



Progression in Writing – Upper Key Stage 2

Strands:	Year 4	Year 5	Year 6
Planning writing and editing	Write for a range of purposes and audiences based on personal experience and high-quality texts	Write for a range of purposes and audiences based on personal experience and high-quality texts	Write for a range of purposes and audiences, selecting language that shows good awareness of reader
	Develop characters in narratives	Develop characterisation by drawing on their reading	Develop settings, characters and atmosphere in detail
	Develop settings linked to the genre and intended effect	Develop settings and atmosphere in detail	
	Describe plots in narratives, linking the end to the opening	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.	To note down and develop initial ideas, drawing on reading and research where necessary
	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations
	Writing is structured linking to the text type	Writing is clearly structured and organised according to the text type	Manipulate and control the use of narrative language features (within TAF bullets 1, 2, 3 and 4)
			Use a range of figurative language (within TAF bullets 1 and 4)
			Manipulate and control the use of non-fiction language features (within TAF bullets 1 and 4)
			Manipulate and control the use of organisational features (within TAF bullets 1, 4 and 5)
	Use speech in narratives	To regularly use dialogue to convey a character and to advance the action.	Use dialogue to convey character and advance the action
	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear
	Proof-read and edit their writing	Proof-read and edit their writing Editing process can involve taking out or simplifying rather than just adding or amending	Proof-read and edit their writing



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		To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To habitually proofread for spelling and punctuation errors.
		Commas are used accurately to mark grammatical boundaries and proofreading checks that they help to clarify meaning	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
			To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Greater Depth	<p>Writing usually has a clear voice which is sustained through both shorter and more extended texts</p> <p>Clear links with reading are made, with writers using models from their reading to construct sentences and paragraphs. The editing process draws explicitly on this.</p> <p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</p>	<p>Writing is clearly structured and organised according to the text type</p> <p>Commas are used accurately to mark grammatical boundaries and proofreading checks that they help to clarify meaning</p> <p>Editing process can involve taking out or simplifying rather than just adding or amending</p>	Establish a convincing individual viewpoint and sustain it throughout the piece
Awareness of audience, purpose and structure.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	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.	To 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 (including literary language, characterisation, structure, etc.).
			To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
	To progressively build and use a varied and rich vocabulary	Consistently use vocabulary from across the curriculum in their writing	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).



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	Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs	Use relative pronouns	
	Use noun phrases expanded with modifying adjectives	Expanded noun phrases and sentence starters with effective word choices add detail	Use expanded noun phrases across their writing to convey complicated information precisely
	Use noun phrases expanded with modifying nouns		
	Use noun phrases expanded with prepositional phrases		
	Use noun phrases expanded with modifying adjectives		
	Use noun phrases expanded with modifying nouns		
	Use noun phrases expanded with prepositional phrases		
Greater Depth	<p>Different sentence types and varied word order are used to create specific effects</p> <p>Choose vocabulary and structure for a purpose and to engage and impact on their identified reader</p> <p>Word choices are well considered and are used to build a description, an even, tension or emotion</p> <p>Technical vocabulary is used purposefully in non-narrative writing</p>	<p>Consistently use vocabulary from across the curriculum in their writing</p> <p>Expanded noun phrases and sentence starters with effective word choices add detail</p>	<p>Writing is carefully structured and organised according to its context</p> <p>Endings are clear and linked to openings dependent on the text type</p> <p>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</p> <p>All samples have a clear purpose and audience with the reader successfully engaged</p> <p>All samples also show the individual ‘voice’ and style of the pupil as a writer</p> <p>Shorter pieces are well-crafted for impact and longer pieces are sustained and consistent</p>
Sentence construction	Control the use of standard and non-standard English	Manipulate formality in different types of writing	Use formal and informal question tags



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		Write with appropriate levels of formality for audience and purpose	To distinguish between the language of speech and writing and to choose the appropriate level of formality.
		Begin to experiment using the passive voice	Use passive voice to create empathy or suspense (within TAF bullets 1 and 4)
			Use passive voice to create a formal tone (within TAF bullets 1 and 4)
	To always maintain an accurate tense throughout a piece of writing	To ensure the consistent and correct use of tense throughout all pieces of writing.	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.
	Write complex sentences with the subordinate clause at the start and at the end of the sentence	Adapt sentence structure by re-ordering or embedding clauses and use different sentence lengths to create effects	Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause (within TAF bullets 1, 4 and 5)
	Identify main and subordinate clauses	Write sentences with the subordinate clause at the start and the end of the sentence	
		Use embedded clauses	
		To use relative clauses beginning with a relative pronoun with confidence	
	Use fronted adverbials for time, manner and place	Indicate degrees of possibility using modal verbs	To use the perfect form of verbs to mark relationships of time and cause.
		Indicate degrees of possibility using modal adverbs	To use the subjunctive form in formal writing.
Greater Depth	Writing demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience	<p>Adapt sentence structure by re-ordering or embedding clauses and use different sentence lengths to create effects</p> <p>Manipulate formality in different types of writing</p> <p>Begin to experiment using the passive voice</p>	<p>The use of sentences is controlled and a range of structures are used to create specific effects</p> <p>Literary devices are well-chosen and used appropriately to create intended effects</p> <p>Demonstrate an assured and conscious control over levels of formality</p> <p>Word choices are precise and selected for the purpose and audience (formal and informal language)</p>



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			Distinguish between the language of speech and writing and choose the appropriate register
Punctuation and Grammar	Use paragraphs to organise ideas around a theme across the text	Use a range of cohesive devices within paragraphs	To use a wide range of devices to build cohesion within and across paragraphs.
		To consistently link ideas across paragraphs.	
	Use possessive pronouns	Use a range of devices between paragraphs	Use a range of devices to build cohesion within and between paragraphs
	Use commas after fronted adverbials	Use brackets and dashes to mark parenthesis	Use the range of punctuation taught at KS2 mostly correctly
	Understand the difference between plural and possessive -s	Use dashes for afterthoughts	
	Use apostrophes for plural possession	Use commas to separate main and subordinate clauses	
	Use inverted commas and other punctuation accurately to mark speech	Use defining and non-defining relative clauses – Defining: provide essential information, no commas needed. Non-defining: provide additional information, need commas	
		Begin to use semi-colons to separate main clauses	Use semi-colons to mark independent clauses
		Use commas to mark non-defining relative clauses	Use colons to mark independent clauses
	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
Greater Depth	<p>Commas are used securely to separate main and subordinate clauses</p> <p>Paragraphing is clear and ideas are developing and linked to guide the reader through the text</p> <p>Use a range of tenses and verb forms confidently and effectively</p>	Begin to use semi-colons to separate main clauses	<p>Use the range of punctuation taught at KS2 correctly</p> <p>Use punctuation to avoid ambiguity or enhance meaning</p> <p>Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion</p>



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Handwriting	To consistently use a neat, joined handwriting style with increasing accuracy and speed.	Use legible, joined writing consistently	Use legible, joined writing consistently when writing at speed
		To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	Choosing the writing implement that is best suited for a task. Recognising 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).
Greater Depth			Writing is fluent, joined and legible with a developed personal style
Spelling	Spell many words from the Year 4 word list and use these accurately in their writing	Spell many words from the Year 5 word list and use these accurately in their own writing	Spell most words from the Y5/6 word list and use these accurately in their writing
	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).	To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).
			To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).
			To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).
	To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).	To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).	To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).
	To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).	To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).	To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).
	To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs',	To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought,	



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	e.g. musician, electrician, magician, politician, mathematician).	rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).	
	To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)).	To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.	To spell homophones and near homophones that include nouns that end in
	Meet the Y4 spelling expectations in the National Curriculum	Meet the Y5 spelling expectations in the National Curriculum	Meet the Y6 spelling expectations in the National Curriculum
	To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).
	To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).	To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).
		To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).	-ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise).
		To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	
	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).		To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).



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	To spell words that use the possessive apostrophe with plural words, including irregular plurals.		To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).
	To use their spelling knowledge to use a dictionary more efficiently.	Use a dictionary and thesaurus effectively	To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
			To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
Greater Depth	Consistently apply Y4 spelling expectations across their writing	Consistently apply Y5 spelling expectations across their writing	Consistently apply Y6 spelling expectations across their writing