

PROGRESSION IN SKILLS – WRITING

Lyppard Grange Primary School

YEAR 1

TRANSCRIPTION

[KEY] Spell words containing each of the 40+ phonemes already taught	[KEY] Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest	[KEY] Name the letters of the alphabet in order
[KEY] Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	[KEY] Use the prefix un– Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	[KEY] Spell most Y1 common exception words (flower words) <i>GDS: Spell most Y1 common exception words accurately and use taught spelling rules independently and accurately</i>
Spell the days of the week	Use letter names to distinguish between alternative spellings of the same sound	Apply simple spelling rules and guidance, as listed in English Appendix 1

HANDWRITING

[KEY] Form lower-case letters in the correct size, direction and position, starting and finishing in the right place	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	Form digits 0-9
Sit correctly at a table, holding a pencil comfortably and correctly	Form capital letters	

COMPOSITION

[KEY] Sequence sentences to form short narratives <i>GDS: Begin to write effectively and coherently for different purposes, using some appropriate features</i>	[KEY] Re-read what they have written to check that it makes sense	[KEY] Choose some simple, appropriate adjectives to describe nouns <i>GDS: Make vocabulary choices appropriate to topic/subject matter</i>
Discuss what they have written with the teacher or other pupils	Say out loud what they are going to write about	Compose a sentence orally before writing it
		Read aloud their writing clearly enough to be heard by their peers and the teacher

VOCABULARY AND GRAMMAR

[KEY] Understand the key components that make up a sentence (noun, verb, capital letter and ending punctuation)	[KEY] In most of their writing, punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (see English Appendix 2) <i>GDS: Use capital letters, full stops, question marks and exclamation marks mostly correctly, without prompting</i>	[KEY] Join words and join clauses using and (see English Appendix 2) <i>GDS: Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because)</i>
[KEY] Leave spaces between words (see English Appendix 2)	[KEY] Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (see English Appendix 2)	[KEY] Learn the grammatical terminology for year 1 in English Appendix 2 and use it when discussing their writing

YEAR 1 SPAG CONTENT

Consolidate content from previous year alongside introducing new content

Terminology	Grammar	Sentences	Words	Punctuation
<p>Consolidate: finger spaces letter capital letter word sentence full stop grapheme/phoneme digraph/trigraph</p> <p>Introduce: singular plural suffix prefix punctuation question mark exclamation mark adjective noun verb conjunction alliteration simile – ‘as’</p>	<p>Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>Determiners: <i>the a my your an this</i> <i>that his her their some</i> <i>all lots of many more</i> <i>those these</i></p> <p>Simple Conjunctions: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i></p>	<p>Simple sentences (subject+verb = main clause) <i>Red Riding Hood walked into the forest.</i></p> <p>Simple sentences with detail (add in an adjective) <i>Red Riding Hood walked into the <u>enormous</u> forest.</i></p> <p>Compound sentences (more than one clause, joined by a coordinating conjunction) <i>Red Riding Hood walked into the forest <u>and</u> went to visit her grandmother.</i></p> <p>Questions <i>What time will you be home?</i></p> <p>Exclamations <i>What big eyes you have!</i></p>	<p>Regular plural noun suffixes –s or –es <i>(e.g. dog, dogs; wish, wishes)</i></p> <p>Suffixes that can be added to verbs <i>(e.g. helping, helped, helper)</i></p> <p>How the prefix un– changes the meaning of verbs and adjectives <i>(negation, e.g. unkind, or undoing, e.g. untie the boat)</i></p> <p>Adjectives to describe <i>e.g. The old lady...</i> <i>The enormous crocodile...</i></p> <p>Alliteration <i>e.g. dangerous duck</i> <i>slimy snake</i></p> <p>Similes using as....as... <i>e.g. as tall as a house</i> <i>as red as a radish</i></p>	<p>Separation of words with spaces</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>

- Drawn together from National Curriculum Appendix 2 and Talk4Writing Guide for Progression

PROGRESSION IN SKILLS – WRITING

Lyppard Grange Primary School

YEAR 2

TRANSCRIPTION

[EXS] Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others	[EXS] Spell many common exception words <i>GDS: Spell most common exception words</i>	[KEY] Add suffixes to spell some longer words, including –ment, –ness, –ful, –less, –ly <i>GDS: Add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly</i>
[KEY] Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	[KEY] Learn the possessive apostrophe (singular) [for example, the girl’s book]	[KEY] Apply spelling rules and guidance, as listed in English Appendix 1
In spelling, distinguish between homophones and near-homophones	Learn to spell more words with contracted forms	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

HANDWRITING

[KEY] Form lower-case letters of the correct size relative to one another	[EXS] Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
[KEY] 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 <i>GDS: Consistently use the diagonal and horizontal strokes needed to join some letters in most of their writing</i>	[EXS] Use spacing between words that reflects the size of the letters

COMPOSITION

[EXS] Write about real events, recording these simply and clearly	[EXS] Write simple coherent narratives about personal experiences and those of others (real and fictional)	[KEY] Evaluate their writing with the teacher and other pupils and make simple additions, revisions and corrections
[KEY] Write for different purposes <i>GDS: write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i>	Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary	<i>GDS: After discussions with the teacher, independently make simple additions, revisions and proof-reading corrections to their own writing</i>
Write poetry	Write down ideas and/or key words, including new vocabulary before beginning to write	When editing, re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
Plan or say out loud what they are going to write about before beginning to write	Read aloud what they have written with appropriate intonation to make the meaning clear	Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

VOCABULARY AND GRAMMAR

[KEY] Use sentences with different forms: statement, question, exclamation, command	[EXS] Use co-ordination (using or, and, or but) and some subordination (using when, if, that, or because) to join clauses	[KEY] Use the grammar for year 2 in English Appendix 2
[EXS] Use both familiar and new punctuation correctly by demarcating most sentences in their writing with capital letters and full stops, and use question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular) correctly when required <i>GDS: Use the punctuation taught at KS1 mostly correctly (full stops, question marks, exclamation marks, apostrophes for contraction/singular possession and commas in a list)</i>	[EXS] Use the present and past tenses mostly correctly and consistently including the progressive form Use some features of written Standard English	Use expanded noun phrases to describe and specify [for example, the blue butterfly]

YEAR 2 SPAG CONTENT

Consolidate content from previous year alongside introducing new content

Terminology	Grammar	Sentences	Words	Punctuation
<p>Consolidate: Singular/plural suffix/prefix punctuation question mark/exclamation mark adjective noun verb conjunction alliteration simile – ‘as’</p> <p>Introduce: apostrophe (contractions and singular possession) commas (for description) inverted commas adverb noun phrase statement question exclamation command (bossy verbs) tense (past, present, future) generalisers</p>	<p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Conjunctions: <i>and or but so because so that then if that while when where</i></p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Simple sentences (main clause) with detail (add in an adjective/adverb) <i>Red Riding Hood walked <u>slowly</u> into the <u>enormous</u> forest.</i></p> <p>Secure use of compound sentences (more than one clause, joined by a coordinating conjunction) <i>Red Riding Hood walked into the forest <u>and</u> went to visit her grandmother.</i></p> <p>Complex sentences using subordination: e.g. subordinating conjunction Sam was late for school, <u>because</u> he was lost. e.g. a relative clause: Sam, <u>who</u> was lost, sat down and cried. The Fire of London, <u>which</u> started in Pudding Lane, spread quickly.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p>	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs (superlatives and comparatives)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling and to mark singular possession in nouns [for example, <i>the girl’s name</i>]</p> <p>If children are ready:</p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Inverted commas for direct speech</p>

- Drawn together from National Curriculum Appendix 2 and Talk4Writing Guide for Progression

PROGRESSION IN SKILLS – WRITING

Lyppard Grange Primary School

YEAR 3

TRANSCRIPTION

[KEY] Use further year group specific prefixes and suffixes and understand how to add them (English Appendix 1)	[KEY] Spell words that are often misspelt (See Year 3/4 Word List - English Appendix 1)	Use the first two or three letters of a word to check its spelling in a dictionary
[KEY] Spell further homophones	[KEY] Place the possessive apostrophe accurately in some words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 75% of the time	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

HANDWRITING

[KEY] Improve 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]	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
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COMPOSITION

[KEY] Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar GDS: Write effectively and coherently for different purposes, beginning to draw on their own reading to inform the vocabulary and grammar of their writing	[KEY] Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary [as detailed in English Appendix 2] GDS: Use appropriate detail and vocabulary to interest and engage the reader	[KEY] When editing, assess the effectiveness of their own and others' writing and suggest improvements (against the criteria set out in English Appendix 2) GDS: Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)
[KEY] Plan their writing by: discussing and recording ideas	[KEY] Compose and rehearse sentences orally (including dialogue), using an increasing range of sentence structures including use of conjunctions, adverbs and prepositions [as detailed in English Appendix 2]	[KEY] Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
[KEY] Create settings, characters and plot in narratives	[KEY] Organise paragraphs around a theme in most writing GDS: Use paragraphs independently	Read aloud their own writing, to a group or the whole class, using mostly appropriate intonation and controlling the tone and volume so that the meaning is clear
Use simple organisational devices in non-fiction [for example, headings and sub-headings]	Proof-read for spelling and punctuation errors	

VOCABULARY AND GRAMMAR

[KEY] Use conjunctions, adverbs and prepositions to express time and cause [as detailed in English Appendix 2]	[KEY] Write sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although [as detailed in English Appendix 2]	[KEY] Use and understand the Year 3 grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
[KEY] Use inverted commas to punctuate direct speech GDS: Use the punctuation taught so far mostly correctly (full stops, question marks, exclamation marks, apostrophes for contraction/possession, commas in a list, inverted commas)	Use the present perfect form of verbs in contrast to the past tense (He has gone out to play contrasted with He went out to play) [as detailed in English Appendix 2]	Learn the grammar for year 3, as detailed in English Appendix 2
Understand that nouns can be formed by adding a range of prefixes, e.g. super-, anti-, auto-	Use the forms a or an accurately, according to whether the next word begins with a consonant or a vowel, e.g. a rock, an orange	Use headings and sub-headings to aid presentation
Show an awareness of how to use the possessive apostrophe with plural nouns	Demonstrate understanding that paragraphs are a way to group related materials by using them in their writing	

YEAR 3 SPAG CONTENT

Consolidate content from previous year alongside introducing new content

Terminology	Grammar	Sentences	Words	Punctuation
<p>Consolidate: apostrophe (contractions and singular possession) commas (for description) inverted commas adverb noun phrase statement/question/exclamation conjunction command (bossy verbs) tense (past, present, future) generalisers</p> <p>Introduce: word family preposition direct speech consonant/vowel main clause subordinate clause determiner synonyms relative clause relative pronoun imperative</p>	<p>Expressing time, place and cause using: Adverbs: then, next, soon, therefore Adverbial phrases: <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i></p> <p>Conjunctions: when, before, after, while, so, because, although, if</p> <p>Prepositions/: Before after in next to by the side of In front of during through throughout because of</p> <p>Prepositional phrases: <i>on the mat; behind the tree, in the air</i></p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.</p> <p>Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</p>	<p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellish simple sentences: Adverb starters to add detail Amazingly, small insects can.... Adverbial phrases <i>A few days ago, we discovered a hidden box.</i> Prepositional phrases to place the action: <i>On the mat was a large present.</i></p> <p>Develop complex sentences: e.g. ‘ing’ clauses as starters <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i> e.g. by dropping in a relative clause using who/whom/which/whose/that <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p>	<p>Word Families based on common words to show how words are related e.g. teacher –teach, beauty – beautiful solve – solution – solver – dissolve - insoluble</p> <p>Use of determiners a or an according to whether next word begins with a vowel (or vowel sound) e.g. a rock, an open box</p>	<p>Consolidation of all previous punctuation</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Introduction to possessive apostrophe for plural nouns, e.g. the boys’ toys, the cats’ house</p>

• Drawn together from National Curriculum Appendix 2 and Talk4Writing Guide for Progression

PROGRESSION IN SKILLS – WRITING

Lyppard Grange Primary School

YEAR 4

TRANSCRIPTION

[KEY] Use further year group specific prefixes and suffixes and understand how to add them (English Appendix 1)	[KEY] Spell words that are often misspelt (See Year 3/4 Word List - English Appendix 1)	Use the first two or three letters of a word to check its spelling in a dictionary
[KEY] Spell further homophones	[KEY] Consistently place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

HANDWRITING

[KEY] 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]	Consistently 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
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COMPOSITION

[KEY] Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <i>GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i>	[KEY] Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary, as detailed in English Appendix 2 (including use of expanded noun phrases)	[KEY] When editing, assess the effectiveness of their own and others' writing and suggest improvements (against the criteria set out in English Appendix 2) <i>GDS: Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).</i>
[KEY] Plan their writing by: discussing, organising and recording ideas	[KEY] Compose and rehearse sentences orally (including dialogue), using an increasing range of sentence structures including a wider range of conjunctions and fronted adverbials [as detailed in English Appendix 2] <i>GDS: Begin to make choices about using sentences of different lengths and types</i>	[KEY] Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns and nouns in sentences to avoid repetition
[KEY] Create settings, characters and plot in narratives, which are appropriate to the genre <i>GDS: Develop character through description, actions and dialogue</i>	[KEY] Consistently organise paragraphs around a theme	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Use appropriate organisational devices in non-fiction [for example, headings and sub-headings]		Proof-read for spelling and punctuation errors

VOCABULARY AND GRAMMAR

[KEY] Develop their understanding of the concepts set out in English Appendix 2 by: using fronted and other adverbials	[KEY] Indicate grammatical and other features by: using and punctuating direct speech	[KEY] Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
[KEY] Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Develop their understanding of the concepts set out in English Appendix 2 by: consolidating the grammar for year 3 and learning the grammar for year 4, as detailed in English Appendix 2
Indicate grammatical and other features by: using commas after fronted adverbials	Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns	

YEAR 4 SPAG CONTENT

Consolidate content from previous year alongside introducing new content

Terminology	Grammar	Sentences	Words	Punctuation
<p>Consolidate: word family preposition direct speech consonant/vowel main clause subordinate clause determiner synonyms relative clause relative pronoun imperative</p> <p>Introduce: pronoun possessive pronoun adverbial fronted adverbial apostrophe – plural possession</p>	<p><i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p> <p>Prepositions: <i>at underneath since towards beneath beyond</i></p> <p>Modal verbs: <i>could, should, would</i></p> <p>Comparative and superlative adjectives <i>e.g. small...smaller...smallest good...better...best</i></p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly <i>It was midnight. It's great fun.</i></p> <p>Secure use of simple/embellished simple sentences (main clause)</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p> <p>-‘ed’ clauses as starters <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -‘ing’ clauses as starters <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in -‘ing’ clause e.g. <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Dialogue - verb + adverb - “Hello,” <i>she whispered, shyly.</i></p>	<p>The grammatical difference between plural and possessive –s</p> <p>The grammatical difference between regular plurals (flowers, girls, dogs) and irregular plurals (children, women, sheep)</p>	<p>Consolidation of all previous punctuation</p> <p>Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>“It’s late,” gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl’s name, the boys’ boots</i>) as opposed to s to mark a plural</p>

- Drawn together from National Curriculum Appendix 2 and Talk4Writing Guide for Progression

PROGRESSION IN SKILLS – WRITING

Lyppard Grange Primary School

YEAR 5

TRANSCRIPTION

[KEY] Use further year group specific prefixes and suffixes and understand the guidance for adding them	[KEY] Understand that the spelling of some words needs to be learnt specifically and be able to spell the majority of the words on the LGPS year 5 word list	[KEY] 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
[KEY] Continue to distinguish between homophones and other words which are often confused	[KEY] Spell some words with 'silent' letters [for example, knight, psalm, solemn]	
Use dictionaries to check the spelling and meaning of words	Use a thesaurus to identify appropriate synonyms	

HANDWRITING

[KEY] Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
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COMPOSITION

[KEY] Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <i>GDS: Begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)</i>	[KEY] Select appropriate grammar and vocabulary (such as relative clauses, adverbs and modal verbs – See Appendix 2), understanding how such choices can change and enhance meaning <i>GDS: Choose precise and effective vocabulary for deliberate effect</i>	[KEY] Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (against the criteria set out in English Appendix 2)
[KEY] Note and develop initial ideas, drawing on reading and research where necessary	[KEY] Use a wider range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time, place and number) <i>GDS: Sustain and develop ideas within paragraphs</i>	[KEY] Ensure the consistent and correct use of tense throughout a piece of writing
[KEY] In narratives, describe settings, characters and atmosphere in an appropriate manner and integrating dialogue to convey character or advance the action	[KEY] When editing, assess the effectiveness of their own and others' writing (against the criteria set out in English Appendix 2) <i>GDS: Improve the effect of their writing by making a range of appropriate changes when editing (e.g. re-ordering sentences and adapting vocabulary).</i>	[KEY] Ensure correct subject and verb agreement when using singular and plural, in most writing
When planning, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	Précis longer passages	
In non-fiction, use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Proof-read for spelling and punctuation errors	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

VOCABULARY AND GRAMMAR

[KEY] Use modal verbs or adverbs to indicate degrees of possibility [as detailed in English Appendix 2]	[KEY] Use brackets, dashes or commas to indicate parenthesis <i>GDS: Use the punctuation taught so far mostly correctly (full stops, question marks, exclamation marks, inverted commas, apostrophes for contraction/ possession, commas – for clauses, adverbials and lists)^</i>	[KEY] Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun [as detailed in English Appendix 2]
[KEY] Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely	[KEY] Use commas to clarify meaning or avoid ambiguity in writing	[KEY] Use and understand the Year 5 grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
Use the perfect form of verbs to mark relationships of time and cause [as detailed in English Appendix 2]	Learn the grammar for years 5, as detailed in English Appendix 2	<i>GDS: Use the appropriate register by independently using punctuation and sentence constructions which show the difference between formal and informal writing (e.g. contractions in speech)</i>

YEAR 5 SPAG CONTENT

Consolidate content from previous year alongside introducing new content

Terminology	Grammar	Sentences	Words	Punctuation
<p>Consolidate:</p> <p>word family preposition direct speech consonant/vowel main clause subordinate clause determiner synonyms relative clause relative pronoun imperative pronoun possessive pronoun adverbial fronted adverbial apostrophe – plural possession</p> <p>Introduce:</p> <p>modal verb parenthesis bracket dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question</p>	<p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or <i>adverbs</i> (perhaps, surely)</p> <p>Linking ideas across paragraphs using:</p> <p>adverbials of time then, next, soon, therefore, <i>A few days ago</i></p> <p>place nearby, under the tree</p> <p>number secondly</p> <p>tense choices he had seen her before</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p>	<p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple/embellished simple/compound sentences</p> <p>Develop complex sentences using subordination: <i>Main and subordinate clauses</i> with full range of conjunctions:</p> <p>Expanded –ed clauses as starters <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –ed’ clause <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by its purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p>	<p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>–ate; –ise; –ify</i>)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>Consolidation of all previous punctuation</p> <p>Punctuating rhetorical questions</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>

- Drawn together from National Curriculum Appendix 2 and Talk4Writing Guide for Progression

PROGRESSION IN SKILLS – WRITING

Lyppard Grange Primary School

YEAR 6

TRANSCRIPTION

[KEY] Use further year group specific prefixes and suffixes and understand the guidance for adding them	[EXS] Understand that the spelling of some words needs to be learnt specifically and be able to spell the majority of the words on the LGPS year 5/6 word list	[EXS] Use dictionaries to check the spelling and meaning of uncommon or more ambitious vocabulary
[KEY] Continue to distinguish between homophones and other words which are often confused	[KEY] Spell some words with 'silent' letters [for example, knight, psalm, solemn]	[KEY] Use and apply 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
Use a thesaurus independently to identify appropriate synonyms		

HANDWRITING

[EXS] Maintain legibility in joined handwriting when writing at speed

COMPOSITION

[EXS] Write effectively for a range of purposes and audiences (using other similar writing as models for their own), selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) <i>GDS: 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)</i>	[EXS] Select appropriate grammatical and vocabulary structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) as detailed in English Appendix 2, understanding how such choices can change and enhance meaning <i>GDS: Distinguish between the language of speech and writing and choose the appropriate register</i>	[KEY] Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (against the criteria set out in English Appendix 2)
		[KEY] Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
[KEY] Plan their writing by: noting and developing initial ideas, sometimes using own planning formats, drawing on reading and research where necessary	[EXS] Use a wide range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns and synonyms)	[EXS] Ensure the consistent and correct use of a variety of verb tenses throughout a piece of writing
[EXS] Integrate dialogue in narratives to convey character and advance the action	[KEY] When editing, assess the effectiveness of their own and others' writing (against the criteria set out in English Appendix 2)	[KEY] Consistently ensure correct subject and verb agreement when using singular and plural
[EXS] In narratives, describe settings, characters and atmosphere	Précis longer passages in different ways (e.g. bullet points, notes, prose)	Proof-read for spelling and punctuation errors
When planning narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	Use the range of organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Perform their own compositions, using appropriate and engaging intonation, volume, and movement so that meaning is clear

VOCABULARY AND GRAMMAR

[EXS] Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) <i>GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i>	[KEY] Use a colon to introduce a list	[KEY] Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms [as detailed in English Appendix 2] <i>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i>
[EXS] Use passive verbs to affect the presentation of information in a sentence [as detailed in English Appendix 2]	[KEY] Use semi-colons, colons or dashes to mark boundaries between independent clauses	[KEY] Use and understand the grammatical terminology for KS2, as detailed in English Appendix 2, accurately and appropriately in discussing their writing and reading
Use hyphens to avoid ambiguity	Punctuate bullet points consistently	Consolidate the grammar for year 5 and learn the grammar for year 6, as detailed in English Appendix 2

YEAR 6 SPAG CONTENT

Consolidate content from previous year alongside introducing new content

Terminology	Grammar	Sentences	Words	Punctuation
<p>Consolidate: preposition main clause subordinate clause determiner relative clause relative pronoun pronoun adverbial modal verb parenthesis bracket dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question</p> <p>Introduce: active and passive voice subject and object hyphen synonym, antonym colon/ semi-colon bullet points ellipsis subjunctive</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <p>semantic cohesion (e.g.</p> <ul style="list-style-type: none"> - repetition of a word or phrase), - grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) - elision the omission of a sound or syllable when speaking (I'm, let's, e'en). - Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p>	<p>Relative clauses beginning with Secure use of simple / embellished/compound sentences</p> <p>Secure use of complex sentences using subordination by including main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g.</p> <p>Active: <i>Tom accidentally dropped the glass.</i></p> <p>Passive: <i>The glass was accidentally dropped by Tom.</i></p> <p>Active: <i>The class heated the water.</i></p> <p>Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p>	<p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p>	<p>Consolidation of all previous punctuation</p> <p>Use of the semi-colon, colon and dash to separate closely connected main clauses</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>

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