform poems using appropriate expression, volume and movement.
- Use a thesaurus.
- Use expanded noun phrases (e.g. the gloomy forest at the end of the lane) to convey complicated information concisely.
- Use modal verbs (e.g. could, can, should) or adverbs to indicate degrees of possibility.
- Use relative clauses (who, when, where, which, that - e.g. The boy, who was wailing, ran off.)
- Recognise vocabulary and structures that are appropriate for formal use (e.g. when writing a letter of complaint)
- Use passive verbs to affect the presentation of information (The ball was kicked by the goalkeeper, The window was broken by the boy)
- Use the perfect form of verbs to mark relationships of time and cause (has lived, have written, has done)
- Recognise the difference in informal and formal language.
- Use grammatical connections (although, since, after) and adverbials (e.g. We met under the clock) for cohesion.
- Use ellipses (...), commas, brackets and dashes in writing.
- Use hyphens to avoid ambiguity (e.g. thirty two-year old trees-meaning there are 30 trees that are 2 years old, not lots of trees that are 32 years old).
- Use semi-colons (;), colons (:) and dashes between independent clauses (complete sentences).
- Use a colon to introduce a list.
- Punctuate bullet points consistently.