



## Batheaston Church School Writing Progression KS2

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Strand	Year 3 (Elm)	Year 4 (Hazel)	Year 5 (Maple)	Year 6 (Oak)
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>Share and justify answers, arguments and opinions.</li> <li>Make basic predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Share and justify answers, arguments and opinions</li> <li>Respond to the answers, arguments and opinions of others.</li> <li>Make reasoned predictions.</li> <li>Use spoken language to imagine and explore ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use spoken language to speculate, evaluate, hypothesise, imagine and explore ideas, making use of technical vocabulary.</li> <li>Participate in a range of discussions, presentations, performances and debates.</li> </ul>	<ul style="list-style-type: none"> <li>Gain, maintain and monitor the interest of the listener(s). Ask questions to improve understanding.</li> <li>Consider and evaluate effectively different viewpoints, attending to and building on the viewpoints of others.</li> </ul>
<b>Transcription (Phonics)/ other spelling</b>  <i>Note: All Phonic and Spelling Teaching must incorporate terminology and strategies from Little Wandle to ensure consistency from KS1 to KS2</i>  <i>Also The National Curriculum Appendix and see separate spelling progression with suggested words examples</i>	<p>Learn to spell words with the following :</p> <p>Term 1: Words with the long /e/ sound spelt with ei; Words with the long /e/ sound spelt with ey; Words with the long /e/ sound spelt with ai; Words with / / sound spelt with ear; Homophones &amp; near homophones</p> <p>Term 2: Creating adverbs using the suffix -ly (no change to root word); Creating adverbs using the suffix -ly (root word ends in 'le'); Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al'); Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>Term 3: Words with short /i/ sound spelt with 'y'; Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – do not double the final consonant); Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant); Creating negative meanings using prefix mis; Creating negative meanings using prefix dis; Words with a /k/ sound spelt with 'ch'.</p> <p>Term 4: Homophones &amp; Near Homophones; Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back');</p>	<p>Learn to spell words with the following:</p> <p>Term 1: Words with the /aw/ spelt augh and au; Adding the prefix in- (meaning 'not' or 'into'); Adding the prefix im- (before a root word starting with 'm' or 'p'); Adding the prefix il- (before a root word starting with 'i'); Adding the prefix ir- (before a root word starting with 'r'); homophones and near homophones</p> <p>Term 2: Words with a /shun/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd'); Words with a /shun/ sound, spelt 'ssion' (if root word ends in 'ss' or 'mit'); Words with a /shun/ sound, spelt 'tion' (if root word ends in 't' or 'te/ or has no definite root); Words spelt ending -ation; Words with a /shun/ sound, spelt 'cian' (if root word ends 'c' or 'cs'; words with ough to make a long /o/ oo/or sound.</p> <p>Term 3: Homophones and near homophones; nouns ending in the suffix -ation; Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</p> <p>Term 4: Words with the /s/ sounds spelt 'sc'; words with a soft 'c' spelt with 'ce'; words with a soft 'c' spelt 'ci'; words families based on common words, showing how words are related in form and meaning</p> <p>Term 5: Adding the prefix inter- (meaning 'between' or 'among'); Adding the prefix anti- (meaning 'against'); Adding the prefix auto-</p>	<p>Learn to spell words with the following:</p> <p>Term 1: Words with endings that sound like /shuh/ spelt with -cious; Words with endings that sound like /shuh/ spelt with -tious or -ious; Words with the short vowel sound /i/ spelt with y; Words with the long vowel sound /i/ spelt with y; Homophones &amp; near homophones</p> <p>Term 2: Words with 'silent' letters; Modal verbs; Words ending in 'ment'; Adverbs of possibility and frequency</p> <p>Term 3: Creating nouns using -ity suffix; Creating nouns using -ness suffix; Creating nouns using -ship suffix; More complex Homophones and near homophones</p> <p>Term 4: Words with an /or/ sound spelt 'or'; Words with /or/ sound spelt 'au'; Convert nouns or adjectives into verbs using the suffix -ate; Convert nouns or adjectives into verbs using the suffix -ise; Convert nouns or adjectives into verbs using the suffix -ify; Convert nouns or adjectives into verbs using the suffix -en</p> <p>Term 5: Words containing the letter string 'ough'; Adverbials of time; Adverbials of place; Words with an /ear/ sound spelt 'ere';</p>	<p>Learn to spell words with the following:</p> <p>Term 1: Ambitious Synonyms: Adjectives; Homophones &amp; Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy; Adjectives ending in -ant into nouns ending in -ance/-ancy; Adjectives ending in -ent into nouns ending in -ence/-ency; Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.; Hyphens: To join compound adjectives to avoid ambiguity</p> <p>Term 2: Words ending in -able; Words ending in -ably; Word families based on common words, showing how words are related in form and meaning; Creating diminutives using prefixes micro- or mini-</p> <p>Term 3: Adding suffixes beginning with vowel letters to words ending in -fer; Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions); Word families based on common words, showing how words are related in form and meaning</p> <p>Term 4: Words with endings which sound like /shuhl/ after a vowel letter; Words with endings which sound like /shuhl/ after a consonant letter; Words with a 'soft c' spelt /ce/; Word families based on common words, showing how</p>



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	<p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'; Words with a /sh/ sound spelt with 'ch'.</p> <p>Term 5: Words ending in -ary; Words with a short /u/ sound spelt with 'o'; Words with a short /u/ sound spelt with 'ou'; Word families based on common words, showing how words are related in form and meaning</p> <p>Term 6: Words ending in the suffix -al; Words ending with an /zhuh/ sound spelt with 'sure'; Words ending with a /chuh/ sound spelt with 'ture'; Words ending with a /chuh/ sound spelt as 'ture'; revision of silent letters</p>	<p>(meaning 'self' or 'own'; Adding the prefix ex- (meaning 'out'); Adding the prefix non (meaning 'not'); words ending -ar/ er</p> <p>Term 6: Adding the suffix -ous (no change to the root word); Adding the suffix -ous (no definitive root word); Adding the suffix -ous (words ending in 'y' become 'i' and words ending in 'our' become 'or'); Adding the suffix -ous (words ending in 'e', drop the 'e' but not the 'ge'; adverbials of frequency and possibility; Adverbials of manner</p>	<p>Term 6: Unstressed vowels in polysyllabic words; Adding verb prefixes de- and re-; Adding verb prefix over-; Convert nouns or verbs into adjectives using suffix -ful; Convert nouns or verbs into adjectives using suffix -ive; Convert nouns or verbs into adjectives using suffix -al</p>	<p>words are related in form and meaning</p> <p>Term 5: Word families based on common words, showing how words are related in form and meaning; Words that can be nouns and verbs; Words with a long /o/ sound spelt 'ou' or 'ow'; Words ending in -ible; Words ending in -ibly</p> <p>Term 6: Synonyms &amp; Antonyms</p>
<p><b>Spelling</b></p> <p><i>Also The National Curriculum Appendix 1</i></p>	<ul style="list-style-type: none"> <li>To spell 50% of the Y3 and Y4 statutory spelling words correctly in writing.</li> <li>Use further prefixes and suffixes and understand how to add them</li> <li>To use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>To spell all of the Y3 and Y4 statutory spelling words correctly in writing.</li> <li>Use further prefixes and suffixes and understand how to add them</li> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary with increasing speed and accuracy</li> <li>Use thesaurus to support spelling</li> </ul>	<ul style="list-style-type: none"> <li>To spell many of the Y5 and Y6 statutory spelling words correctly in writing.</li> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt (using the following from Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>To spell all of the Y5 and Y6 statutory spelling words correctly in writing.</li> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</li> <li>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>To use a knowledge</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt (using the following from Appendix 1)</li> </ul>
<p><b>Transcription (other)</b></p>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
<p><b>Grammar</b></p> <p><i>(edited to reflect)</i></p>	<ul style="list-style-type: none"> <li>form nouns using prefixes (super-, anti-)</li> <li>Use the correct form of 'a' or 'an'</li> </ul>	<ul style="list-style-type: none"> <li>Using fronted adverbials</li> <li>difference between plural and possessive -s</li> </ul>	<ul style="list-style-type: none"> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative</li> </ul>	<ul style="list-style-type: none"> <li>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>



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<i>content in Appendix 2)</i>	<ul style="list-style-type: none"> <li>Word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>Standard English verb inflections (I did vs I done)</li> <li>Extended noun phrases, including with prepositions</li> <li>Appropriate choice of pronoun or noun to create cohesion</li> <li>To use verb tenses accurately</li> </ul>	<p>pronoun</p> <ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs</li> <li>Verb prefixes</li> <li>Devices to build cohesion, including adverbials of time, place and number</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> </ul>	<ul style="list-style-type: none"> <li>Using passive verbs to affect the presentation of information in a sentence</li> <li>Differences in informal and formal language</li> <li>Synonyms &amp; Antonyms</li> <li>Further cohesive devices such as grammatical connections and adverbials</li> <li>Use of ellipsis</li> </ul>
<b>Grammatical Terminology</b>	<i>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i>	<i>determiner, pronoun, possessive pronoun, adverbial</i>	<i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i>	<i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>To use the full range of punctuation from previous year groups.</li> <li>To use commas in lists</li> <li>Use and punctuating direct speech (i.e. Inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>Use commas after fronted adverbials</li> <li>Indicate possession by using the possessive apostrophe with singular and plural nouns</li> <li>Use and punctuate direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Use hyphens to avoid ambiguity</li> <li>Use semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>Use a colon to introduce a list, punctuating bullet points consistently</li> </ul>
<b>Sentence and Text</b>	<ul style="list-style-type: none"> <li>Maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>Touse 'a' or 'an' correctly throughout a piece of writing.</li> <li>Express time, place and cause using conjunctions (for example, then, next, soon, therefore or prepositions (for example, before, after, during, in, because, of)</li> </ul>	<ul style="list-style-type: none"> <li>To always maintain an accurate tense throughout a piece of writing.</li> <li>To use present perfect form of verbs in contrast to the past tense</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'</li> <li>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.</li> <li>To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because, although)</li> <li>To consistently choose nouns or pronouns appropriately to aid</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing.</li> <li>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).</li> <li>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g.</li> <li>Professor Scriffle, who was a famous</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the consistent and correct use of tense throughout all pieces of writing,</li> <li>including the correct subject and verb agreement when using singular and plural</li> <li>To use the subjunctive form in formal writing.</li> <li>To use the passive voice</li> <li>To use question tags in informal writing.</li> </ul>



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		<p>cohesion and avoid repetition, e.g. he, she, they, it.</p> <ul style="list-style-type: none"> <li>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> </ul>	<p>inventor, had made a new discovery.</p>	
<p><b>Alan Peat sentence types</b> <i>See Alan Peats book for further explanation</i></p>	<ul style="list-style-type: none"> <li>Boys' sentences</li> <li>_ing, _ed</li> <li>Doubly _ly ending</li> </ul>	<ul style="list-style-type: none"> <li>2A emotion, comma</li> <li>Verb, person</li> <li>If, if, if, then</li> <li>With a(n) action, more action</li> </ul>	<ul style="list-style-type: none"> <li>3_ed</li> <li>Noun, which, who, where</li> <li>2 pairs sentences</li> <li>3 bad – (dash) question?</li> <li>Name – adjective pair – sentences</li> <li>O.(I.)</li> </ul>	<ul style="list-style-type: none"> <li>De:De sentence</li> <li>Some; others</li> <li>Imagine 3 examples:</li> <li>The more, the more</li> <li>Irony sentences</li> <li>Emotion - consequence</li> <li>Tell; show 3 examples</li> <li>When; when; when, then</li> </ul>
<p><b>Handwriting and Presentatio</b></p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To <del>confide</del> when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
<p><b>Planning Writing</b></p>	<ul style="list-style-type: none"> <li>Discuss and record ideas</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record ideas</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Note and developing initial ideas, drawing on reading and research where necessary</li> </ul>
<p><b>Drafting Writing</b></p>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme: in narratives, creating settings, characters and plot; in non-narrative material</li> <li>To use simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme: in narratives, creating settings, characters and plot; in non-narrative material</li> <li>To use simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>Select 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 paragraphs</li> <li>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, subheadings and bullet points</li> </ul>	<ul style="list-style-type: none"> <li>Select 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</li> <li>Use a wide range of devices to build cohesion within and across paragraphs (<i>e.g. conjunctions, adverbials of time and place, pronouns, synonyms</i>) within and across paragraphs) verb tense</li> <li>Use further organisational and</li> </ul>





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						presentational devices to structure text and to guide the reader		
<b>For reference: Moderation end of KS2 expected standards</b>	<p><u>Writing at the end of KS2 expected standard moderation objectives:</u></p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>• In narratives, describe settings, characters and atmosphere</li> <li>• Integrate dialogue in narratives to convey character and advance the action</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)</li> <li>• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• Use verb tenses consistently and correctly throughout their writing</li> <li>• Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• Maintain legibility in joined handwriting when writing at speed. (2)</li> </ul> <p><u>Writing at the end of KS2 greater depth standards moderation objectives:</u></p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li> <li>• Distinguish between the language of speech and writing(3) and choose the appropriate register</li> <li>• Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>• Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^ [There are no additional statements for spelling or handwriting]</li> </ul>							
	<b>Composition</b> <i>See Talk for Writing publication for further explanation</i>	<ul style="list-style-type: none"> <li>• Write for a range of purposes</li> <li>• In narratives, describe settings, characters and plot</li> </ul>	<ul style="list-style-type: none"> <li>• Start to show an awareness of effective writing for a range of purposes, audiences, selecting language that shows good awareness of the read</li> <li>• In narratives, describe settings and characters</li> <li>• Use a range of other or similar writing as a model for writing.</li> <li>• Organise paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>• To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (<i>e.g. the use of the first person in a diary; direct address in instructions and persuasive writing</i>)</li> <li>• In narratives, describe settings, characters and start to create atmosphere</li> <li>• Take into account the way in which an author may have been influenced by what they have seen or experienced.</li> <li>• Use a wide range of devices to build cohesion within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (<i>e.g. the use of the first person in a diary; direct address in instructions and persuasive writing</i>)</li> <li>• In narratives, describe settings, characters and atmosphere</li> <li>• Identify and apply where appropriate the factors that may have influenced an author into own plans.</li> <li>• Use a wide range of organisational and presentational devices to structure text and guide the reader</li> <li>• To exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>			
<b>Story Writing</b>	Integrate dialogue in narratives to convey character and advance the action	Ensure that events in story are related to one another.	Ensure that the opening, development and conclusion of story are clearly related	Use shifts in time and place to help shape the story and guide the reader through the	To integrate dialogue in narratives to convey character and advance the	Manipulate the setting and pace to reflect the mood of the piece.	Show how the impact of relationships between characters and key	Study setting, plot and characterisation, and the effect of these



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			and varied.	text.	action. Ensure that characters actions are linked to key events.  Make increasing use of sub-plots, detours, dilemmas and resolutions	Use a wide range of literacy features effectively, personification, rhetorical questions, metaphor etc	events can change as a result of what happens to them in the story.	
	Select vocabulary and grammatical structures that reflect what the writing requires, doing this <u>mostly</u> appropriately (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)	Use paragraphs to show changes in time	Ensure that the story conclusion makes reference to the scene set at the beginning of the story.	Use paragraphs to link sections of the story, time, scene event, action, mood/atmosphere .	Ensure that events are developed in the paragraphs around a main introductory sentence	Ensure that characters are well developed and direct and reported speech is used to move the story forward	Show how the impact of relationships between characters and key events can change as a result of what happens to them in the story.	
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within paragraphs	Include description of more than one characters point of views, actions, impact on others and the direction of the story.	Include action and dialogue between characters	Use character and setting to create mood.	Begin to interweave dialogue; action and description effectively.	Use a range of elements of dialogue, action and description to good effect.	Study setting, plot and characterisation, and the effect of these	
<b>Information Writing</b>	Begin to generalise when expressing point of view, rarely, sometimes, always.	Use tables and graphs to support ideas and points of view	Ensure that each section or paragraph is clearly marked by sub-headings or	Exemplify points of view with clearly referenced factual evidence.	Include reflective comments in conclusion and summaries	Ensure that information is well-structured and convincing with good coverage of		



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			introductory sentences.			the main points or issues.		
	Include an introduction and a summary. Enable others to extract information from text	Organise work effectively using, headings, subheadings, paragraphs etc.	Ensure that writing is factual and contains a well-structured introduction, conclusion/summary	Support work with statistical information presented in a range of formats.	Report on an issue from a range of different views, supported by factual information and detail.	Ensure that writing is well structured and convincing, with a range of information covered in detail, in a range of different ways	Provide factual information and statistical information to support predictions and hypothesis	Ensure that writing is well structured and convincing, with a range of information covered in detail, in a range of different ways
		Extract information from secondary sources	Ensure that the main ideas in writing are supported by relevant argument or detail		Order the sections writing to ensure they are well linked and that the coverage of information is balanced.			
<b>Poetry</b>	Invent nonsense words and imaginary places to use in poetry.	Use detail and images observed to bring poetry to life.	Use similes to help build up vivid images to include in nonsense poems, rhymes and riddles.	Explore unusual language effects such as onomatopoeia and metaphor to create impact, mood and emotion.	Use complex similes and metaphor to create mood and impact.	Use metaphor and personification to create poems based on real or imagined experiences.	Use imaginative language to create surreal, surprising, amusing and inventive poetry.	Use effectively a wide range of language features to create impact, tension, and mood, and evoke emotion.
			Recognise and use the features of a Tanka poem.	Recognise and create a Cinquain poem.	Recognise and create a Haiku poem.	Prepare poems and plays to read aloud & perform, making effective use of intonation, tone & volume.	Recognise a range of poetical conventions and understand how these may have been used.	
<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>Assess the effectiveness of own and others' writing and suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>		<ul style="list-style-type: none"> <li>Assess the effectiveness of own and others' writing and suggest improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the</li> </ul>		<ul style="list-style-type: none"> <li>Assess the effectiveness of own and others' writing and suggest improvements</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>		<ul style="list-style-type: none"> <li>Assess the effectiveness of own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensure the consistent and correct use of tense throughout a piece of</li> </ul>	



## Batheaston Church School Writing Progression KS2

\*Please remember that the National Curriculum is intended to provide opportunities for revisiting, revising and developing the objectives given from one year to the next.

	<ul style="list-style-type: none"> <li>• Proofread for spelling and punctuation errors</li> </ul>	<p>accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> <li>• Proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Proofread for spelling and punctuation errors</li> </ul>	<p>writing</p> <ul style="list-style-type: none"> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Proofread for spelling and punctuation errors</li> </ul>
<b>Performing Writing</b>	<ul style="list-style-type: none"> <li>• Read 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Read 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>