



TGMS WRITING PROGRESSION OF KNOWLEDGE & SKILLS



Skills	Year 3	Year 4	Year 5	Year 6
Phonics, Spelling & Transcription	<ul style="list-style-type: none"> Use further prefixes and suffixes, and understand how to add them Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular and irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Use further prefixes and suffixes, and understand how to add them Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular and irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Use further prefixes and suffixes, and understand the guidance for adding them Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically Use the first 3 or 4 letters of a word to check the spelling and/or meaning in a dictionary 	<ul style="list-style-type: none"> Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Appendix 1) Use further prefixes and suffixes, and understand the guidance for adding them Use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary
Handwriting	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Choose which shape of a letter to use when given choices and decide whether or not to join specific letters Choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> Choose which shape of a letter to use when given choices and decide whether or not to join specific letters Choose the writing implement that is best suited for a task
Planning Writing	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Drafting Writing	<ul style="list-style-type: none"> Organise paragraphs around a theme in narratives, creating settings, characters and plot Organise paragraphs around a theme in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> Organise paragraphs around a theme in narratives, creating settings, characters and plot Organise paragraphs around a theme in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere, and integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere, and integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader
Evaluating & Editing Writing	<ul style="list-style-type: none"> 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 Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> 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 Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register Proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Perform their own compositions, using the appropriate intonation, volume and movement so that the meaning is clear 	<ul style="list-style-type: none"> Perform their own compositions, using the appropriate intonation, volume and movement so that the meaning is clear
Vocabulary	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wide range of conjunctions: coordinating and subordinating Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wide range of conjunctions: coordinating and subordinating Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> Use a thesaurus Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> Use a thesaurus Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility
Grammar	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the past tense Use fronted adverbials Form nouns using a range of prefixes Use the correct form of 'a' or 'an', according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how word are related in form and meaning (solve, solution, solver, dissolve, insoluble) 	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the past tense Use fronted adverbials Understand difference between plural and possessive Use Standard English verb inflections ('We were', not 'We was'; 'I did', not 'I done') Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases Make appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Use relative clauses beginning with relative pronouns Convert nouns or adjectives into verbs using suffixes Use verb prefixes Use devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Use relative clauses beginning with relative pronouns Understand differences in informal and formal language Use further cohesive devices, such as grammatical connections and adverbials Use ellipsis Identify synonyms and antonyms
Punctuation	<ul style="list-style-type: none"> Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use and punctuate direct speech 	<ul style="list-style-type: none"> Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use and punctuate direct speech 	<ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Punctuate bullet points consistently
Grammatical Terminology	(Includes KS1) letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points