NJA Writing Skills Progression

	3	4	5	6
Transcription				
Dictation	• I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.	• I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting NC page 33: "Joined handwriting should be the norm"	• I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined. • I can write so that most of my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap. • I can write letters of accurate size and shape (with clear ascenders and descenders) and form all of the upper and lower case letters correctly. • I can produce legible joined handwriting.	• I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined. • I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap. • I can fluently produce legible joined handwriting.	• I can write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters. • I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task (e.g. quick note taking or writing a letter).	Same as Year 5 objectives (standard should be achieved by Year 6) **Greater Depth:** I can write in an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.
Spellings and vocabulary	I can spell words… • …with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. • …. with endings which sound like 'zhun' e.g. division, decision. • …. which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane. • …that are often misspelt. • … containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym. • … containing the 'u' sound spelt 'ou' e.g. young, touch double. • … with the 'k' sound spelt 'ch' e.g. scheme, school, echo. • … with the 'sh' sound spelt 'ch' e.g. chef, machine. • … with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.	• I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician. • I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. • I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. • I can spell more complex words that are often misspelt e.g. caught, occasionally, interest. • I can spell words with the 's' sound spelt 'sc' e.g. science, scene. • I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.	• I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. • I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. • I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency. • I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly. • I can spell some more complex words correctly including words that are often misspelt. • I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. • I can spell some words with 'silent' letters e.g. knight, psalm, solemn.	• I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose. • I can spell most words correctly including words that are often misspelt.
	• I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble. • I can create new words using a range of prefixes incl. super-, anti-, auto-. • I can use the prefixes un-, dis-, mis-, re-, pre-. • I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. • I can use the suffix -ly.	• I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. • I can understand and add the suffixes -ation, -ous.	• I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. • I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-. • I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.	• I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. • I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. • I can add suffixes beginning with vowel letters to words ending in -fer eg. referring, preferred, referee, preference.
	• I can use the first two or three letters of a word to check its spelling in a dictionary.	• I can use the first three or four letters of a word to check its spelling in a dictionary.	• I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. • I can use a thesaurus.	• I can use dictionaries to check the spelling and meaning of words. • I can use a thesaurus with confidence.
Composition and Text Structure				
Planning alliteration and	• I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like. • I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.	• I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar. • I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.	• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary. • I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films. • I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.	• I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.
Drafting, writing and structuring a text — **Sentence construction**	• I can use subordinating and coordinating conjunctions. • I can identify the main and subordinate clause. • I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of. • I can understand when to use 'a' or 'an' in front of a word. • I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play. • I can use similes, onomatopoeia and alliteration to grab the reader's attention. • I can start sentences in different ways.	• I can adapt my work depending on the audience. • I can use the correct form of the verb inflection e.g. we were instead of we was. • I can make my writing interesting by using adjectives and other descriptive methods. • I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated. • I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news. • I can explain the difference between the plural and the possessive -s. • I can choose to use the present perfect form of verbs instead of simple past tense e.g. He has gone out to play contrasted with He went out to play. • I can use similes, onomatopoeia, repetition to influence the reader.	• I can draft and write by selecting the correct grammar in my writing. • I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun. • I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • I can write using accurate subject-verb agreement when using singular or plural (the boy was/the boys were). • I can talk about the affect I want my writing to have on the audience. I can then make appropriate choices using similes, metaphors, onomatopoeia, personification and empty words (e.g. someone was out get me).	• I can change my writing to fit the audience and purpose. I can choose the correct form and change the language and sentence length. • I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing. • I can understand how words are related by meaning as synonyms and antonyms. • I can use the passive and modal verbs to affect the presentation of information in a sentence. • I can use a wide range of clause structures, sometimes varying their position within the sentence. • I can use adverbs, prepositional and expanded noun phrases effectively to add detail, qualification and precision. • **Greater Depth:** I can shift between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures. (Question tags, use of the subjunctive). I can select verb form for meaning and effect.
Develop narrative	• I can draft and write descriptive work that creates settings, characters and plots.	• I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience.	• I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.	• I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.
Paragraphs and cohesive devises	• I can use paragraphs to organise my writing so that blocks of text group related material.	• I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together. • I can use paragraphs to organise ideas around a theme.	• I can draft and write by summarising longer passages. • I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • I can link ideas across paragraphs using 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.	• I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can link ideas across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections (e.g. adverbials, tenses) and ellipsis.

Organisational and presentational devices	• I can draft and write material, such as instructions, using headings and sub-headings to organise my work.	• I can organise my non-narrative writing so that it has headings and sub-headings.	• I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.	• I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.
Evaluating and editing vocabulary and grammar	• I can re-read my work to improve it for my audience • I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting. • I can rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.	• I can assess my work, and that of others, and suggest improvements. • I can edit my work by changing the grammar to improve the way my work reads. • I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures.	• I can give feedback on and improve my own writing and my classmates'. • I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement.	• I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement.
Proof reading to check spelling and punctuation	• I can proof-read my work by reading aloud and putting in full stops. • I can also add apostrophes, commas, question marks, exclamation marks and speech marks where needed.	• I can proof-read my writing for spelling and use of punctuation.	• I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.	• I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.
Performing to an audience	• I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.	• I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.	• I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.	• I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.
Punctuation and Terminology				
Punctuation	• I can use speech marks correctly. • I can use capital letters and full stops mostly correctly. • I can mark most sentences correctly with question marks and exclamation marks. • I can use commas for lists. • I can use apostrophes to mark contractions.	• I can use apostrophes to mark possession, including plural possession e.g. the girl's name, the girls' names. • I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news. • I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'.	• I can begin to use brackets and can also use dashes or commas for the same purpose (parenthesis). • I can use commas to make my writing clear to the reader and to avoid ambiguity (Let's eat Grandma/Let's eat, Grandma) • I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.	• I can use the colon to introduce a list and use semicolons within lists. • I can use hyphens for clarity e.g. man eating shark or man-eating shark. • I can make some correct use of semi-colons, dashes, colons and hyphens (although this usage is not consistent or frequent). • I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing. • I can use bullet points to list information. **Greater depth:** I can use the full range of punctuation taught at KS2 mostly correctly, including the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.
Terminology	• I can understand what the following words mean: preposition, conjunction, word family, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas	• I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial	• I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.	• I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points,