Writing Progression at Emerson Valley School

	Year 3	Year 4	Year 5	Year 6
Terminology	Pupils will be taught to understand and discuss these terms: **Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, adverb,** determiner, synonyms, relative clause, relative pronoun, imperative, colon for instructions, paragraph, dialogue, heading, sub-heading, preposition phrase.	Pupils will be taught to understand and discuss these terms: **Determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, apostrophe for plural possession,** metaphor, imperative, 1st/2nd/3rd person, common/proper/collective noun, onomatopoeia, rhetorical question, word class.	Pupils will be taught to understand and discuss these terms: **Modal verb, relative, pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity** Formal/informal, hyperbole, literal/figurative, modifiers, abstract/concrete nouns, verb form, fact, opinion	Pupils will be taught to understand and discuss these terms: **Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points** Fluent/fluency, personification, cohesion, stressed and unstressed syllables, subjunctive mood, superlative, past progressive verb form, perfect verb form, progressive verb form, subordinating conjunction, coordinating conjunction
Punctuation	Pupils will be taught to use: **Colon** before a list, **Ellipses** to keep the reader hanging on, **Inverted commas** for direct speech, use of commas after **fronted adverbials.**	Pupils will be taught to use: Full punctuation for **direct speech**, **apostrophes** for plural possession, **commas** to mark **clauses** and after **fronted adverbials**	Pupils will be taught to use: **Brackets, dashes or commas to indicate parenthesis** **Commas to clarify meaning or ambiguity** **Inverted commas and other punctuation to indicate direct speech** Colons to introduce speech in play scripts Other punctuation conventions e.g. inverted commas for speech and brackets/italics for stage directions	Pupils will be taught to use: **A semi-colon, colon or dash to mark the boundary between independent clauses** **A colon to introduce a list and use of semi-colons within a list** **Conventions for punctuating bullet points to list information** **Hyphens to avoid ambiguity** Ellipsis A full stop for abbreviation Inverted commas and other punctuation to indicate direct speech
Handwriting	Pupils will be taught to: **Consistently use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.**	Pupils will be taught to: **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**	Pupils will be taught to: **Begin to write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility** **Choose which shape of a letter to use when given choices and decide whether or not to join specific letters**	Pupils will be taught to: **Consistently write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility** **Use an unjoined style when appropriate**

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	Use joined handwriting thoughout the majority of their independent writing.	**sufficiently so that the ascenders and descenders of letters do not touch.** Use joined handwriting, where appropriate, throughout their independent writing, in all subjects, not just English.	**Begin to independently choose the writing implement best suited to the task**	**Develop an increasingly personal style Always choose the writing implement best suited to the task**
Conjunctions	**Pupils will be taught to use: Although, after, before, unless, however, without warning, therefore, whenever, while**	**Pupils will be taught to use:** **Meanwhile, finally, in conclusion, in addition/additionally**	**Pupils will be taught to use:** **Except, despite, in comparison to, instead of**	**Pupils will be taught to use:** **If necessary, according to, consequently, nevertheless, whereas**
Construction: Sentence level	**Pupils will be taught to:** ❖ **Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far** ❖ **Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions – use long sentences to add description or information and short sentences for emphasis and making key points** ❖ **Use a range of sentence structures – compound sentences using coordinating conjunctions (FANBOYS) – develop complex sentences with subordinating conjunctions**	**Pupils will be taught to:** ❖ **Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far** ❖ **Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions** ❖ **Use an increasing range of sentence structures for effect** ❖ **Increase the range of adverbials and ensure they are positioning these throughout the sentence, including using fronted adverbials.** ❖ **Show consistency in decisions as to whether to use nouns or pronouns for clarity and cohesion and to avoid repetition** ❖ Use expanded noun phrases more consistently and confidently, **including**	**Pupils will be taught to:** ❖ **Begin to be more selective with vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning** ❖ **Recognise vocabulary and structures that are appropriate for formal speech and writing** ❖ **Recognise passive verbs and begin to use them in formal speech and writing** ❖ **Construct a variety of effective similes and metaphors** ❖ **Use the perfect forms of verbs to mark relationships of time and cause** ❖ **Begin to use expanded noun phrases to convey complicated information**	**Pupils will be taught 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 appropriate for formal speech and writing** ❖ **Use passive verbs to affect the presentation of information in a sentence** ❖ **Construct a variety of effective similes and metaphors** ❖ **Use the perfect forms of verbs to mark relationships of time and cause** ❖ **Use expanded noun phrases to convey complicated information concisely** ❖ **Use modal verbs or adverbs to indicate degrees of possibility**

❖ **Experiment with a greater range of simple adverbials, including some fronted adverbials and prepositional phrases to place the action** ❖ **Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition** ❖ Use expanded noun phrases more consistently ❖ Use a drop in clause using who/whom/which/whose/that ❖ Use 'ing' clauses as sentence starters ❖ Expand their range of vocabulary ❖ Construct similes using 'like' or 'as' ❖ Use a pattern of three for description ❖ Use the features of Standard English more consistently	modifying adjectives, nouns, proper nouns and prepositions such as: at, underneath, since, towards, beneath, beyond ❖ To know the difference between plural and possessive 's' ❖ To use conditionals: could, should, would ❖ Expand their range of vocabulary ❖ Construct a variety of similes using 'like' or 'as' ❖ Use a pattern of three for description and expand effectively ❖ Begin to be more specific with word choices. ❖ Begin to use rhetorical questions Use the features of Standard English more consistently	❖ **Recognise and begin to use modal verbs or adverbs to indicate degrees of possibility** ❖ **Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun** ❖ Construct a variety of effective similes and metaphors ❖ Use a pattern of three for description and expand each part into a full phrase to make it effective ❖ Confidently use rhetorical questions ❖ Always use the features of written Standard English ❖ Further increase the range of adverbials, including fronted adverbials and recognise and begin to **use modal verbs to indicate degrees of possibility**	❖ **Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun** ❖ Always use the features of written Standard English ❖ Further increase the range of adverbials, including fronted adverbials and **use modal verbs to indicate degrees of possibility**
Construction: Text level	**Pupils will be taught to:** ❖ **Begin to use paragraphs and understand that they should be organised around a theme** ❖ **Sometimes use the present perfect form of verbs in contrast to the present tense**	**Pupils will be taught to:** ❖ **Organise paragraphs around a theme** ❖ **Confidently use the present perfect form of verbs in contrast to the present tense** ❖ **In non-narrative material, use simple organisational devices**	**Pupils will be taught to:** ❖ **Begin to expand their range of organisational devices to build cohesion within and across paragraphs** ❖ **Use further organisational devices and some presentational devices to**	**Pupils will be taught to:** ❖ **Use a wide range of devices to build cohesion within and across paragraphs** ❖ **Use further organisational and presentational devices to structure texts and to guide the reader**

	- In non-narrative material, use simple organisational devices - In narratives, create characters, settings and plot, based on their reading, using some simple description and conjunctions appropriate to Year 3, including beginning to use some dialogue - Write for a range of purposes and audiences across the curriculum, and make some decisions, based on these, about the form the writing should take Recognise that writing often has a 'hook' to draw the reader in and attempt to use it.	- In narratives, create characters, settings and plot, based on their reading, with description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions - Write for an increasing range of purposes and audiences across the curriculum, and use these to underpin their decisions about the form the writing should take Begin to use a 'hook' to draw the reader in to writing	structure texts and begin to guide the reader - Recognise and use first, second and third person - Confidently use a 'hook' to draw the reader in to writing - 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 - Use tenses accurately and consistently	- In narratives describe settings, character and atmosphere and integrate dialogue to convey character and advance the action - Correctly use first, second and third person - Confidently and effectively use a 'hook' to draw the reader in to writing - 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 - Use a range of tenses accurately and consistently
Planning	Pupils will be taught to: - Discuss writing similar to that which they are planning in order to understand and learn from its sentence structure, vocabulary and ideas. - Compose and rehearse sentences orally, progressively building a varied vocabulary and a range of sentence structures	Pupils will be taught to: - Discuss writing similar to that which they are planning in order to understand and learn from its sentence, paragraph and whole text structure, vocabulary and ideas. - Compose and rehearse sentences orally, progressively building a rich and more varied vocabulary and an increasing range of sentence structures	Pupils will be taught to: - Plan their writing by identifying the audience for and purpose of the writing - Use some deliberate vocabulary and grammar choices to enhance the mood and support the meaning of their writing - In narratives, plan to convey character and advance the action through dialogue and	Pupils will be taught to: - Plan their writing by identifying the audience for and purpose of the writing - Select appropriate ideas, vocabulary and grammatical forms from model texts to improve the quality of their own writing - Use appropriate organisational devices, such as headings, subheadings or bullet points

	Plan to use paragraphs, by grouping relevant information	Plan to use paragraphs, by grouping relevant information, and showing an increased level of confidence and accuracy in the placement of paragraph breaks.	**description of settings or characters** ❖ **Use appropriate organisational devices, such as headings or subheadings** ❖ Clearly identify the viewpoint from which they will be writing and carefully maintain this across the whole text Plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen their understanding	❖ **Use reading and research, where appropriate, to develop initial ideas** ❖ **Select grammar and vocabulary, understanding how such choices can change and enhance the meaning and mood of their writing** ❖ **Precis longer passages** ❖ Consistently plan to use appropriate levels of formality across all writing ❖ Clearly identify the viewpoint from which they will be writing and carefully maintain this across the whole text
Evaluating	**Pupils will be taught to:** ❖ **Assess and discuss the effectiveness of their own writing and suggest improvements and begin to monitor their own writing for sense in the same way that they monitor their reading.** ❖ **Read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear.** **Use appropriate grammatical terminology in discussing writing**	**Pupils will be taught to:** ❖ **Assess and discuss the effectiveness of their own and others' writing and suggest improvements and be able to monitor their own writing for sense and effectiveness in the same way that they monitor their reading.** ❖ **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.** **Use appropriate grammatical terminology in discussing writing**	**Pupils will be taught to:** ❖ **Assess the effectiveness of their own writing, discussing the shades of meaning created by their vocabulary and grammar choices** ❖ **Perform their own compositions, using appropriate intonation, volume and movements so that the meaning is clear.** ❖ **Use appropriate grammatical terminology in discussing writing**	**Pupils will be taught to:** ❖ **Assess the effectiveness of their own and others' writing using appropriate grammatical terminology** to specifically state what could be improved upon, where appropriate and discussing the shades of meaning created by their vocabulary and grammar choices **Perform their own compositions, using appropriate intonation, volume and movements so that the shades of meaning are clear.**

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Editing	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:	Pupils will be taught to:
	Proof-read their own and others' writing for spelling and punctuation errors **Implement changes to grammar and vocabulary to improve consistency.**	**Proof-read their own and others' writing for spelling and punctuation errors** **Implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences.**	**Proof-read their own and others' writing for spelling and punctuation errors to a high degree of accuracy** **Ensure the correct use of tense throughout a piece of writing** **Propose and implement changes to grammar and vocabulary to clarify meaning and enhance effects**	**Proof-read their own and others' writing for spelling and punctuation errors to a high degree of accuracy** **Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register** **Propose and implement changes to grammar and vocabulary to clarify meaning and enhance effects,** giving reasoned explanations for their decisions