

Callowell Writing Progression of Skills KS2



Year 3

Year 4

Year 5

Year 6

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Word reading

Composition	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ol style="list-style-type: none"> 1. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 2. Discussing and recording ideas <p>Draft and write by:</p> <ol style="list-style-type: none"> 3. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 4. organising paragraphs around a theme 5. in narratives, creating settings, characters and plot 6. in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ol style="list-style-type: none"> 7. assessing the effectiveness of their own and others' writing and suggesting improvements 8. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 9. proof-read for spelling and punctuation errors 10. 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. 		<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ol style="list-style-type: none"> 1. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2. Noting and developing initial ideas, drawing on reading and research where necessary <p>☑ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by:</p> <ol style="list-style-type: none"> 3. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 5. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 4. précising longer passages 4. using a wide range of devices to build cohesion within and across paragraphs 6. using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ol style="list-style-type: none"> 7. assessing the effectiveness of their own and others' writing 8. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 8. ensuring the consistent and correct use of tense throughout a piece of writing 8. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 9. proof-read for spelling and punctuation errors 	
	Phonics and Spelling	<ol style="list-style-type: none"> 1. Form nouns using a range of prefixes (link to spelling programme) 2. Spell at least half of the Y3/4 common exception words, homophones and words from other origins 3. Can spell words using some of the Y3/4 prefixes and suffixes 	<ol style="list-style-type: none"> 2. Spell the Y3/4 common exception words, homophones and words from other origins 3. Spell words using the Y3/4 prefixes and suffixes 	<ol style="list-style-type: none"> 2. Spell at least half of the Year 5/6 common exception words, homophones and words from other origins 3. Can spell words using some of the Y5/6 prefixes and suffixes

Callowell Writing Progression of Skills KS2

Letter formation. Placement and positioning	Increase the legibility, consistency and quality of their handwriting e.g.by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Increase the legibility, consistency and quality of their handwriting e.g.by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Increase the legibility, consistency and quality of their handwriting e.g.by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters	Maintain legibility in joined writing at speed
Spelling (following No Nonsense)	<ol style="list-style-type: none"> 1. develop a range of personal strategies for learning new and irregular words* 2. develop a range of personal strategies for spelling at the point of composition* 3. develop a range of strategies for checking and proofreading spellings after writing* 4. use further prefixes and suffixes and understand how to add them (English Appendix 1) 5. spell further homophones 6. spell words that are often misspelt (English Appendix 1) 7. place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's) 8. use the first two or three letters of a word to check its spelling in a dictionary 9. write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 10. proofread for spelling errors. * non-statutory 	<ol style="list-style-type: none"> 1. develop a range of personal strategies for learning new and irregular words* 2. develop a range of personal strategies for spelling at the point of composition* 3. develop a range of strategies for checking and proofreading spellings after writing* 4. use further prefixes and suffixes and understand how to add them (English Appendix 1) 5. spell further homophones 6. spell words that are often misspelt (English Appendix 1) 7. place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's) 8. use the first two or three letters of a word to check its spelling in a dictionary 9. write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 10. proofread for spelling errors. * non-statutory 	<ol style="list-style-type: none"> 1. develop a range of personal strategies for learning new and irregular words* 2. develop a range of personal strategies for spelling at the point of composition* 3. develop a range of strategies for checking and proof reading spellings after writing* 4. use further prefixes and suffixes and understand the guidance for adding them 6. spell some words with 'silent' letters (for example, knight, psalm, solemn) 5. continue to distinguish between homophones and other words which are often confused 3. 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 8. use dictionaries to check the spelling and meaning of words 8. use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 11. use a thesaurus 10. proofread for spelling errors. * non-statutory 	<ol style="list-style-type: none"> 1. develop a range of personal strategies for learning new and irregular words* 2. develop a range of personal strategies for spelling at the point of composition* 3. develop a range of strategies for checking and proofreading spellings after writing* 4. use further prefixes and suffixes and understand the guidance for adding them 6. spell some words with 'silent' letters (rarer GPCs, for example: knight, psalm, solemn) 5. continue to distinguish between homophones and other words which are often confused 6. 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 8. Use dictionaries to check the spelling and meaning of words 8. use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 11. use a thesaurus 10. proofread for spelling errors. * non-statutory

Callowell Writing Progression of Skills KS2

YEAR 3					
Revision of Year 2 (dependent on year group needs)					
<i>This should be discussed with the class teacher during the transition meeting at the end of the year.</i>					
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils	Editing
<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Punctuation Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>Can proof-read for errors and make improvements to writing e.g. add missing words or punctuation, add adjectives or adverbs</p>

Callowell Writing Progression of Skills KS2

YEAR 4					
<i>Revision of Year 3 (dependent on year group needs)</i> <i>This should be discussed with the class teacher during the transition meeting at the end of the year.</i>					
<p>Word Structure The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Sentence Structure Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Text Structure Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Punctuation Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>	<p>Terminology for Pupils determiner pronoun, possessive pronoun adverbial</p>	<p>Editing Can proof-read for errors and make improvements to writing e.g. add missing words or punctuation, add adjectives or adverbs</p>

Callowell Writing Progression of Skills KS2

YEAR 5					
<i>Revision of Year 4 (dependent on year group needs) This should be discussed with the class teacher during the transition meeting at the end of the year.</i>					
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils	Editing
<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>or modal verbs [for example, might, should, will, must]</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Can proof read to improve vocabulary, grammar and punctuation.</p>

Callowell Writing Progression of Skills KS2

YEAR 6					
<i>Revision of Year 5 (dependent on year group needs) his should be discussed with the class teacher during the transition meeting at the end of the year.</i>					
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils	Editing
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Can proof read to improve vocabulary, grammar and punctuation.</p>

Callowell Writing Progression of Skills KS2

	<p>The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Punctuating bullet points accurately</p>				
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