

Athersley North Primary School  
Key Stage 2 Writing Progression

When you're teaching  
kids to write, you're  
teaching them to think.  
Writing is the window  
through which all thinking  
starts.

At Athersley North Primary School, we aim to provide a high quality Writing curriculum which will allow pupils to speak, read and write fluently so they are ready for the next phase of their education by the time they leave primary school.

Our curriculum reflects the context of our school and coincides with our school vision. We start with relentlessly high expectations to ensure pupils are closing the gap, improving and becoming successful, resilient writers. Throughout the pupil's journey in primary school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum.

Our school's curriculum plan ensures all pupils access a high quality text as a driver for the writing. We then use a cycle of gather, grammar and go to teach and embed different writing skills through a unit. This cycle focuses on the features of a text, the grammar behind a text, the vocabulary that underpins the writing process as well as emphasising the importance of presentation through high expectation of handwriting and spelling so pupils are able to take responsibility for their own work. Our writing units focus around audience and purpose so pupils are able to reason and explain why they are writing in this way.

By the time pupils leave Athersley North Primary School, we aim to ensure they are proficient, independent writers.

Key Stage 2 Writing Curriculum

Coverage

<u>LKS2 Year A</u>					
<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
Stone Age Boy Leon and place between		The BFG		The Iron Man	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to persuade</u>	<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>
Narrative Descriptive- setting	Recount Explanation text	Letter (informal) Advert	Diary entry Descriptive- character	Report (non chron) Newspaper article	Narrative Poetry

<u>LKS2 Year B</u>					
<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
Secrets of a Sun King		Arthur and the Golden Rope		Alice in Wonderland	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to persuade</u>	<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>
Diary Entry (2022,2023) Poetry (20/2021) Descriptive- character	Biography Newspaper article	Letter Advert	Narrative Descriptive- setting	Recount Explanation text	Narrative Poetry

UKS2 Year A					
Autumn Term		Spring Term		Summer Term	
The Boy at the back of the class.		The Lion, the Witch and the Wardrobe.		The Nowhere Emporium	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>	<u>Writing to discuss</u>	<u>Writing to entertain</u>	<u>Writing to persuade</u>
Diary entry Narrative Descriptive- character	Recount Balanced Argument	Narrative Descriptive- setting	Newspaper Report Explanation Text	Narrative Poetry	Letter Advert

UKS2 Year B					
Autumn Term		Spring Term		Summer Term	
Who let the Gods out?		Street Child		Letters from the Lighthouse	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>	<u>Writing to discuss</u>	<u>Writing to entertain</u>	<u>Writing to persuade</u>
Diary entry Descriptive- character	Report (newspapers) Biography	Narrative Descriptive- setting	Balanced argument Explanation text	Narrative Poetry	Letter Speech

## Progression in skills.

	Year 3	Year 4	Year 5	Year 6
<b>Tone/purpose</b>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>Attempts to adopt a viewpoint</p>	<p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>Includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the...' 'Underfoot, the forest floor is teeming with life.'</p> <p>Uses techniques to get the reader on side i.e. address them to engage or influence</p>	<p>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>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes</p> <p>Engages reader and sustains interest in narrative writing Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively Makes consistent use of style, appropriate to form, subject or audience to maintain interest in narrative writing Sustains and develops ideas in interesting ways</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively</p>
<b>Planning writing</b>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>follows a given planning structure</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p>	<p>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</p>	<p>Plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own.</p>

	<p>Plans and writes stories based on own experience using a clear structure (opening, dilemma/ conflict/ problem, resolution, ending), and ending texts effectively</p> <p>Makes notes from several sources of information and turns these into sentences, grouping information, often moving from general to more specific detail.</p>	<p>is starting to developing independent planning choices</p> <p>Organises or categorises information based on notes from several sources</p>	<p>read, listened to or seen performed</p> <p>Considers and evaluates different viewpoints (own and others, biased and balanced)</p>	<p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Maintains a clear focus when selecting content; plans quickly and effectively</p> <p>Develops points of view and 'authorial voice' e.g. asides to reader, bias / balances viewpoints in discursive texts</p>
<p>Drafting</p>	<p>composing and rehearsing sentences orally (including dialogue), organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Writes an opening paragraph and further paragraphs for each stage of the story ensuring that sequence is clear and making</p>	<p>composing and rehearsing sentences orally (including dialogue), organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Sequences events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary.</p>	<p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Experiments with form in narrative writing e.g. flashbacks; concurrent events, alternative perspectives</p> <p>Varies openings and endings in narrative e.g. opening with</p>	<p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing). *</p> <p>Uses paragraphs creatively to clearly structure main ideas across the text.</p> <p>Shows flexibility in the use of narrative e.g. ability to experiment with story</p>

	<p>decisions about how the plot will develop</p>	<p>Uses paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in planning</p>	<p>dialogue or action; closing on a cliff hanger</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat.</p>	<p>opening - starting in the midst of circumstances or with snatches of dialogue or with narrator's synopsis</p> <p>Writes well structured openings with appropriate ending</p> <p>The pupil can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p>
<p>Editing</p>	<p>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</p> <p>Shows awareness of the reader in own proof reading and editing</p>	<p>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</p> <p>Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy</p>	<p>assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p> <p>Evaluates and edits own and others' writing for vocabulary, punctuation, grammar and spelling and for audience and purpose, with guidance</p>	<p>assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose</p>

<p><b>Performing</b></p>	<p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p><b>Sentence structures</b></p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although, before, after while.</p> <p>using an increasing range of sentence structures including using the full range of co-ordinating conjunctions to form compound sentences.</p> <p>use subordinating conjunctions to create some 'time' and 'cause' links within and across sentences.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>use a wide range of clause structures and sometimes vary their position in a sentence.</p>	<p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>use a wider range of subordinating conjunctions e.g. 'although', 'even though', 'unless', 'as', 'until'.</p> <p>use subordinate clauses to build cohesion within a sentence including some appropriate comma use.</p>	<p>Use of the passive to affect the presentation of information in a sentence</p> <p>subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>use commas to mark subordinate clauses when they start a sentence.</p>
<p><b>Cohesion</b></p>	<p>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</p> <p>Groups information, often moving from general to more</p>	<p>Use of paragraphs to organise ideas around a theme</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>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</p>

	<p>specific detail, to examples or elaboration</p>		<p>Constructs appropriate introductions and conclusions</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest</p> <p>Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled.</p>	<p>Uses paragraphs purposefully and creatively to clearly structure main ideas across the text.</p>
<p><b>Vocabulary choices</b></p>	<p>pupils should start to learn about some of the differences between Standard English and non-Standard English</p> <p>progressively building a varied and rich vocabulary</p> <p>Begins to use figurative language independently</p> <p>Uses some detail in the description of setting or characters' feelings or motives</p> <p>Uses dialogue to reveal detail about character/ move the narrative forward</p>	<p>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]</p> <p>Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy...., '...eyes of fire...'</p> <p>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike</p> <p>Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters</p>	<p>selecting appropriate grammar and vocabulary,</p> <p>understanding how such choices can change and enhance meaning</p> <p>ensuring correct subject and verb agreement when using singular and plural,</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Uses vocabulary choice, word order, sentence length,</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Makes precise vocabulary, sentence length, and sentence complexity and punctuation choices.</p> <p>Creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a</p>



			<p>sentence complexity and punctuation for effect</p> <p>Make use of structures that do not reflect spoken language e.g. 'It had been a strange day and it was about to get stranger'; 'brazenly, without a care in the world...'</p> <p>Use expressive and figurative language</p>	narrative/poem e.g. a recurring motif
<b>Tense</b>	<p>using the present perfect form of verbs in contrast to the past tense</p> <p>use the present perfect form of verbs to mark relationships of time and cause. I can use different verb forms mostly accurately (consistent tense choice and Standard English)</p> <p><b>Accurately use:</b>          Past simple          Past progressive          Present simple          Present progressive          Past perfect          Present perfect</p>	<p>using the present perfect form of verbs in contrast to the past tense</p> <p>use Standard English for verb inflections instead of local spoken forms mostly correctly e.g. 'I was' instead of 'I were'.</p> <p>use Standard English for most irregular verbs e.g. 'caught' instead of 'catched'.</p> <p><b>Accurately use:</b>          Past simple          Past progressive          Present simple          Present progressive          Past perfect          Present perfect</p>	<p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p><b>Accurately use:</b>          Past simple          Past progressive          Present simple          Present progressive          Past perfect          Present perfect</p>	<p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p>
<b>Punctuation</b>	<p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>The grammatical difference between plural and possessive –s</p>	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p>	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p>

	using and punctuating direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	using brackets, dashes or commas to indicate parenthesis  using a colon to introduce a list  punctuating bullet points consistently	using brackets, dashes or commas to indicate parenthesis  using semicolons, colons or dashes to mark boundaries between independent clauses  using a colon to introduce a list  punctuating bullet points consistently
<b>Handwriting</b>	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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	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	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
<b>Spelling</b>	use further prefixes and suffixes and understand how to add them. Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel spell further homophones	use further prefixes and suffixes and understand how to add them. Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel spell further homophones spell words that are often misspelt.	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 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

	<p>spell words that are often misspelt.  use the first 2 or 3 letters of a word to check its spelling in a dictionary  Word families based on common words, showing how words are related in form and meaning</p> <p style="text-align: center;"><b>Spelling Rules:</b></p> <p>Prefix dis- and in  Adding im  Adding the suffix -ous  Adding the suffix -ly  Words ending in -ture  Adding -ation  Words with the c sound spelt ch  Words with the sh sound spelt ch  Adding the suffix -ion  Adding the suffix -ian  Adding the prefix re-  Adding the prefix anti-  Adding the prefix super  Adding the prefix sub</p>	<p>use the first 2 or 3 letters of a word to check its spelling in a dictionary  Word families based on common words, showing how words are related in form and meaning</p> <p style="text-align: center;"><b>Spelling Rules:</b></p> <p>Adding the prefix mis  Words spelt -sure sound zhuh  Short o sound spelt ou  Adding the prefix auto  Adding the suffix -ly  Adding the prefix inter-  Homophones  Words with the ay sound spelt ei  eigh ey  Words ending in out or ous  Words with the s sound spelt sc  Apostrophe plural words  Words spelt -sion sound zhun  Adding il  The c sound spelt que  The g sound spelt gue  Adding ir  Adding -ion</p>	<p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,  use dictionaries to check the spelling and meaning of words  use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  use a thesaurus  Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p style="text-align: center;"><b>Spelling Rules:</b></p> <p>Silent letter b  Words with ough  Homophones  Words ending in -able  Silent letter t  Words ending in ibly and ably  Words ending in -ent  Words ending in -ence  Ee sound spelt ei  Words ending in ant ance ancy  Words ending in shus spelt cious  Words ending in shus spelt tious  Words ending in shul spelt cial or tial</p>	<p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,  use dictionaries to check the spelling and meaning of words  use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary  use a thesaurus  Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p style="text-align: center;"><b>Spelling Rules:</b></p> <p>Suffixes  The sh sound spelt ti ci  The sh sound spelt si ssi  Silent letters  Spelling ei and ie  Words ending in -ible and -able  Plural nouns</p>
<p><b>Grammatical terminology</b></p>	<p>Subject object preposition, conjunction word family, prefix clause, subordinate clause direct</p>	<p>determiner pronoun, possessive pronoun adverbial</p>	<p>modal verb, relative pronoun relative clause parenthesis,</p>	<p>subject, object active, passive synonym, antonym</p>

	speech, consonant vowel inverted commas main clause		bracket, dash cohesion, ambiguity	ellipsis, hyphen, colon, semi-colon, bullet point
<b>Specific vocabulary taught</b>	See Y3 Bedrock List Appendix 1	See Y4 Bedrock List Appendix 1	See Y5 Bedrock List Appendix 1	See Y6 Bedrock List Appendix 1

## Grammar and Punctuation: further detail

<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Types of noun: common, proper-choosing specific nouns	Types of noun: common, proper, compound	Types of noun: common, proper, form nouns using the prefixes 'super', 'anti' and 'auto	Types of noun: common, proper, pronoun	Types of noun: common, proper, pronoun, convert nouns into adjectives or verbs	Types of noun: common, proper, pro, abstract, collective, words that can be nouns and verbs
I can begin to show an understanding of subject/verb agreement with the verb 'to be'.	I can show subject/verb agreement with the verb 'to be' mostly correctly and consistently. 'to have' and 'to do'	I can show subject/verb agreement with the verbs 'to be', 'to have' and 'to do' mostly correctly	I can use standard English for verb inflections instead of local spoken forms mostly correctly e.g. 'I was' instead of 'I were'.		I can use passive verbs to affect the presentation of information in a sentence.  I can select verb forms for meaning and effect.
I can use some adjectives in simple sentences.	I can write expanded noun phrases including some (adjectival) prepositional phrases.  I can use the suffix 'ly' to turn some adjectives into manner adverbs. Most for greater depth	I can use the determiners 'a' and 'an' appropriately.	I can write a wider range of expanded noun phrases modified by nouns, adjectives and prepositions.		I can use expanded noun phrases to convey complicated information concisely. .
I can use the coordinating conjunction 'and'.	I can use the coordinating conjunctions 'or', 'and', 'but'.  I can use some subordinating conjunctions 'when', 'if', 'because'.	I can use the full range of coordinating conjunctions to form compound sentences.  I can use a wider range of subordinating conjunctions such as 'before', 'after' and 'while'.  I can use subordinating conjunctions to create some 'time' and 'cause' links within and across sentences.	I can use a wide range of clause structures and sometimes vary their position in a sentence.	I can continue to use a wider range of subordinating conjunctions e.g. 'although', 'even though', 'unless', 'as', 'until'.  I can use subordinate clauses to build cohesion within a sentence including some appropriate comma use.	I can securely use commas to mark subordinate clauses when they start a sentence.

	I can name and use main clauses and Subordinate clause.	I know the difference between a phrase/a clause	I can name, identify and use drop-in clause/embedded clause	I can name, identify and use relative clauses.	
I can use some adverbs when given examples.	I can use the suffix 'ly' to turn some adjectives into manner adverbs	<p>I can use adverbs to express manner, time, place, frequency and degree.</p> <p>I can use adverbs to create some 'time' and 'cause' links between sentences.</p> <p>I can use (adverbial) prepositional phrases to create some 'time', 'place' and 'cause' links across sentences.</p>	<p>I can write a wider range of expanded noun phrases modified by nouns, adjectives and prepositions.</p> <p>I can use adverbials to express manner, time, place, frequency and degree.</p> <p>I can use fronted adverbials to create some 'time', 'place' and 'cause' links across sentences.</p>	<p>I can use adverbs of degree and modal verbs to indicate degrees of possibility.</p> <p>I can use adverbials to build cohesion across paragraphs.</p> <p>I can use (adverbial) prepositional phrases to build cohesion within a paragraph</p>	I can use a range of adverbial conjunctions to build cohesion across sentences and paragraphs.
	I can write sentences in different forms: statements, questions, exclamations and commands				<p>I know structures that are appropriate for formal and informal writing e.g. tag questions in informal writing.</p> <p>I can recognise and use appropriate vocabulary for formal speech.</p> <p>I can recognise and use structures for formal speech including the subjunctive form.</p> <p>I can control the level of formality and show a good awareness of the audience.</p>
<p>I can begin to sequence sentences.</p> <p>I can leave space between words.</p>		I can begin to use paragraphs to group related material. I can logically organise and sequence information.	I can use paragraphs to organise ideas around a theme.	I can use subordinate clauses to build cohesion within a sentence including some appropriate comma use.	I can link ideas across paragraphs using a range of cohesive devices.

<p>I can use personal pronouns including a capital letter for I</p>	<p>I can use pronouns for first/second/third person with subject/verb agreement</p>	<p>I know the difference between the subject and object with the personal pronoun</p>	<p>I can use and spell possessive pronouns.</p> <p>I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>I can recognise and use relative pronouns.</p> <p>I can use pronouns effectively to build cohesion across a paragraph.</p>	<p>I can write relative clauses with the relative pronoun omitted</p>
<p>I can apply the spelling rule for 's' and 'es' on plural nouns and 3rd person singular verbs.</p> <p>I can apply the suffix 'ing' to form the progressive verb form when there is no change to the root word.</p> <p>I can apply the suffix 'ed' to form regular past tense verbs when there is no change to the root word.</p> <p><b>Accurately use:</b> Past and present tense are consistent.</p>	<p>I can use past and present tense mostly correctly and consistently including some irregular past tense verbs.</p> <p>I can use the progressive form of verbs in the present and past tense applying some appropriate spelling rules.</p> <p><b>Accurately use:</b> Past simple Past progressive Present simple Present progressive</p>	<p>I can use the present perfect form of verbs to mark relationships of time and cause. I can use different verb forms mostly accurately (consistent tense choice and Standard English)</p> <p><b>Accurately use:</b> Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p>	<p>I can use Standard English for verb inflections instead of local spoken forms mostly correctly e.g. 'I was' instead of 'I were'.</p> <p>I can use Standard English for most irregular verbs e.g. 'caught' instead of 'catched'.</p> <p><b>Accurately use:</b> Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p>	<p><b>Accurately use:</b> Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p>	<p>I can use passive verbs to affect the presentation of information in a sentence.</p> <p>I can select verb forms for meaning and effect.</p>
<p>I can use figurative language: similes</p>	<p>I can use figurative language: similes, onomatopoeia, alliteration</p>	<p>I can use figurative language: similes, onomatopoeia, alliteration</p>	<p>I can use figurative language: similes, onomatopoeia, alliteration</p>	<p>I can use figurative language: similes, onomatopoeia, alliteration, metaphor, personification.</p>	<p>I can use figurative language: similes, onomatopoeia, alliteration, metaphor, personification.</p>
<p>I can use capital letters for some proper nouns and the I pronoun.</p> <p>I can use capital letters and full stops to mark some simple sentences.</p>	<p>I can use capital letters and full stops to mark most simple sentences.</p> <p>I can use question marks to mark most appropriate sentences.</p>	<p>I can use basic punctuation to mark simple sentences correctly and consistently.</p> <p>I can use the full range of speech punctuation to mark direct speech.</p>	<p>I can begin to use inverted commas to mark direct speech.</p>	<p>I can use parenthesis: dashes, brackets, commas, hyphens.</p>	<p>I can change direct to reported speech and vice versa.</p> <p>I can use colons and semi colons in complex lists.</p>

<p>I can begin to use question marks appropriately.</p> <p>I can begin to use exclamation marks appropriately.</p>	<p>I can use exclamation marks to mark most appropriate sentences.</p>				<p>I can use colons and bullet points to organise information.</p> <p>I can use hyphens to avoid ambiguity in compound adjectives, prefixes and numbers.</p> <p>I can use dashes appropriately.</p> <p>I can use ellipsis to create cohesion.</p> <p>I can use semi colons with adverbial conjunctions.</p> <p>I can use semi colons to mark main clauses.</p> <p>I can use colons to mark main clauses.</p>
	<p>I can begin to use commas to separate items in a list</p>	<p>I can use commas more consistently to separate items in a list.</p>	<p>I can use commas after fronted adverbials.</p>	<p>I can use commas in a range of ways to avoid ambiguity.</p> <p>I can use commas, dashes and brackets to mark nondefining relative clauses and parenthesis.</p>	
	<p>I can use apostrophes to mark some contracted forms.</p> <p>I can use apostrophes to mark some singular possession.</p>		<p>I can begin to use apostrophes to mark singular and plural possession.</p> <p>I know the difference between the plural and possessive s.</p>		



					Synonyms/Antonyms
					Subjunctive form
					Informal/formal speech
					Passive/active voice