

Sheerness West Federation Progression in Writing

Lower Key Stage 2

<b>Year 3 &amp; 4</b>	
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> <li>I can spell further homophones</li> <li>I can spell words that are often misspelt (Appendix 1)</li> </ul>
Spelling Strategies/Rules	<ul style="list-style-type: none"> <li>I can use further prefixes and suffixes and understand how to add them</li> <li>I can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>I can use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>I can write from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>I can increase the legibility, consistency and quality of my handwriting</li> </ul>
Context	<ul style="list-style-type: none"> <li>I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>
Planning	<ul style="list-style-type: none"> <li>I can discuss and record ideas</li> <li>I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>
Drafting	<ul style="list-style-type: none"> <li>I can organise paragraphs around a theme</li> <li>I can write in narratives, creating settings, characters and plot</li> <li>I can write in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>
Editing	<ul style="list-style-type: none"> <li>I can assess the effectiveness of my own and others' writing and suggest improvements</li> <li>I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>I can proofread for spelling and punctuation errors</li> </ul>
Performing	<ul style="list-style-type: none"> <li>I can read my 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.</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>I can use conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul>
Grammar	<p><b>Year 3</b> I can understand the following:</p> <ul style="list-style-type: none"> <li>Using the present perfect form of verbs in contrast to the past tense</li> <li>Form nouns using prefixes (super-, anti-)</li> <li>Use the correct form of 'a' or 'an'</li> <li>Word families based on common words (solve, solution, dissolve, insoluble)</li> </ul> <p><b>Year 4</b> I can understand the following:</p> <ul style="list-style-type: none"> <li>Using fronted adverbials</li> <li>Difference between plural and possessive –s</li> <li>Standard English verb inflections (I did vs I done)</li> <li>Extended noun phrases, including with prepositions</li> <li>Appropriate choice of pronoun or noun to create cohesion</li> </ul>
Punctuation	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>I can use and punctuating direct speech (i.e. Inverted commas)</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can use commas after fronted adverbials</li> <li>I can indicate possession by using the possessive apostrophe with singular and plural nouns</li> <li>I can use and punctuate direct speech (including punctuation within and surrounding inverted commas)</li> </ul>
Grammatical Terminology	<p><b>Year 5</b> Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p> <p><b>Year 6</b> Determiner, pronoun, possessive pronoun, adverbial</p>