

# WRITING CURRICULUM

## PROGRESSION OF SKILLS: Y4 - Y6



	Y4	Y5	Y6
Spelling	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</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.</li> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	
Handwriting	<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> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<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>	
Contexts for Writing	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing</li> <li>• selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	
Planning Writing	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue)</li> <li>• progressively build a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• use cohesive devices to link paragraphs</li> </ul>	
Drafting Writing	<ul style="list-style-type: none"> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organizational and presentational devices to structure text and to guide the reader</li> <li>• Use grammar &amp; vocabulary to change and enhance meaning</li> </ul>	

<p><b>Editing and Evaluating Writing</b></p>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> <li>• read their writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone &amp; volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural</li> <li>• distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
<p><b>Vocabulary</b></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>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• make word families based on common words eg solve, dissolve, solution</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• use verb prefixes e.g. dis, re</li> </ul>
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• using fronted adverbials</li> <li>• standard English verb inflections (I did vs I done)</li> <li>• extended noun phrases, including with prepositions</li> <li>• appropriate choice of pronoun or noun to create cohesion</li> <li>• use present perfect tense in contrast to simple past tense</li> <li>• use conjunctions, adverbs &amp; prepositions to express time or cause</li> </ul>	<ul style="list-style-type: none"> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• converting nouns or adjectives into verbs</li> <li>• devices to build cohesion, including adverbials of time, place and number</li> </ul>
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• difference between plural and possessive –s</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul>
<p><b>Grammatical Terminology</b></p>	<p><b>determiner, pronoun, possessive pronoun, adverbial</b></p>	<p><b>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</b></p>