

Writing Progression KS2 Busbridge Junior School

Vers 10.2.23

<i>The skills are cumulative, building up each year. Year 6 SATS combine all the skills as they are end of KS2 assessments.</i>				
	Year 3	Year 4	Year 5	Year 6
Punctuation	<p>Begin to use inverted commas to punctuate direct speech</p> <p>Evaluate and edit your own writing</p> <p>Use capital letters and full stops and some question marks and exclamation marks</p> <p>Begin to use commas after simple fronted adverbs</p>	<p>Use speech punctuation (e.g. The conductor shouted, "Sit down!")</p> <p>Use of apostrophe for omission and possession</p>	<p>Use commas and hyphens to clarify meaning or avoid ambiguity in writing</p> <p>Use a colon to introduce a list</p> <p>Use brackets, dashes and commas to indicate parentheses</p>	<p>Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</p>
Grammar	<p>Use conjunctions (e.g. when, before, after, while, so, because)</p> <p>Use adverbs or prepositions</p> <p>Identify and use expanded noun phrases</p> <p>Use a wider range of conjunctions (e.g. when, if, because, although, however)</p> <p>Use present and past tense. Use verbs with irregular tense changes (e.g. go/went)</p>	<p>Use different types of sentences and related verb types (e.g. imperatives in commands)</p> <p>Use adverbs and prepositions</p> <p>Expand nouns to include more detail (e.g. 'the unhappy orphan with curly hair')</p> <p>Use fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Use a range of relative clauses to add interest and detail to nouns</p> <p>Use modal verbs and adverbs (perhaps, surely, probably) to indicate degrees of possibility</p> <p>Use the passive verb form to aid formality in writing</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Use precise expanded noun phrases to add interest (e.g. the paisley patterned tie with a Windsor knot...)</p> <p>Ensure correct subject and verb agreement when using the singular and plural</p>	<p>contracted forms in dialogues</p> <p>passive verbs</p> <p>modal verbs</p> <p>conjunctions</p> <p>adverbials of time and place</p> <p>pronouns/synonyms</p>
Composition	<p>Choose some words or phrases showing an awareness of the reader</p>	<p>Use precise vocabulary that is lively and imaginative</p>	<p>Use a range of devices to build cohesion within paragraphs (e.g.</p>	<p>Write effectively for a range of purposes and audiences, selecting</p>

Writing Progression KS2 Busbridge Junior School

Vers 10.2.23

	<p>Begin to organise ideas in sections or paragraphs</p> <p>Use headings and sub-headings to organise information</p> <p>Use the main features of your selected genre</p> <p>Openings and closings are signalled in a range of writing</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue)</p> <p>Plan writing thinking about structure, vocabulary and grammar</p> <p>Begin to use the first and third person correctly</p> <p>Share a characters' viewpoint</p>	<p>Clearly show an understanding of audience and purpose through formality of writing style</p> <p>Describe characters by writing about how they look, react, talk or behave</p> <p>Draft, compose and edit work to choose words or phrases to both engage the reader and support the purpose</p> <p>Include details to interest, persuade, explain and instruct Make links between sentences within paragraphs/sections,</p> <p>Evaluate and edit their own and others' writing</p> <p>Plan well-paced writing</p> <p>Use research skills to develop the content of the writing</p>	<p>sequencing words and phrases; pronouns, co-coordinating and subordinating conjunctions)</p> <p>Link ideas across paragraphs using a range of adverbials (time, place, number and cause)</p> <p>In narratives, describe settings, characters and create atmosphere, and balancing description and dialogue to create impact</p> <p>Select the appropriate form and use other similar writing as models when planning</p> <p>Viewpoint (opinion, attitude, position) is expressed, and largely consistent</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>Use redrafting to improve impact of a section of writing, justifying decision making</p>	<p>language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Use verb tenses consistently and correctly throughout their writing</p>
<p>Transcription</p>	<p>Spell of the days of the week and months of the year</p> <p>Spell homophones (e.g. accept/except)</p> <p>Spell words with the prefixes dis-, mis-, in-, and im-</p>	<p>Spelling most words correctly (Year 3 and 4)</p> <p>Show some evidence of a broader range of prefixes to spell words accurately (e.g 'in', 'lm', 'sub'; 'inter')</p>	<p>Spell some words correctly, including common exception words*(years 5 and 6)</p> <p>Able to spell endings which sound like zhun (e.g. division, invasion, confusion, decision, collision, television)</p>	<p>Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Maintain legibility in joined handwriting when writing at speed.</p>

Writing Progression KS2 Busbridge Junior School

Vers 10.2.23

	<p>Spell words ending in –tion, and –sion</p> <p>Spell words with contracted forms e.g did not – didn't</p> <p>Use and spell pronouns E.G I , he , she</p> <p>Write longer, more detailed piece of writing</p>	<p>Show evidence of many words spelt correctly when adding suffixes beginning with vowel letters to words of more than one syllable (doubling the consonant letter)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Show increased resilience in correcting spelling using a range of self-help strategies</p>	<p>Common errors in prefixes and suffixes are correctly spelt (e.g. disappear, disappoint, beginning, business)</p>	