St Faith's KS2 Progression in writing: new curriculum requirements organised into strands

Strand related to AF	Year 3/4	Year 5/6
Transcription	Pupils should be taught to	Pupils should be taught to:
Spelling	- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - spell further homophones - use the first two or three letters of a word to check its spelling in a dictionary	- spell some words with 'silent' letters, *e.g. knight, psalm, solemn* - 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 the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus.
Phonemic and phonological	identifying stressed and unstressed vowel sounds to - identify rules around adding suffixes - identify how unstressed vowels become a schwa sound in spoken language and so spelling cues other than phonemic need to be used (e.g. visual, word families)	
	Alternative graphemes fpr the /eɪ/ sound spelt ei, eigh, or ey (vein, weigh, eight, neighbor, they, obey) **Homophones** accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	- i before e except after c USUALLY when the digraph makes a long e sound. Exceptions are protein, caffeine, seize, either, neither. - ough letter string produces 7 different phonemes (gh used to be a pronounced phoneme as the ch in loch) - silent letters that used to be pronounced: knight, doubt, lamb, solemn, island. **Homophones and commonly confused words** This is a very long list, some of which would be best tackled when writers choose to use such words, or the words are part of topic work. A useful common theme is spelling differences linked to word FUNCTION e.g. - affect is a verb and effect a noun. - Practice, advice, device, prophecy are nouns, practise, advise, devise, prophesy are verbs. - Guessed and passed are past tense verbs, guest and past are nouns

Morphemic and etymological	use further prefixes and suffixes and understand how to add them **Prefixes:** • in/il/im/ir (inactive, illegal, impossible, irregular) • re (redo, return) • sub (subheading, submarine) • inter (interact, international) • super (superstar, supermarket) • anti (antisocial, antiseptic) • auto (autobiography, autograph) **Suffixes:** • ation to form nouns (information, preparation) • ly to form adverbs (sadly, happily, gently, frantically) • sure (measure, treasure, pleasure) • ture (creature, nature, picture) • ion (invention, action, expansion, discussion) • ian (musician, electrician, magician) **Etymological links (word root/origin)** • ch pronounced /k/ from Greek: scheme, chorus, chemist, echo, character • ch pronounced /ʃ/ (sh) from French: chef, chalet, machine, brochure • -gue and –que endings from French: league, tongue, unique, antique • sc pronounced /s/ from Latin (probably originally 2 sounds – overpronouncing helps in spelling) science, scene, discipline, fascinate, crescent	use further prefixes and suffixes and understand the guidelines for adding them **Prefixes:** A hyphen can be used to separate the prefix and root word where the prefix ends and the root word begins in a vowel e.g. co-ordinate, re-enter, co-operate **Suffixes:** • cious/tious for adjectives (spacious, gracious, ambitious, nutritious) • cial/tial for adjectives (partial, special, official) • ant for adjectives (observant, expectant, tolerant) • ence/ance for nouns (observance, expectance, tolerance) • able/ible for adjectives and ably/ibly for adverbs
High frequency		
Handwriting	Pupils should be taught to: • 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, e.g. 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.	Pupils should be taught to write legibly, fluently and with increasing speed by • choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letter • choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

Composition		
Writing range	 Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. In order to develop creative and imaginative writing, pupils can be encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non- verbally). They should have opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.	
Writing process	Pupils should be taught to: plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices such as headings and sub-headings evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that	Pupils should be taught to 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 - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters 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 and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to

	the meaning is clear.	• enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a 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 • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Grammar	• extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although* • using the perfect form of verbs to mark relationships of time and cause • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun • learning the grammar in column 1 of year 1 in Appendix 2
Punctuation	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • using and punctuating direct speech	indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between main clauses • using a colon to introduce a list • punctuating bullet points consistently
Terminology for pupils	**Year 3** adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') **Year 4** determiner pronoun, possessive pronoun, adverbial	**Year 5** modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity **Year 6** subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi- colon, bullet points