

YEADON WESTFIELD JUNIOR SCHOOL: ASSESSED WRITING PROGRESSION Y3-6

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
EVERY TIME WE WRITE FIRST 3 WEEKS RECAP PREVIOUS YEARS	<p>YEAR 2 ETWW</p> <ul style="list-style-type: none"> • I can spell contractions e.g. don't – do not • My capital letters are bigger than my other letters • I can use capital letters and full stops • I can use exclamation marks • I can use question marks • I can use one adjective to describe a noun e.g. the blue butterfly (expanded noun phrase) • I can use coordinating conjunctions e.g. and, or • I can use subordinating conjunctions e.g. when, if, that • I can write in the past tense correctly • I can use apostrophes for possession e.g. the girl's book • I can use commas for lists <p>Also cover:</p> <ul style="list-style-type: none"> • Confidently knowing the alphabet • Use the first two or three letters of a word to check its spelling in the dictionary • Know and use consonants and vowels • Write from memory simple sentences, dictated by the teacher, that includes punctuation. 	<p>YEAR 3 ETWW</p> <ul style="list-style-type: none"> • I can use a before a noun which starts with a consonant e.g. a car • I can use an before a noun which starts with a vowel e.g. an orange • I can use conjunctions for time and place e.g. when, before, after, so, because • I can use adverbs e.g. then, next, soon • I can use prepositions e.g. before, after, during, in • I can use inverted commas to punctuate speech e.g. "Hello," she said • I can use conjunctions and prepositions to write a subordinate clause e.g. It was a sunny day so I took my sunhat. <p>Also cover:</p> <ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary • Know and use consonants and vowels • Write from memory simple sentences, dictated by the teacher, that includes punctuation. 	<p>YEAR 4 ETWW</p> <ul style="list-style-type: none"> • I can give more information about nouns by using a preposition phrase e.g. the large snowman with the coal buttons. • I can use standard English correctly e.g. We were, I was • I can use fronted adverbials e.g. Later that day, I heard the bad news. • I can use inverted commas and other punctuation to show speech e.g. "Wait!" shouted the man, "Stop the bus!" • I can use commas after fronted adverbials e.g. Later that day, I heard the bad news. <p>Also cover:</p> <ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters to f a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus 	<p>YEAR 5 ETWW</p> <ul style="list-style-type: none"> • I can write relative clauses starting with who, which, where e.g. The dog, with large brown eyes, begged for some food. • I can use adverbs for possibility e.g. perhaps, maybe, surely • I can use modal verbs e.g. might, should, could • I can use brackets for parenthesis (to separate information) • I can use dashes for parenthesis • I can use commas to show meaning (not just as a list) <p>Also cover:</p> <ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters to f a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus

AUTUMN 1	<p>EXPLANATORY TEXT</p> <ul style="list-style-type: none"> • How the grammatical patterns in a sentence indicate its function as a statement or question • 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] • <i>I can use a before a noun which starts with a consonant e.g. a car Y3 ETWW</i> • <i>I can use an before a noun which starts with a vowel e.g. an orange Y3 ETWW</i> • Introduction to paragraphs as a way to group related material Y3 • Headings and sub-headings to aid presentation Y3 • Expressing time using conjunctions e.g. first, next, then, finally. <i>I can use conjunctions for time Y3 ETWW</i> • Express cause using conjunctions e.g. so, because of this • <i>I can use conjunctions to write a subordinate clause e.g. It was a sunny day so I took my sunhat. Y3 ETWW</i> 	<p>WISHING TALE - ROMANS</p> <ul style="list-style-type: none"> • Express time and place using conjunctions Y3 • Express time and place using prepositions Y3 • Express time and place using adverbs Y3 • Fronted adverbials Y4. <i>I can use fronted adverbials e.g. Later that day, I heard the bad news ETWW Y4</i> • Use cohesion to avoid repetition Y4 • Use of commas after fronted adverbials Y4. <i>I can use commas after fronted adverbials e.g. Later that day, I heard the bad news. ETWW Y4</i> • Use and punctuate direct speech • <i>I can give more information about nouns by using a preposition phrase e.g. the large snowman with the coal buttons. ETWW Y4</i> • Noun phrases expanded by the addition of modifying adjectives Y4 • 	<p>DILEMMA STORY</p> <ul style="list-style-type: none"> • Commas to separate items in a list Y2 • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name) Y2 • Express time, place and cause using conjunctions Y3 • Express time, place and cause using adverbs Y3 • Express time, place and cause using prepositions Y3 • The grammatical difference between plural and possessive – s Y4 • Fronted adverbials Y4 • Apostrophe's to mark plural possession Y4 • Use of commas after fronted adverbials Y4 • Converting nouns or adjectives into verbs using suffixes Y5 • Linking paragraphs using adverbials of time Y5 • Spell suffixes Y5 • Use expanded noun phrases to convey complicated information concisely • Indicate degrees of possibility using adverbs [for example, perhaps, surely]. <i>I can use adverbs for possibility e.g. perhaps, maybe, surely ETWW Y5</i> 	<p>NEWSPAPER REPORT/HISTORIAL STORY</p> <ul style="list-style-type: none"> • Express time, place and cause using conjunctions Y3 • Headings and sub-headings to aid presentation Y3 • Standard English forms for verb inflections instead of local spoken forms Y4. • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. <i>I can use synonyms, I can use antonyms ETWW Y6</i> • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Y5 • Brackets, dashes or commas to indicate parenthesis Y5 • Use of commas to clarify meaning or avoid ambiguity Y5 • Layout devices – headings, sub-headings, bullets - punctuate bullet points consistently Y6. <i>I can use headings, subheadings and bullets to set out my writing. ETWW Y6</i> • Use of the colon to introduce a list Y6 • Layout devices - columns or tables
AUTUMN 2	<p>JOURNEY/LIFE STORY</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives Y4 • Use paragraphs to organise ideas around a theme Y4 • 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] • I can use fronted adverbials e.g. Later that day, I heard the bad news. • <i>I can use prepositions to write a subordinate clause Y3 ETWW</i> • I can express cause using adverbs Y3. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Express time and place using conjunctions • 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]. <i>I can use standard English correctly e.g. We were, I was ETWW Y4</i> • Coordinating and subordinating conjunctions. • Use punctuation for parenthesis mostly accurately. • Use commas in lists. 	<p>SPACE POETRY - STRUCTURE</p> <ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Y2 • Use inverted commas and other punctuation to indicate direct speech • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Y4 • Use relative clauses beginning with who, which, where, when, whose, that or an implied relative pronoun Y5. <i>I can write relative clauses starting with who, which, where e.g. The dog, with large brown eyes, begged for some food. ETWW Y5</i> • Linking ideas across paragraphs using place [for example, nearby] 	<p>BIOGRAPHY</p> <ul style="list-style-type: none"> • Express time, place and cause using conjunctions Y3 • Noun phrases expanded by the addition of modifying preposition phrases Y4 • Use of commas after fronted adverbials Y4 • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Y5 • 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)]. <i>I can use the passive voice e.g. instead of 'I broke the window'.. I can say 'The window was broken by me'. ETWW Y6</i> • Punctuation of bullet points to list information.

<p style="text-align: center;">TERMINOLOGY ACROSS AUTUMN</p>	<ul style="list-style-type: none"> • Noun, noun phrase, statement, question, exclamation, command, adjective, suffix, adverb, verb, tense (past, present), apostrophe, comma, preposition Y2 • Conjunction Y3 • Word family Y3 • Clause, subordinate clause Y3 • Consonant, vowel Y3 • Preposition Y3 	<ul style="list-style-type: none"> • Noun phrase, adjective, adverb Y2 • Conjunction, inverted commas Y3 • Adverbial Y4 	<ul style="list-style-type: none"> • Noun, noun phrases, adverb, verb, apostrophe, comma Y2 • Conjunction Y3 • Inverted commas Y3 • Determiner Y4 • Adverbial Y4 • Relative clause Y5 • Synonym, antonym Y6 • Relative pronoun Y5 	<ul style="list-style-type: none"> • Statement, question Y2 • Clause, subordinate clause Y3 • Relative clause, parenthesis, bracket, dash Y5 • Subject, object Y6 • Colon, semi-colon, bullet points Y6 • Active, passive Y6 • Synonym, antonym Y6 • Modal verb Y5
<p style="text-align: center;">SPRING 1</p>	<p>ADVENTURE STORY</p> <ul style="list-style-type: none"> • Use of paragraphs as a way to group related material Y3 • Headings and sub-headings to aid presentation Y3 • <i>I can use conjunctions for place e.g. when, before, after, while, so, because Y3 ETWW</i> • Expressing time and place using adverbs for example then, next, soon, therefore Y3. <i>I can use adverbs for example then, next, soon, therefore Y3 ETWW</i> • <i>I can use prepositions e.g. before, after, during, in, because of Y3 ETWW</i> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict teacher with curly hair Y4 	<p>POETRY – FREE VERSE (AND ELEMENTS OF VISUAL)</p> <ul style="list-style-type: none"> • Express time, place and cause using conjunctions e.g. when, before, after, while, so, because Y3 • Express time, place and cause using prepositions e.g. before, after, during, in, because of Y3 • Appropriate choice of pronoun or noun and across sentences to aid cohesion and avoid repetition Y4 	<p>ADVENTURE STORY</p> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing Y2 • Use of the progressive forms of verbs in the present and past tense to mark actions in progress Y3 • Commas to separate items in a list Y2 • Headings and subheadings to aid presentation Y3 • Use of commas to clarify meaning to avoid ambiguity Y5. <i>I can use commas to show meaning (not just as a list) ETWW Y5</i> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Y6 • The difference between structures typical of informal speech and structures appropriate for formal speech and writing Y6 • Layout devices – headings, subheadings Y6 • Use of colon to introduce a list and use of semi-colons within lists Y6 • Use further prefixes (un) and suffixes (cial) and understand the guidance for adding them • Continue to distinguish between homophones and other words which are often confused 	<p>HISOTRICAL STORY</p> <ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech Y3 • Standard English forms for verb inflections instead of local spoken forms Y4 • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases Y4 • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Y5 • Indicating degrees of possibility using modal verbs Y5 • Devices to build cohesion within a paragraph Y5 • Linking ideas across paragraphs using adverbials of time and number Y5 • Brackets, dashes or commas to indicate parenthesis Y5 • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Y6 • The difference between structures typical of informal speech and structures appropriate for formal speech and writing including the subjunctive form Y6 • How hyphens can be used to avoid ambiguity Y6 • Use modal verbs • Use commas to clarify meaning or avoid ambiguity in writing • Use hyphens to avoid ambiguity. <i>I can use hyphens to explain my meaning e.g. man eating shark is different to man-eating shark. ETWW Y6</i> • Use of semi-colons within lists • <i>I can link ideas using adverbials e.g. on the other hand, in contrast. ETWW Y6</i>

<p style="text-align: center;">SPRING 2</p>	<p>POETRY - VISUAL</p> <ul style="list-style-type: none"> • Introduction to inverted commas to punctuated direct speech Y3 • Standard English forms for verb inflections instead of local spoken forms e.g. we were instead or we was Y4 • Fronted adverbials Y4 • Use of commas after fronted adverbials Y4 • <i>I can use inverted commas to punctuate speech e.g. "Hello," she said Y3 ETWW</i> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>BIOGRAPHY</p> <ul style="list-style-type: none"> • Express time, place and cause using conjunctions Y3 • Paragraphs to group material Y3 • Inverted commas to punctuate direct speech Y3 • Expand noun phrases by adding nouns • <i>I can use inverted commas and other punctuation to show speech e.g. "Wait!" shouted the man, "Stop the bus!" ETWW Y4</i> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>NON-CHRONOLOGICAL REPORT</p> <ul style="list-style-type: none"> • Fronted adverbials Y4 • Use of the semi-colon and colon to mark the boundary between independent clauses Y6 • Use brackets to indicate parenthesis. <i>I can use brackets for parenthesis (to separate information) ETWW Y5</i> • Indicating degrees of possibility using modal verbs [for example, might, should, will, must]. <i>I can use modal verbs e.g. might, should, could ETWW Y5</i> • Use devices to build cohesion within a paragraph e.g. then, after this, firstly • Linking ideas across paragraphs using number [for example, secondly] 	<p>EXPLANATION</p> <ul style="list-style-type: none"> • Use of the semi-colon and colon to mark the boundary between independent clauses Y6. <i>I can use semi-colons to separate clauses. I can use colons to separate clauses. ETWW Y6</i> • 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. <i>I can use ellipsis ETWW Y6.</i> • Use the perfect form of verbs to mark relationships of time and cause
<p style="text-align: center;">TERMINOLOGY ACROSS SRPING</p>	<ul style="list-style-type: none"> • Noun, noun phrase, suffix, adverb, verb, apostrophe Y2 • Preposition, conjunction, inverted commas Y3 • Adverbial Y4 • Subordinate clause Y3 	<ul style="list-style-type: none"> • Noun phrase, command, adjective, apostrophe, comma Y2 • Inverted commas Y3 • Pronoun, adverbial Y4 • Parenthesis Y5 • Synonym, antonym Y6 • Determiner Y4 • Possessive pronoun Y4 	<ul style="list-style-type: none"> • Noun, noun phrase Y2 • Inverted commas Y3 • Adverbial Y4 • Parenthesis, bracket, dash Y5 • Hyphen Y6 • Modal verb Y5 • Cohesion Y5 	<ul style="list-style-type: none"> • Question, exclamation, verb, tense (past, present), apostrophe, comma Y2 • Conjunction, subordinate clauses, inverted commas Y3 • Relative clause Y5 • Cohesion Y5 • Colon, semi-colon Y6 • Ellipses Y6 • Hyphen Y6
<p style="text-align: center;">SUMMER 1</p>	<p>DILEMMA STORY</p>	<p>ADVENTURE STORY</p> <ul style="list-style-type: none"> • Paragraphs to group materials Y3 • Headings and sub-headings to aid presentation Y3 • Expand noun phrases by the adding of adjectives Y4 • Brackets, dashes or commas to indicate parenthesis Y5 • Use commas to clarify meaning or avoid ambiguity Y5 • Noun phrases expanded by the addition of preposition phrases Y4 	<p>FORMAL PERSUASIVE LETTER</p> <ul style="list-style-type: none"> • adverbials Y4 • Use of inverted commas and other punctuation to indicate direct speech Y4 • Use of commas after fronted adverbials Y4 • Converting nouns into adjectives using suffixes Y5 • Brackets dashes or commas to indicate parenthesis Y5. • Use of commas to clarify meaning or avoid ambiguity Y5 • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Y6 • The difference between structures typical of informal speech and structures appropriate for formal speech and writing Y6 • Use of the semi-colon and colon to mark the boundary between independent clauses • Use expanded noun phrases to convey complicated information concisely 	<p>ADVENTURE STORY</p>

SUMMER 2	INFORMAL LETTER <ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4 	NEWSPAPER REPORT <ul style="list-style-type: none"> • Headings and sub-headings to aid presentation Y3 • Inverted commas to punctuate speech Y3 • Preposition phrases e.g. the teacher expanded to the strict teacher with curly hair Y4 • Fronted adverbials Y4 • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Y4 • Use of inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" Y4 • Apostrophes to mark plural possession Y4 • Brackets, dashes or commas to indicate parenthesis Y5 • Use commas to clarify meaning or avoid ambiguity Y5 	JOURNEY STORY <ul style="list-style-type: none"> • Linking ideas across paragraphs using tense choices [for example, he had seen her before] 	POETRY – FREE VERSE/MONOLOGUE
TERMINOLOGY	<ul style="list-style-type: none"> • Suffix, apostrophe Y2 • Conjunction, preposition Y3 • Direct speech Y3 	<ul style="list-style-type: none"> • Noun phrase, statement, question, exclamation, command, suffix, apostrophe Y2 • Conjunction, clause, subordinate clause, inverted commas Y3 • Parenthesis, bracket, dash Y5 • Direct speech Y3 • Ambiguity Y5 	<ul style="list-style-type: none"> • Clause, subordinate clause Y3 • Adverbial Y4 • Parenthesis, bracket, dash Y5 • Antonym, colon, semi-colon Y6 • Ambiguity Y5 	
POETRY UNIT (COMPLETE IN A LONG HALF TERM)	VOLCANO POETRY (STRUCTURE POEM – CHOOSE ONE) OR CALLIGRAM AND SHAPE <ul style="list-style-type: none"> • I can read my own writing aloud to a partner, group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3/4). 	VISUAL POEM (CALLIGRAM AND SHAPE POEM) OR CONCRETE POEM <ul style="list-style-type: none"> • I can read my own writing aloud to a partner, group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3/4). 	ANIMAL RIDDLE OR PROVERB POEM (STRUCTURE POEM) <ul style="list-style-type: none"> • I can explore figurative language. • I can use similes, metaphors & personification. • I can explore & analyse poetry • I can read my own writing aloud to a partner, group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Y3/4). • I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	FREE VERSE POEM <ul style="list-style-type: none"> • I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

WRITING PROCESS OBJECTIVES TAUGHT EVERY HALF TERM

Pupils will 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

Pupils will 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
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot (depending on text type)
- in non-narrative material, using simple organisational devices (depending on text type)

Pupils will 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, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a partner, group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

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 will 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 pupils have read, listened to or seen performed

Pupils will 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 [for example, headings, bullet points, underlining]

Pupils will evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to 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.

Handwriting

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 whether or not to join specific letters
- choosing the writing implement that is best suited for a task.