

Dereham Junior Academy English Progression 2023 - 2024 - Writing

		Year 3	Year 4	Year 5	Year 6
Writing: Composition	Plan ning The childr en shoul d:	Begin to use ideas from their own reading and modelled examples to plan their writing.	Discuss and use ideas from their own reading and modelled examples to plan their writing.	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.	Note down and develop initial ideas, drawing on reading and research where necessary.
		Begin to discuss writing similar to that which they are planning to write including their own reading and modelled examples in order to understand and learn from its structure, vocabulary and grammar	Discuss writing similar to that which they are planning to write including their own reading and modelled examples in order to understand and learn from its structure, vocabulary and grammar	When planning non-fiction texts, think of vocabulary that is appropriate to the purpose of the text (ie. technical/ tier 3 vocabulary)..	When planning non-fiction texts, think of grammar and vocabulary that is appropriate to the purpose of the text.
			Discuss how writing can be planned by thinking of vocabulary that suits the audience and purpose.	Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.
	Draft and Writ e The childr en	Begin to organise their writing into paragraphs around a theme.	Organise their writing into paragraphs around a theme to use cohesive devices to aid the reader.	Consistently link ideas across paragraphs	
		In non-narrative material, use simple organisational devices (headings & subheadings)	In non-narrative material, use simple organisational devices (headings & subheadings) and captions.	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).

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should:				
	Compose and rehearse sentences orally (including dialogue).	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures in all genres of writing.	Regularly use dialogue to convey a character and to advance the action.	Write effectively for a range of purposes and audiences
	In narratives, begin to create settings, characters and plot with simple elaboration on basic information or events (e.g. nouns expanded by adjectives)	In narratives, create settings, characters and plot (e.g use of expanded noun phrases and fronted adverbials)	Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.	Use a wide range of devices to build cohesion within and across paragraphs.
	Children should be provided with opportunities to practise the skills required to effectively write for a genre	Children should be provided with opportunities to practise the skills required to effectively write for a genre, thinking about the audience and purpose.		<p>Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>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).</p>

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Evaluate and Edit The children should:	<p>Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <ul style="list-style-type: none"> - Capital letters, full stops and commas for lists. - Some minor improvements to word choice. 	<p>Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>With help from an adult or peer edit their own work to add more detail where appropriate and improve vocabulary choices.</p>	<p>Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>Edit their own work to add more detail where appropriate and improve vocabulary choices.</p>	<p>Habitually proofread for spelling and punctuation errors.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
Performance The children should:	<p>Begin to read aloud their own writing, 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 aloud their own writing, 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 mostly 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>

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Grammar and Punctuation	Word Level	<p>Formation of nouns using a range of prefixes (e.g super-, anti-, auto-)</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g.solve, solution, solver, dissolve)</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms</p>	<p>Converting nouns or adjectives into verbs using suffixes and Verb prefixes</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>How words are related by meaning as synonyms and antonyms</p>
	Sentence Level	<p>Uses an increasingly wide range of subordinating and co-ordinating conjunction to extend single clause sentences</p> <p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> • conjunctions (e.g. when, before, after, while, so, because) • adverbs (e.g. then, next, soon, therefore) • prepositions (e.g. before, after, during, in, because of) <p>Begin to introduce fronted adverbials</p>	<p>Uses a wide range of subordinating and co-ordinating conjunction to extend single clause sentences</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs or modal verbs</p>	<p>Use of the passive to affect the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>

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Text level	<p>Attempts to use paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g he has gone out to play)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs using adverbials of time place and number or tense choices</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>Layout devices</p>
Punctuation	<p>Uses:</p> <ul style="list-style-type: none"> ● Full stops ● Capital letters to demarkate sentences and proper nouns ● Exclamation marks ● Question marks ● Commas to separate items in a list ● Apostrophes for contracted forms and singular possession <p>Uses inverted commas to punctuate direct speech</p>	<p>Uses:</p> <ul style="list-style-type: none"> ● Full stops ● Capital letters to demarkate sentences and proper nouns ● Exclamation marks ● Question marks ● Commas to separate items in a list ● Apostrophes for contracted forms and singular possession <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity</p>
Grammar terminology	<p>preposition</p> <p>conjunction</p> <p>word family</p> <p>prefix</p> <p>clause</p> <p>subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter</p> <p>vowel, vowel letter</p> <p>inverted commas</p>	<p>determiner</p> <p>pronoun</p> <p>possessive pronoun</p> <p>adverbial</p>	<p>modal verb</p> <p>relative pronoun</p> <p>relative clause</p> <p>parenthesis</p> <p>bracket</p> <p>dash</p> <p>cohesion</p> <p>ambiguity</p>	<p>subject</p> <p>object</p> <p>active</p> <p>passive</p> <p>synonym</p> <p>antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>

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Handwriting	The children should:	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Write with increasingly legible handwriting</p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Write with increasingly legible handwriting</p>	<p>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</p> <p>choosing the writing implement that is best suited for a task.</p>	<p>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</p> <p>choosing the writing implement that is best suited for a task</p>