LONGMAN'S HILL CP WRITING PROGRESSION DOCUMENT

	YEAR 4	YEAR 5	Year 6
TRANSCRIPTION Spelling / phonics	**See separate spelling progression grid** • Spell further homophones • Spell words that are often misspelt NC App 1 • Spelling most words using the taught spelling patterns and common exception words from the Y4 list • use the first 2 or 3 letters of a word to check its spelling in a dictionary	**See separate spelling progression grid** • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use dictionaries to check spelling ,meaning using 1st 3 or 4 letters of word • use a thesaurus • Spelling most words using the taught spelling patterns and common exception words from the Y5 list	**See separate spelling progression grid** • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • Use further prefixes and suffixes and understand guidelines for their use • use dictionaries to check spelling, meaning using 1st 3 or 4 letters of word use a thesaurus • Spelling most words using the taught spelling patterns and common exception words from the Y6 list
TRANSCRIPTION Word building	• know the difference between plural and possessive -s	• Use further prefixes and suffixes and understand guidelines for their use: - converting nouns or adjectives into verbs using suffixes eg -ate, -ise, -ify. Eg pollen/ate, advert/ise - use verb prefixes eg dis-, de-, mis-, over-, re-	• understand how words are related by meaning as synonyms & antonyms eg big, large, little
TRANSCRIPTION Handwriting	• 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 • increase the legibility, consistency and quality of their handwriting	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
Contexts for writing	• Writing for a range of purposes and Audiences	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other writing as models for their own	• identifying the audience for and purpose of the writing, selecting the appropriate form and using oth writing as models for their own
COMPOSITION Planning writing	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Selecting vocabulary and language features which show awareness of the reader • Orally rehearse sentences or sequences of before writing	• in writing narratives, considering how authors have developed characters and settings in what pupils have listened to or seen performed • noting and developing initial ideas, drawing on readin research where necessary	• in writing narratives, considering how authors have developed characters and settings in what pupils hav listened to or seen performed • noting and developing initial ideas, drawing on reac research where necessary
COMPOSITION Drafting Writing (inc Vocab & Grammar)	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings, subheadings, caption, bullet points, letter formats) • organising paragraphs around a theme • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using fronted adverbials eg Later that day, I heard the bad news. • Standard English verb inflections (I did vs I done) • Use noun phrase expanded by the addition of Modifying adjectives, nouns and preposition phrases eg 'the teacher' to 'The strict maths teacher with curly hair'.	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (eg appropriate conjunctions, technical vocab to match subject matter, vocab for effect, language to reflect level of formality) • in narratives, describing settings, characters (eg physical description, actions, gestures, expressions) and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion **within** paragraphs eg then, after that, this, firstly) and **across** paragraphs such as - using adverbials of time (eg later), - using adverbials of place (eg nearby) - using adverbials of number (eg secondly) - use of tense choices (eg He had seen her before) • using further organisational and presentational devices to structure text and to guide the reader (eg bullet points, headings, subheadings, underlining, captions, statements) • using expanded noun phrases to convey complicated information concisely • using the perfect form of verbs to mark relationships cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • using modal verbs (eg might, should, will, must) or adverbs(eg perhaps, surely) to indicate degrees of possibility	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (eg appropriate conjunctions, technical vocab to match subject matter, vocab for effect, language to reflect level of formality) • in narratives, describing settings, characters (eg physical description, actions, gestures, expressions) and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of cohesive devices to link ideas **across** paragraphs such as - repetition of a word/phrase - grammatical connections (eg use of adverbial phrase like 'on the other hand', 'in contrast', 'as a consequence') - use of ellipsis • using further organisational and presentational devices to structure text and to guide the reader (eg bullet points, headings, subheadings, underlining, captions, statements, columns, tables) • using expanded noun phrases to convey complicate information concisely • using the perfect form of verbs to mark relationship and cause • understand the differences in vocab typical of informal speech compared to informal and formal writing. • understand the differences in structures typical of informal speech compared to informal and formal writing (eg the use of question tags 'He's your friend, isn't he?' **OR** the use of subjunctive forms eg 'If I were or were they to come in very formal writing or speech**)** • use of the passive to affect the presentation of info sentence (eg I broke the window in the greenhouse v window in the greenhouse was broken [by me]')

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COMPOSITION Editing Writing	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throu piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense thr piece of writing • ensuring correct subject and verb agreement wher using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
COMPOSITION Performing writing	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
COMPOSITION Punctuation	• use familiar punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contraction • Use the possessive apostrophe accurately In singular nouns (the girl's dress), words with regular plurals (eg the ducks' nest)s and irregular plurals (the mice's whiskers) • using commas after fronted adverbials • using inverted commas and other punctuation to indicate direct speech eg a comma after the reportir end punctuation within inverted commas eg The conductor shouted, "Sit down!"	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity eg man eating shark versus man-eating shark! • using semicolons, colons or dashes to mark boundaries between independent clauses eg It's raining; I'm fed up. • using a colon to introduce a list • use of semi-colons within lists • punctuating bullet points to list information consistently
Grammatical Terminology	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