



Big Question:

Term 1 CYCLE A What is the secret to good food?

CYCLE B What do we need to Survive?

Term 2 CYCLE A What makes us a good leader?

CYCLE B Why is Britain great?

Term 3 CYCLE A How important is our World?

CYCLE B Do you think change is important?

KS2 Writing Progression

COMPOSITION

Y3	Y4	Y5	Y6
Make some attempt to define paragraphs by organising ideas with related points placed next to each other – eg one sentence paragraphs or ideas loosely	Know how to organise paragraphs around a theme: paragraphs/ sections that help to organise content.	Identify the audience for and purpose of the writing. Select the appropriate form and use other similar writing as a model for their own writing	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
In non-narrative material use simple organisational devices – eg headings and sub headings	In narratives, know how to create settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.	In narratives, know how to use imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.
Proof read for spelling and punctuation errors.	Proof-read for errors in spelling and punctuation.	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	Ensure the consistent and correct use of tense throughout a piece of writing	Ensure the consistent and correct use of tense throughout a piece of writing
Discuss and record ideas	Discuss and record ideas	Proof-read for errors in spelling and punctuation.	Proof-read effectively for spelling and punctuation errors.

Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure.	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures	Make notes and develop initial ideas, drawing on reading and research where necessary.	Make notes and develop initial ideas, drawing on reading and research where necessary
In narrative create settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc.	Assess the effectiveness of their own and others' writing and suggest improvements.	When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors	When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.
Assess the effectiveness of their own and others' writing and suggest improvements.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use an ambitious vocabulary, generally appropriate to purpose and audience.
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Proof-read for errors in spelling and punctuation.	Attempt to précis longer passages	Integrate dialogue to convey character and advance the action.
Read aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.	Use a wide range of devices to build cohesion within and across paragraphs	Can shape and précis longer passages to adapt material appropriately for selected form.
		Assess the effectiveness of their own, and others' writing.	Use a wide range of devices to build cohesion within and across paragraphs.
		Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).
		Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.	Assess the effectiveness of their own and others' writing

			Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
			Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register
VOCABULARY, PUNCTUATION AND SPELLING			
Limited use of inverted commas to punctuate direct speech	Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The boss shouted, "Sit down!")	Use commas to clarify meaning or avoid ambiguity.	Use the colon to introduce a list and uses semi-colons within lists.
Attempt to use paragraphs as a way to group related materials.	Use paragraphs to organise ideas around a theme.	Use a range of devices to build cohesion within a paragraph (e.g. firstly, then, after that, this,)	Punctuate bullet points when listing information.
Make some use of the present perfect form of verbs instead of the simple past – eg "He has gone to the park". In contrast with "He went to the park".	Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must	Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).
Express time, place and cause using conjunctions. Eg when, before, after, while, because.	Use fronted adverbials (eg 'Later that day, I heard the sad news')	Understand how to convert nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify	Use the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken').
Use the forms "a" or "an" according to whether the next word begins with a consonant or vowel. Eg a dog, an orange	Most of the time use appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').	Use brackets, dashes or commas to indicate parenthesis	Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/request; go in/enter).
Show and have awareness of headings and sub headings to aid presentation.	Use expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	Use a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)	Use the colon to introduce a list and use semi-colons within lists

Express time, place and cause using adverbs. Eg then, next, soon, therefore.	Understand the grammatical difference between plural and possessive –s	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Show knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').
Express time, place and cause using prepositions eg during, after, in, because of.	Use commas after fronted adverbials	Knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Use linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis
Show understanding of the formation of nouns, using a range of prefixes eg super, anti, auto.	Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).		Use a wide range of clause structures, varying their position within the sentence.
Show knowledge of word families based on common words, showing how words are related in form and meaning, eg solve, solution, solver, dissolve, insoluble	Use dictionaries to check the spelling and meaning of words.		Show knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).
TRANSCRIPTION			
Use prefixes and suffixes to understand how to add them (app 1)	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Use further prefixes and suffixes and understands the guidelines for adding them	Use dictionaries to check the spelling and meaning of words.
Spell further homophones	Use further prefixes and suffixes and understands how to add them (Appendix 1)	Spell some words with 'silent' letters, e.g. knight, psalm, solemn	Use further prefixes and suffixes and understands the guidelines for adding them
Identify commonly misspelt words and attempts to correct them. (Appendix 1)	Spell further homophones	Continue to distinguish between homophones and other words which are often confused.	Spell some words with 'silent' letters, e.g. knight, psalm, solemn.
Understand how to place the apostrophe in words with regular plurals eg girls' boys'.	Identify commonly misspelt words and corrects them. (See Appendix 1)	Use knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1	Continue to distinguish between homophones and other words which are often confused.
Use the first two or three letters in a word to check its spelling in a dictionary.	Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).	Use dictionaries to check the spelling and meaning of words.	Use knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1

Write from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far.	Use the first two or three letters of a word to check its spelling in a dictionary.	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
		Use a thesaurus.	Use a thesaurus.
HANDWRITING			
Use diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left unjoined	Use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices
Increase the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant.	Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant.	Decide, as part of their personal style, whether or not to join specific letters	Decide, as part of their personal style, whether or not to join specific letters.
Increase the legibility, consistency, and quality of their handwriting – eg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version)
		Choose the writing implement that is best suited for a task (e.g. quick notes, letters)	Choose the writing implement that is best suited for a task (e.g. quick notes, letters).