



### St Charles' Writing Progression of Skills

Year 3	Year 4	Year 5	Year 6
<p>The pupil can write for different purposes and following discussion with a teacher are able to plan, draft and evaluate writing effectively.</p> <ul style="list-style-type: none"><li>▪ In narratives, pupil can draft and write by beginning to create settings, characters and plot, with some interesting detail and description.</li><li>▪ In non-narrative material, pupil can draft and write by using simple organisational devices (e.g. headings and sub-headings).</li><li>▪ Pupil can express time using conjunctions, adverbs and prepositions e.g. first, next, then, during, before, after, while.</li><li>▪ Pupil can express place using conjunctions, adverbs and prepositions e.g. in, on, under, through, between.</li><li>▪ Pupil can express cause using conjunctions, adverbs and prepositions</li></ul>	<p>The pupil can write for different purposes and following discussion with a teacher are able to plan, draft and evaluate writing effectively.</p> <ul style="list-style-type: none"><li>▪ Pupil can use a range of organisational devices including title, headings and subheadings.</li><li>▪ Pupil can organise paragraphs around a theme, in both narrative and non-narrative writing.</li><li>▪ Pupil can express time, place and cause using conjunctions, adverbs and prepositions.</li><li>▪ Pupil creates setting, characters and plot within narratives, providing interesting detail and extending my range of sentences.</li><li>▪ Pupil can use inverted commas and other punctuation to indicate direct speech (i.e. The conductor shouted, "Sit down!")</li><li>▪ Pupil can use fronted adverbials (e.g. Later that day, I heard the bad news) and</li></ul>	<p>The pupil can write for different purposes and are able to plan, draft and evaluate writing effectively.</p> <ul style="list-style-type: none"><li>▪ Pupil can spell some words correctly (Y5/6 word list).</li><li>▪ Pupil can use commas to clarify meaning in a sentence, accurate most of the time.</li><li>▪ Pupil can use apostrophes for contractions accurate most of the time.</li><li>▪ Pupil can use relative clauses beginning with who, which, where, when, whose, that or with.</li><li>▪ Pupil can use modal verbs to show that something is certain, probable or possible (e.g. should, shouldn't, would, might, may etc.).</li><li>▪ Pupil can use adverbs to indicate a degree of possibility (e.g. perhaps, surely).</li><li>▪ Pupil can express time, place and cause using</li></ul>	<p>The pupil can write for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use of the first person in a diary; addressing the reader directly in instructions and persuasive writing).</p> <ul style="list-style-type: none"><li>▪ In narratives, pupil can describe settings, characters and atmosphere.</li><li>▪ In narratives, pupil can include dialogue to convey characters and advance the action.</li><li>▪ Pupil can use verb tenses consistently and correctly throughout their writing.</li><li>▪ Pupil can select vocabulary and grammatical structures that fit the text type/ level of formality mostly appropriately:</li><li>▪ passive verbs (e.g. the action performed on the subject) to present information.</li><li>▪ Modal verbs to suggest degrees of possibility (e.g. should, wouldn't, might, may).</li><li>▪ contracted forms of words in informal dialogue in a narrative.</li></ul>

<p>e.g. because, so, since, if, therefore, despite.</p> <ul style="list-style-type: none"> <li>▪ Pupil is beginning to use inverted commas to punctuate direct speech.</li> <li>▪ Pupil can use a range of prefixes and suffixes, and understand how to add them.</li> <li>▪ Pupil can use 'a' or 'an' before a noun, sometimes accurately.</li> <li>▪ Pupil can spell many homophones correctly (Y3/4 list).</li> <li>▪ Pupil is beginning to use the present perfect form of verbs in contrast to the past tense. ('He has gone out to play.' replaces 'He went out to play.')</li> </ul>	<p>include commas accurately when doing so.</p> <ul style="list-style-type: none"> <li>▪ Pupil can use apostrophes to mark plural possession (e.g. girls', boys', men's, children's)</li> <li>▪ Pupil can spell most common exception words and homophones correctly (Y3/4).</li> <li>▪ Pupil can use a range of prefixes and suffixes correctly from Y3/4 word list (e.g. enclosure, collision, courageous, musically, in-, il-, im-, re-, sub-, inter-, auto-)</li> <li>▪ Pupil can use the correct present and past tense in their writing, most of the time (e.g. the present perfect form of verb in contrast to the past tense).</li> </ul>	<p>conjunctions, adverbs and prepositions.</p> <ul style="list-style-type: none"> <li>▪ Pupil can use different ways to structure a text (e.g. titles, subheading, bullet points).</li> <li>▪ Pupil can join ideas within sentences to form paragraphs through the use of pronouns and conjunctions.</li> <li>▪ Pupil can use dialogue to convey character and advance action (applying the correct punctuation: comma and inverted commas).</li> <li>▪ Pupil can produce legible joined handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>□ Pupil can use a range of cohesive devices within and across sentences and paragraphs: <ul style="list-style-type: none"> <li>▪ subordinating conjunctions (e.g. however, although, nevertheless etc.)</li> <li>▪ adverbials of time and place</li> <li>▪ pronoun</li> <li>▪ synonyms (e.g. replacing verbs for similar verbs to show movement)</li> </ul> </li> <li>□ Pupil can use a range of punctuation taught at KS2 mostly correctly including: <ul style="list-style-type: none"> <li>▪ comma and inverted commas for direct speech , " "</li> <li>▪ commas for clarity (in a sentence between the main and subordinate clause)</li> <li>▪ punctuation for parenthesis (not every type needs to be demonstrated)</li> <li>▪ Pupil can spell most words correctly (Y5/6 list) and use a dictionary to check the spelling of unfamiliar words or more ambitious vocabulary.</li> </ul> </li> </ul>
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