

Danson Primary School - Writing KS2

| | Year 3 Review Year 2 | Year 4 Review Year 3 | Year 5 Review Year 4 | Year 6 Review Year 5 |
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| Handwriting | <ul style="list-style-type: none"> ◆ Consistently use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ◆ To use cursive handwriting throughout the majority of their independent writing. | <ul style="list-style-type: none"> ◆ To 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]. ◆ To use cursive handwriting (where appropriate) throughout their independent writing. | <ul style="list-style-type: none"> ◆ To write in neat, legible cursive with increasing speed throughout their independent writing and choosing an unjoined style where more appropriate, e.g. for labelling diagrams and in algebra. ◆ To choose the writing implement best suited for a task. | <ul style="list-style-type: none"> ◆ Consistently write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility. ◆ To always choose the writing implement best suited to the task. ◆ To choose which shape of a letter to use when given choices and deciding whether to join specific letters. |
| Phonics and whole word spelling | <ul style="list-style-type: none"> ◆ To spell more complex homophones and near homophones. ◆ To spell many words that are often misspelt from the Year 3 and 4-word list. | <ul style="list-style-type: none"> ◆ To spell more complex homophone and near homophones. ◆ To spell most of the commonly misspelt words from the Year 3 and 4 list. | <ul style="list-style-type: none"> ◆ To spell homophones and other words which are often confused. ◆ To spell many words that are often misspelt from the Year 5 and 6-word list. ◆ To spell some words with 'silent' letters. ◆ To use their 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. | <ul style="list-style-type: none"> ◆ To spell homophones and other words which are often confused. ◆ To spell most words that are often misspelt from the Year 5 and 6-word list. ◆ To spell words with 'silent' letters. ◆ To use their 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. |
| Other word building spelling | <ul style="list-style-type: none"> ◆ To begin to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. ◆ Use the first 2 or 3 letters of a word to check its spelling in a dictionary. ◆ To add suffixes beginning with a vowel to multi-syllable words, | <ul style="list-style-type: none"> ◆ To spell words that use the possessive apostrophe with plural words, including irregular plurals. ◆ To use their spelling knowledge to check the spelling of a word in a dictionary more efficiently. ◆ To use the prefixes taught in year 3 and also the following: il-, im-, ir-, sub-, inter-. | <ul style="list-style-type: none"> ◆ To use the hyphen to join prefixes where necessary. ◆ To use the first 3 or 4 letters of a word to check the spelling, meaning or both of these in a dictionary. ◆ I am beginning to use a thesaurus purposefully. | <ul style="list-style-type: none"> ◆ To use the hyphen to join prefixes where necessary. ◆ To use the first 3 or 4 letters of a word to check the spelling, meaning or both of these in a dictionary. ◆ To use a thesaurus purposefully. |

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| | <p>choosing when to double the consonant correctly, e.g. forgetting, gardening, beginner, limited.</p> <ul style="list-style-type: none"> ◆ To use the prefixes un-, dis-, mis-, re-, pre-, in-, and know how they change the meaning of the word. ◆ To form nouns using a range of prefixes, e.g. super-, anti-, auto-. ◆ To add the -ly suffix to an adjective to form a verb correctly including exceptions such as happily. ◆ To spell words with the [zh] and [ch] ending sounds, e.g. treasure, measure, picture, nature. ◆ To spell words with [zhun] ending sound, spelt as -sion, e.g. division, television. ◆ To spell words with [shun] ending sound by choosing the correct spelling pattern from -tion, -sion, -ssion, -cian, e.g. invention, discussion, tension, magician. ◆ To spell words with the [k] sound spelt 'ch', e.g. school, echo, character. ◆ To spell words with the [sh] sound spelt 'ch', e.g. chef, machine. ◆ To understand the rules for using the prefixes il, im, ir and in. ◆ To know the meaning of various prefixes, e.g. dis, mis, auto, inter. ◆ To know the suffix -ation is added to verbs to form nouns, e.g. information. ◆ To use the suffix -ous including exceptions. ◆ To spell words with the [ai] sound by choosing the correct spelling pattern from 'ei', 'eigh', or 'ey', e.g. vein, eight, obey | <ul style="list-style-type: none"> ◆ To make nouns by adding -ation to verbs. ◆ To add the -ly suffix to an adjective to form a verb correctly and change the root word spelling where needed, e.g. root words ending with -y, -ie, -ic and other exceptions. ◆ To spell words with [shun] ending sounds by choosing the correct spelling pattern from -tion, -sion, -ssion, -cian, e.g. invention, discussion, tension, magician. ◆ To use the -ous suffix and change the root spelling where needed. ◆ To spell words with the [g] sound spelt 'gue', e.g. league, tongue. ◆ To spell words with the [k] sound spelt 'que', e.g. antique, unique. ◆ To spell words with the [s] sound spelt 'sc', e.g. science, scene, fascinate. | <ul style="list-style-type: none"> ◆ To spell some of the words with endings that sound like [shus] spelt -cious or -tious. ◆ To spell words with endings that sound like [shul] spelt -tial or -cial. ◆ To spell most words using -ant, -ance, -ancy, using -ation in the word family as a clue, as well as the exceptions. ◆ To spell most words using -ent, -ence, -ency, after [c], soft [g], and [qu], as well as the exceptions. ◆ To spell words using -able and -ible, and -ably and -ibly and know how to apply the spelling rules to choose the correct ending. ◆ To know how to use the -fer suffix and when it is necessary to double the r. ◆ To spell most words which follow the i before e except after c rule, and the exceptions. ◆ To spell a variety of words with the -ough letter string. | <ul style="list-style-type: none"> ◆ To spell words with endings that sound like [shus] spelt -cious or -tious. ◆ To spell words with endings that sound like [shul] spelt -tial or -cial. ◆ To spell most words using -ant, -ance, -ancy, using -ation in the word family as a clue, as well as the exceptions. ◆ To spell words using -ent, -ence, -ency, after [c], soft [g], and [qu], as well as the exceptions. ◆ To spell words using -able and -ible, and -ably and -ibly and know how to apply the spelling rules to choose the correct ending. ◆ To know how to use the -fer suffix and when it is necessary to double the r. ◆ To spell words which follow the i before e except after c rule, and the exceptions. ◆ To spell a variety of words with the -ough letter string. |
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| Transcription | <ul style="list-style-type: none"> ◆ To write from memory a simple sentence; dictated by the teacher, that include words and punctuation taught so far. | <ul style="list-style-type: none"> ◆ To write from memory simple sentences; dictated by the teacher, that include words and punctuation taught so far. | <ul style="list-style-type: none"> ◆ To write a short paragraph; dictated by the teacher, that includes words and punctuation taught so far. | <ul style="list-style-type: none"> ◆ To write a paragraph; dictated by the teacher, that includes words and punctuation taught so far. |
| Punctuation | <ul style="list-style-type: none"> ◆ To begin to use inverted commas to punctuate direct speech. ◆ To use the singular possessive apostrophe and begin to use the plural possessive apostrophe for regular and irregular nouns. ◆ To begin to use a comma after fronted adverbials. | <ul style="list-style-type: none"> ◆ To use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause and end punctuation within the inverted commas. ◆ To use apostrophes to mark plural possession. ◆ To use a comma after fronted adverbials. | <ul style="list-style-type: none"> ◆ To use inverted commas and other punctuation to indicate direct speech, including split speech. ◆ To use commas to clarify meaning or avoid ambiguity in writing. ◆ To use brackets, dashes or commas to indicate parenthesis. | <ul style="list-style-type: none"> ◆ To use commas to clarify meaning or avoid ambiguity. ◆ To use a colon to introduce a list. ◆ To use semi-colons within lists. ◆ To use semi-colons, colons or dashes to mark boundaries between independent clauses. ◆ To punctuate bullet points consistently to list information. ◆ To use hyphens to avoid ambiguity. ◆ To use brackets, dashes or commas to show parenthesis. |
| Text Construction at Sentence Level, including grammar | <ul style="list-style-type: none"> ◆ To begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions. ◆ To use a range of sentence structures and forms appropriately (simple, compound and some complex structures as well as statements, questions, exclamations and commands). ◆ To use expanded noun phrases more consistently, incorporating modifying adjectives and nouns. ◆ To construct similes using 'like' or 'as'. ◆ To use a range of conjunctions and adverbs to express time, place and cause, including fronted adverbials. ◆ To begin to use prepositions to express time and place. ◆ To use a varied and rich vocabulary, including words and phrases from their reading. | <ul style="list-style-type: none"> ◆ To begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions and by experimenting with their placement of these conjunctions within sentences. ◆ To use an increasing range of sentence structures for effect, e.g. a series of short sentences to increase pace and longer sentences, including simple, compound and complex structures, for description. ◆ To use expanded noun phrases, to include modifying adjectives, nouns and prepositional phrases. ◆ To construct a variety of similes using 'like' or 'as'. ◆ To use a varied and rich vocabulary, beginning to be more specific with their word choices. ◆ To use an increasing range of adverbials and vary the position of these throughout the sentence. | <ul style="list-style-type: none"> ◆ Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. ◆ Recognise and begin to use modal verbs and adverbs to indicate degrees of possibility. ◆ Use expanded noun phrases to convey complicated information concisely. ◆ To construct similes and metaphors. ◆ To begin to recognise the perfect form of verbs to mark relationships of time and cause. ◆ To convert nouns or adjectives into verbs, using suffixes, e.g., elastic = elasticate, solid = solidify. ◆ To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ◆ To learn, use and understand the grammatical terminology in | <ul style="list-style-type: none"> ◆ Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. ◆ Use modal verbs and adverbs to indicate degrees of possibility. ◆ Use expanded noun phrases to convey complicated information concisely. ◆ To construct a variety of effective similes and metaphors. ◆ To use the perfect form of verbs to mark relationships of time and cause. ◆ To use passive verbs to affect the presentation of information in a sentence. ◆ To select appropriate vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning. ◆ Recognise and begin to independently choose vocabulary and structures that are |

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| | <ul style="list-style-type: none"> ◆ To know the difference between a consonant and a vowel. ◆ To use the correct form of 'a' or 'an'. ◆ Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ◆ To understand how words are related in form and meaning in word families, e.g. solve, solution, dissolve. To learn, use and understand the grammatical terminology in English Appendix 2 accurately when discussing their writing. ◆ To begin to know the difference between Standard English and non-Standard English and can apply this in their writing. | <p>To learn, use and understand the grammatical terminology in English Appendix 2 accurately when discussing their writing.</p> <ul style="list-style-type: none"> ◆ To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. <ul style="list-style-type: none"> ◆ To use the features of written Standard and non-Standard English more consistently. | <p>English Appendix 2 accurately when discussing their writing.</p> <ul style="list-style-type: none"> ◆ To always use the features of written Standard English. | <p>appropriate for formal speech and writing, including subjunctive forms.</p> <ul style="list-style-type: none"> ◆ To understand synonyms and antonyms. ◆ To use ellipsis. ◆ To learn, use and understand the grammatical terminology in English Appendix 2 accurately when discussing their writing. <ul style="list-style-type: none"> ◆ To always use the features of written Standard English. |
| Conjunctions and Adverbials | although, after, before, unless, however, without warning, therefore, whenever, while | meanwhile, finally, in conclusion, in addition/additionally | except, despite, in comparison to, instead of, in contrast | if necessary, according to, consequently, nevertheless, whereas |
| Text Construction at Text Level | <ul style="list-style-type: none"> ◆ Begin to organise paragraphs around a theme. ◆ Use the present perfect form of verbs in contrast to the past tense. ◆ In non-narrative material, using simple organisational devices (headings and sub-headings). ◆ In narratives, create settings, characters and plot. ◆ To write for a range of real purposes and audiences, as part of their work across the curriculum. | <ul style="list-style-type: none"> ◆ To organise paragraphs around a theme. ◆ Confidently use the present perfect form of verbs in contrast to the past tense. ◆ In non-narrative material, use simple organisational devices (headings and sub-headings) ◆ In narratives, create characters, settings and plot. ◆ To write for an increasing range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take. | <ul style="list-style-type: none"> ◆ To use a range of devices to build cohesion within and across paragraphs. ◆ To use tenses accurately and consistently. ◆ To ensure the subject and verb agree. ◆ To use further organisational devices and some presentational devices to structure texts and begin to guide the reader, e.g. headings, bullet points and underlining. ◆ In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. ◆ To write for an increasingly wide range of real purposes and | <ul style="list-style-type: none"> ◆ To use a wide range of devices to build cohesion within and across paragraphs. ◆ To use a range of tenses accurately and consistently. ◆ To use the first, second and third person. ◆ To use further organisational devices and some presentational devices to structure texts and begin to guide the reader, e.g., headings, bullet points and underlining. ◆ In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. ◆ Précising longer passages. |

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| | | | audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take, e.g. a narrative, an explanation, a report or a description. | <ul style="list-style-type: none"> ◆ To write for an increasingly wide range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take, e.g., a narrative, an explanation, a report or a description. |
| Planning | <ul style="list-style-type: none"> ◆ To discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure, vocabulary and ideas. ◆ To compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and a range of sentence structures. ◆ Plan their writing by discussing and recording ideas, including using role-play to develop and sequence ideas. | <ul style="list-style-type: none"> ◆ To discuss writing similar to that which they are planning to write in order to understand and learn from its sentence, paragraph and whole-text structure, vocabulary and ideas. ◆ To compose and rehearse sentences orally, progressively building a rich, and more varied vocabulary and an increasing range of sentence structures. ◆ Plan their writing by discussing and recording ideas, including using role-play to develop and sequence ideas. ◆ To identify the audience and purpose for their writing. ◆ To choose structure, vocabulary and grammar to reflect the writing purpose and audience effectively. | <ul style="list-style-type: none"> ◆ Note and develop initial ideas, drawing on reading and/or classwork. ◆ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed, using this as models for their own. ◆ Plan their writing by identifying the audience for and purpose of the writing. | <ul style="list-style-type: none"> ◆ Note and develop initial ideas, drawing on reading and research where necessary. ◆ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. ◆ Plan their 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. |
| Evaluating and Editing | <ul style="list-style-type: none"> ◆ Reread their work as they are writing to check it makes sense. ◆ To assess the effectiveness of their own and others' writing and suggest improvements. ◆ To proofread for spelling errors. ◆ To proofread for punctuation errors. ◆ To propose changes to their grammar and vocabulary to improve consistency, including the | <ul style="list-style-type: none"> ◆ To regularly reread their work to check it makes sense. ◆ To assess the effectiveness of their own and others' writing and suggest improvements. ◆ To proofread their own and others' writing for spelling errors. ◆ To proofread their own and others' writing for punctuation errors. ◆ To make changes to the grammar and vocabulary to improve the consistency and effectiveness, | <ul style="list-style-type: none"> ◆ To regularly reread their work to check it makes sense. ◆ To assess the effectiveness of their own and others' writing and suggest improvements. ◆ To proofread their own and others' work for spelling and punctuation errors to a high degree of accuracy ◆ To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | <ul style="list-style-type: none"> ◆ To regularly reread their work to check it makes sense. ◆ To assess the effectiveness of their own and others' writing, using the appropriate grammatical terminology. ◆ To proofread their own and others' work for spelling, grammar and punctuation errors to a high degree of accuracy. ◆ To propose and implement changes to vocabulary, grammar |

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| | accurate use of pronouns in sentences. | including the accurate use of pronouns in sentences. | <ul style="list-style-type: none"> ◆ To ensure the consistent and correct use of tense throughout a piece of writing. | <p>and punctuation to enhance effects and clarify meaning.</p> <ul style="list-style-type: none"> ◆ To ensure the consistent and correct use of tense throughout a piece of writing. ◆ To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the correct register. |
| Performing Writing | <ul style="list-style-type: none"> ◆ To 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. | <ul style="list-style-type: none"> ◆ To 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. | <ul style="list-style-type: none"> ◆ To perform my work aloud confidently using appropriate tenses, volume and movement to make the meaning clear. | <ul style="list-style-type: none"> ◆ To perform my work aloud confidently using appropriate tenses, volume and movement to make the meaning clear. |
| Grammatical Terminology | adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas | determiner, pronoun, possessive pronoun, adverbial | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |