



PROGRESSION IN WRITING AT FAIR FIELD



Year 3		Year 4	
Spelling and Grammar	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve) • Correct use of more complex and near homophones • Use of a wider range of subordinating conjunctions (e.g. when, if, although) • Use of specific nouns for clarity (e.g. terrier not dog) • Use of first/third person 		<ul style="list-style-type: none"> • Understand and place the possessive apostrophe accurately in words with regular and irregular plurals • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was) • Identify words with prefixes, understanding how the prefix changes the meaning of the word. • Identify root words and match to appropriate prefix, explaining how the prefix changes the meaning of the word. • Identify words with suffixes, understanding how the suffix changes the meaning of the word. • Identify root words and match to appropriate suffix, explaining how the suffix adds meaning to the word. • Use prefixes and suffixes appropriately in independent writing. • Apply their growing knowledge of root words, prefixes and suffixes . . . to understand the meaning of new words they meet.
Sentence	<ul style="list-style-type: none"> • Use sentences with more than one clause • Identify, across a range of texts, how conjunctions are used to enhance coherence and cohesion. • Use a variety of conjunctions appropriately, in writing, to express time, place and cause, e.g., Jack tiptoed into the room and stole the magic harp while the giant slept. The harp began to sing loudly because she wanted to wake the sleeping giant. • Use a variety of adverbs appropriately, in writing. • Use a variety of prepositions appropriately, in writing. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, such as, 'the teacher' expanded to 'the strict maths teacher with curly hair;' 		<ul style="list-style-type: none"> • Identify, across a range of texts, how conjunctions are used to enhance coherence and cohesion. • Use a variety of conjunctions appropriately, in writing, to express time, place and cause, e.g., Jack tiptoed into the room and stole the magic harp while the giant slept. The harp began to sing loudly because she wanted to wake the sleeping giant. • Use a variety of adverbs appropriately, in writing. • Use a variety of prepositions appropriately, in writing. • Draft and write by . . . progressively building a varied and rich vocabulary and an increasing range of sentence structures • Noun phrases expanded by the addition of <ul style="list-style-type: none"> ❖ modifying adjectives ❖ nouns ❖ preposition phrases • Fronted adverbials (e.g. Later that day,)
Text	<ul style="list-style-type: none"> • Use of paragraphs as a way to group related material • Use of headings and sub-headings to aid presentation • Use simple past and present tense accurately • Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play. / He went out to play.) 		<ul style="list-style-type: none"> • Identify paragraphs in a range of texts and discuss how they are used to group related materials. • Identify key words, main points or important information within the paragraph. • Use information to summarise key themes / points of a paragraph in their own words.



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		<ul style="list-style-type: none"> • 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 • Develop the use of present perfect tense • In narratives, creating setting, characters and plot • In non-narrative material, using simple organisational devices such as headings and subheadings
Punctuation to be taught	<ul style="list-style-type: none"> • Identify examples of inverted commas in text and discuss the purpose. • Use inverted commas to indicate direct speech in own writing. • Use a comma after a fronted adverbial • Use commas to separate a list • Use apostrophes to mark where letters are missing and to mark singular possession 	<ul style="list-style-type: none"> • Capital letters; full stops, question marks and exclamation marks to demarcate sentences; • commas to separate items in a list; • apostrophes of omission; apostrophes to mark singular possession in nouns, e.g., the girl's name; inverted commas and other punctuation to indicate direct speech, e.g. inclusion of a comma after the reporting clause such as, 'the terrified passenger shouted, "fire!"; apostrophes marking plural possession, e.g., the girls' names; • commas after fronted adverbials, e.g., 'Later that day', 'I heard the bad news.'
Alan Peat Structures to be taught	<ul style="list-style-type: none"> • 2As • List sentence • Short sentence • BOYS sentence • Ad, same add • ---ing, ----ed • Doubly -ly enging 	<ul style="list-style-type: none"> • 2 pair sentence • Emotion, comma • Verb, person • If,if,if, then • Last word, first word • The more, the more



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Year 5		Year 6	
Spelling and Grammar	<ul style="list-style-type: none"> • Understand and explain how a prefix changes the meaning of the word, e.g., identify and collect words with selected prefixes added. • Understand and explain how a suffix changes the meaning of the word, e.g., identify and collect words with selected suffixes added. • Use prefixes and suffixes appropriately in independent writing. Verb prefixes (e.g., dis-, de-, mis-, over- and re) • Identify words with silent letters and the placement of the silent letter. • Use words with silent letters in independent writing, spelling them accurately. • Recognising different tenses and word class 		<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Using more prefixes and suffixes in their independent writing • Recognise words containing silent letters e.g. thumb, lamb • Using morphology and etymology in spelling • Using tenses accurately • Identifying word class accurately • Identify and recognise the subject, verb and object within a sentence
Sentence	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using <ul style="list-style-type: none"> ❖ adverbs (e.g. perhaps, surely) ❖ modal verbs (e.g. might, should, will, must) • There is correct subject and verb agreement when using singular and plural. • Identify relative clauses beginning with who, which, where, when, whose and that, and discuss how they add information to the sentence, e.g.: 'The piranhas circled the diver.' 'The piranhas, which were ready for lunch, circled the diver.' 'The piranhas circled the diver, who remained unaware of the imminent danger.' • Understand that in some cases the relative pronoun can be left out, e.g., 'I haven't read any of the books (that) I got for Christmas.' • Use relative clauses in writing and demonstrate an understanding of how they can be manipulated within sentences to add information and enhance meaning. 		<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence (e.g. John broke the window in the greenhouse. / The window in the greenhouse was broken) • The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags or the subjunctive form) • Use a range of sentence constructions incorporating appropriate grammar and precise vocabulary choices to change and enhance meaning • Understand that tension and suspense can be created by deliberate placement of adverbs within a sentence
Text	<ul style="list-style-type: none"> • Use of linking words/phrases between sentences and paragraphs to build cohesion • Linking ideas across paragraphs using <ul style="list-style-type: none"> ❖ adverbials of time ❖ adverbials of place ❖ adverbials of number ❖ tense choices (e.g. he had seen her before) 		<ul style="list-style-type: none"> • Layout devices to structure text • Identify, within text, a range of devices used to build cohesion within a paragraph, e.g.: pronouns; synonyms; adverbials of: <ul style="list-style-type: none"> - time, e.g., later; - place, e.g., nearby; - sequence, e.g., secondly; - tense choices, e.g., 'He had seen her before.'



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		<ul style="list-style-type: none"> • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Use expressive or figurative language, such as, metaphor and personification, to create a setting and atmosphere, e.g., by describing how the setting makes characters feel and adding details of sights and sounds. • Use dialogue to convey character and advance action • Ensuring the consistent and correct use of tense throughout a piece of writing.
Punctuation to be taught	<ul style="list-style-type: none"> • Use of brackets • Use of commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Punctuation of bullet points to list information • Semicolons to be introduced 	<ul style="list-style-type: none"> • Revise the use of the semi-colon, colon and dash to mark the boundary between independent clauses • Use of the colon to introduce a list and use of semi-colons within lists • How hyphens can be used to avoid ambiguity (e.g. man eating shark / man-eating shark, or recover / re-cover) • Use of ellipses (as a cohesive device) • Use of dashes for parenthesis • Interrupted speech punctuation
Alan Peat Structures to be taught	<ul style="list-style-type: none"> • 3 – ed • 2 pair sentence • Noun, which/who/where • Some;other • 3bad – question • Emotion – consequence 	<ul style="list-style-type: none"> • Some; other • DE:DE • Irony sentences • Outside (inside) • If, if, if then (Past perfect focus) • The more, the more