



Olney Middle School

Writing Progression Grid Years 3-6

At Olney Middle School, our writing units are chosen to link with the year group theme in a cross-curricular approach which ensures children are “hooked” into their learning and given plenty of opportunities to apply their skills. While each year group focusses on certain objectives, these are revisited across the school through interleaved lessons which enable children to build on their learning each year, applying skills they have learned previously in more ambitious and varied ways throughout their time at school.

Spelling				
	Year 3	Year 4	Year 5	Year 6
National Curriculum	Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus.	
Skills	To use the first two or three letters of a word to check its spelling in a dictionary.	To use their spelling knowledge to use a dictionary more efficiently.	To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
Knowledge	To spell many of the Y3 and Y4 statutory spelling words correctly - consider, answer, exercise, remember, quarter, learn, heard, early, earth, calendar, popular, regular, appear, disappear, address, arrive, different, difficult, busy, breathe, complete, increase, extreme, decide, describe, island, forward, forwards, history, important, reign, straight, strange, February, breath,	To spell all of the Y3 and Y4 statutory spelling words correctly To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To successfully add the prefixes mis-, auto-,	To spell many of the Y5 and Y6 statutory spelling words correctly - accompany, according, appreciate, attached, accommodate, aggressive, rhyme, rhythm, symbol, system, forty, curiosity, embarrass, excellent, exaggerate, especially, interrupt, develop, determined, familiar, definitive, awkward, persuade, immediately, suggest, marvellous, necessary,	To spell all of the Y5 and Y6 statutory spelling words correctly. To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise). To develop their knowledge of morphology and etymology in spelling. To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-

	<p>fruit, group, heart, interest, perhaps, question, build, continue, experiment, promise, natural.</p> <p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To successfully add the prefixes dis-, in-, im-, re-, anti-, super-, sub- to root words and explain how they change the meaning of root words.</p> <p>To successfully add the suffixes -ous, -ly, -ion, -ian to root words and explain how they change the meaning of root words.</p> <p>To spell words ending in -ture correctly.</p> <p>To add -ation to verbs to form nouns.</p> <p>To spell words with the c sound spelt 'ch' correctly.</p> <p>To spell words with sh sound spelt ch correctly.</p> <p>To spell words with short l sound spelt with the y correctly.</p>	<p>inter-, ir- to root words and explain how they change the meaning of root words.</p> <p>To successfully add the suffix -ion to root words and explain how it changes the meaning of root words.</p> <p>To spell words ending in <i>zhuh</i> spelt sure correctly.</p> <p>To spell words with the short <i>u</i> sound spelt ou correctly.</p> <p>To spell words with the <i>ay</i> sound spelt ei, eigh, ey correctly.</p> <p>To spell words ending in -ous correctly.</p> <p>To spell words with the s sound spelt sc correctly.</p> <p>To spell words ending -<i>zhun</i> spelt sion correctly.</p> <p>To spell words with the c sound spelt -que correctly.</p> <p>To spell words with the g sound spelt -gue correctly.</p>	<p>programme, recommend, convenience, muscle, disastrous, neighbour, interfere, average, desperate, temperature, vegetable, frequently, equipment, bruise, nuisance, recognise, criticise.</p> <p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To spell words with the silent letters b, t correctly.</p> <p>To spell words containing the letter string ough correctly.</p> <p>To successfully add the prefixes mis-, auto-, inter-, ir- to root words and explain how they change the meaning of root words.</p> <p>To successfully add the suffixes -able, -ible, -ably, -ibly to root words and explain how they change the meaning of root words.</p> <p>To spell words ending in -ent correctly.</p> <p>To spell words ending in -ence correctly.</p> <p>To spell words with the ee sound spelt ei correctly.</p> <p>To spell words ending in -ant correctly.</p> <p>To spell words ending in -ance correctly.</p> <p>To spell words ending in -ancy correctly.</p> <p>To spell words ending <i>shul</i> spelt -cial or -tial correctly.</p>	<p>operate, co-own).</p> <p>To use further suffixes and understand the guidance for adding them.</p> <p>To add suffixes beginning with a vowel to words ending in -fer.</p> <p>To spell words with the sh sound spelt ti, ci, si or ssi correctly.</p> <p>To spell words with the silent letters k, g, l and n correctly.</p> <p>To spell words with ee sound spelt ei and ie correctly.</p> <p>To spell words ending in -ible and -able correctly.</p>
Handwriting				
	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, 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].</p>		<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> 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. 	
Skills	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To 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].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> 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.
Knowl			To be clear about what standard of handwriting is	To recognise when to use an unjoined style (e.g. for labelling a

edge			appropriate for a particular task, e.g. quick notes or a final handwritten version.	diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
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COMPOSITION					
Planning, Writing, Editing					
	Year 3	Year 4	Year 5	Year 6	
National Curriculum	<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Organising paragraphs around a theme. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> 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 <p>Proof-read for spelling and punctuation errors</p>		<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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. <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> 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 <p>Proof-read for spelling and punctuation errors</p>		
Skills	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>To 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.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	
Knowledge	To understand the function of a paragraph.	To confidently explain the function of a paragraph and when a new paragraph is needed.		To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.	

Awareness of Audience, Purpose and Structure

	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Draft and write by:</p> <ul style="list-style-type: none"> In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		<p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	
Skills	<p>To discuss writing which is similar to that which they are planning to write in order understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p> <p>To use headings and sub-headings to aid presentation</p>	<p>To write a range of narratives and non-fiction pieces (narratives, diaries, letters, instructions, non-chronological reports, balanced arguments and newspapers), using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres narratives, diaries, letters, explanations, non-chronological reports, balanced arguments and newspapers. with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To write effectively for a range of purposes and audiences across all the genres taught so far, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>To use subjunctive to show the difference between informal and formal speech (If I were/were they to come)</p> <p>To use layout devices (such headings, sub-headings, columns, bullet points or tables) to structure a text</p>
Knowledge	<p>To demonstrate an increasing understanding purpose and audience.</p> <p>To explain the structure of a narrative.</p> <p>To explain the features and purpose of narratives, diaries, letters, instructions, non-chronological reports, balanced arguments and newspapers.</p>	<p>To explain the structure of narratives, diaries, letters, instructions, non-chronological reports, balanced arguments and newspapers.</p>		<p>To understand and explain the purpose of further organisational and presentational devices.</p> <p>To distinguish between the language of speech and writing.</p> <p>To understand and use passive verbs to affect how information is presented.</p>

Vocabulary, Grammar and Punctuation

Sentence Construction and Tense

	Year 3	Year 4	Year 5	Year 6
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National Curriculum	Develop their understanding of concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense. 		Develop their understanding of concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Using modal verbs or adverbs to indicate degrees of possibility 	
Skills	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	To always maintain an accurate tense throughout a piece of writing.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To use tense choices to link ideas across paragraphs (he had seen her before) To use the perfect form of verbs to mark relationships between time and cause (he had seen her before)	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
Knowledge	To use 'a' or 'an' correctly	To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To understand and use modal verbs and adverbs to suggest degrees of possibility.	To identify and explain what a subject is.

Use of phrases and clauses

	Year 3	Year 4	Year 5	Year 6
National Curriculum	Develop their understanding of concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Learning the grammar for years 3 and 4 in English Appendix 2 		Develop their understanding of concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Using expanded noun phrases to convey complicated information concisely. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Learning the grammar for years 5 and 6 in English Appendix 2 	
Skills	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To use fronted adverbials To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Cathy, who is .	To link ideas using adverbials To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use expanded noun phrases to convey complicated information concisely To use the passive voice. To use question tags in informal writing.
Knowledge	To explain the difference between a main and subordinate clause.	To understand that a subordinate clause can be placed at the beginning or end of a sentence.	To explain the difference between an adverb and a conjunction. To explain the difference between a phrase and a clause.	To identify the subject and object of sentences. Explain the difference between formal and informal writing.

	Punctuation			
	Year 3	Year 4	Year 5	Year 6
National Curriculum	Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech 		Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity Using brackets, dashes or commas to indicate parenthesis Using semi-colons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list Punctuating bullet points consistently 	
Skills	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas. To place the possessive apostrophe in regular and irregular plurals	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession. To use commas after fronted adverbials. To use commas for subordinate clauses.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. To use a colon to introduce a list. To punctuate bullet points consistently.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons to mark the boundary between independent clauses To understand how hyphens can be used to avoid ambiguity and demonstrate this in writing To use ellipsis to link ideas across paragraphs and create cohesion To use commas to clarify meaning or avoid ambiguity
Knowledge	To recognise direct speech. To recognise reported speech.	To explain the difference between singular and plural. To explain the difference between a conjunction and an adverb.	To identify different clauses, including where they are split. To identify parentheses. To understand that bullet points are more likely to be used in non-fiction writing.	To explain the impact of different punctuation choices.

The below topic coverage outline identifies which writing units have been taught in each year group.

	Year 3	Year 4	Year 5	Year 6
Topic Coverage	Yabba Dabba Do! Narrative - Adventure Persuasive holiday brochure H2Woah! Narrative - disaster story Scrapheap Challenge Explanation text Narrative - Adventure	When in Rome Narrative - 1 st person Holiday brochure Narrative - escape Incredible Industries Biography Narrative - adventure Amasia	To Infinity and Beyond Transmission speech Narrative - adventure Eureka! Detailed timeline Narrative - Myth Dragon Dynasty Non-chronological report	May the Norse be with you! Persuasive historical speech Tiempo de Fiesta! Narrative - adventure Non-chronological report Peace in our Time? Narrative - historical/intense Newspaper Survival of the Fittest Biography Narrative - thriller

	I do like to be beside the seaside Narrative - Mystery	Narrative - historical Narrative - fantasy Newspaper All the fun of the Fair Narrative - mystery	Narrative - adventure Circles of Life Persuasive speech Biography	
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