



### Year 3

Transcription	<ul style="list-style-type: none"> <li>• I can write from memory simple sentences that include words and punctuation taught so far.</li> <li>• I can use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	
Handwriting	<ul style="list-style-type: none"> <li>• I can join my handwriting</li> </ul>	
Contexts for Writing	<ul style="list-style-type: none"> <li>• I can discuss writing similar to the one I am planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	
Planning Writing	<ul style="list-style-type: none"> <li>• I can discuss and record ideas</li> <li>• I can make up and rehearse sentences orally (including dialogue),</li> <li>• I can use a variety of powerful vocabulary</li> <li>• I can use range of sentence structures</li> </ul>	
Drafting Writing	<ul style="list-style-type: none"> <li>• I can organise paragraphs around a theme (cohesion)</li> <li>• In stories, I can create settings, characters and a plot</li> <li>• I can organise my writing using things such as headings and subheadings</li> </ul>	
Editing Writing	<ul style="list-style-type: none"> <li>• I can assess how good my friend's writing is and offer advice to improve it</li> <li>• I can make changes to my grammar and vocabulary to improve my work</li> <li>• I can use pronouns correctly</li> <li>• I can proofread for spelling and punctuation errors</li> </ul>	
Performing Writing	<ul style="list-style-type: none"> <li>• I can read my own writing aloud, to a group or the whole class, using the right tone and volume so that the meaning is clear.</li> </ul>	
Vocabulary	<ul style="list-style-type: none"> <li>• I can extend my range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• I can use conjunctions, adverbs and prepositions to express time and cause</li> <li>• I can choose nouns or pronouns to avoid repetition</li> <li>• I can use conjunctions, adverbs and prepositions to express time, cause and place</li> <li>• I can use the present perfect form of verbs in contrast to the past tense</li> <li>• I can use the correct form of 'a' or 'an'</li> </ul>	
Punctuation	<ul style="list-style-type: none"> <li>• I can punctuate direct speech using inverted commas</li> <li>• I can place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's</li> </ul>	

Imagery	<ul style="list-style-type: none"> <li>• <b>Sound, Touch,</b> Taste, Smell, Hear</li> <li>• Similes</li> </ul> <p>Mirrored bridge</p> <p>The fish swam <u>faster and faster and faster.</u></p> <p>Cinderella <u>danced and danced and danced</u> until midnight.</p>	
---------	---	--



## Sentence Structure Progression

### Year 3

Simple:	Building on Year 2: Subject predicate stop The silver moon shone brightly in the damp, dark sky.	
	Building on Year 2: using fronted adverbials (time, place and manner): Fronted adverbial, subject predicate stop In the inky sky, the moon shone.	
	Using linking adverbs (see Progression of Organisers, Year 3) Linking adverb, subject predicate stop Now, the moon shone brightly.	
Coordination:	Using coordinating conjunctions: and Subject predicate <sup>3</sup> stop The boy took out the old key, unlocked the gate and walked through.	
	Using coordinating conjunctions: and Subject <sup>3</sup> predicate stop Slippery mosses, dying weeds and creeping insects covered the old path.	
	Building on Year 2: Subject predicate subject predicate stop The silvery moon drifted behind thick clouds so the night sky turned to black.	
Subordination:	Building on Year 2, using subordinating conjunctions: after, although, as, before, while Subject predicate adverbial clause stop The pale moon shone brightly before the clouds covered it.	
	Adverbial clause, subject predicate stop Before the clouds covered it, the pale moon shone brightly.	
Dialogue:	"Speech" subject predicate stop "It's dark tonight" James said.	



Transcription	<ul style="list-style-type: none"> <li>• I can write from memory simple sentences that include words and punctuation taught so far.</li> </ul>	
Handwriting	<ul style="list-style-type: none"> <li>• I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>• I can increase the legibility, consistency and quality of my handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	
Contexts for Writing	<ul style="list-style-type: none"> <li>• I can discuss writing similar to the one I am planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	
Planning Writing	<ul style="list-style-type: none"> <li>• I can discuss and record ideas</li> <li>• I can make up and rehearse sentences orally (including speech)</li> <li>• I can use a variety of good vocabulary</li> <li>• I can use range of sentence structures</li> </ul>	
Drafting Writing	<ul style="list-style-type: none"> <li>• I can organise paragraphs around a theme</li> <li>• In narratives, I can create settings, characters and plot</li> <li>• In non-narrative writing, I can use simple organisational devices such as headings and subheadings</li> </ul>	
Editing Writing	<ul style="list-style-type: none"> <li>• I can assess how powerful my writing is</li> <li>• I can assess how good my friend's writing is and offer advice to improve it</li> <li>• I can make changes to my grammar and vocabulary to improve my work</li> <li>• I can use pronouns correctly</li> <li>• I can proofread for spelling and punctuation errors</li> </ul>	
Performing Writing	<ul style="list-style-type: none"> <li>• I can read my own writing aloud, to a group or the whole class, using the right tone and volume so that the meaning is clear.</li> </ul>	
Vocabulary	<ul style="list-style-type: none"> <li>• I can use a wide range of coordinating and subordinating conjunctions</li> <li>• I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• I can choose nouns or pronouns to avoid repetition</li> <li>• I can use conjunctions, adverbs and prepositions to express time, cause and place</li> <li>• I can use the present perfect form of verbs in contrast to the past tense</li> </ul>	

Punctuation	<ul style="list-style-type: none"> <li>• I can use commas after fronted adverbials</li> <li>• I can use apostrophes for possession with singular and plural nouns</li> <li>• I can punctuate direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	
-------------	--	--

Imagery	<ul style="list-style-type: none"> <li>• <b>Sound, Touch, Taste, Smell, Hear</b></li> <li>• <b>Similes, personification</b></li> </ul>	
	How 2 fronted adverbial <u>Silently, slowly, the zombie</u> shambled forwards.	
	Double see-saw <u>The snowflakes whirled and twirled, danced and drifted.</u> <u>The sea was dark and deep, cold and empty.</u>	
	Comparative adverbial <u>Jim's shed was colder than a freezer full of ice cubes at the North Pole.</u> <u>Mary's frown was deeper than the Grand Canyon.</u>	
	Question question question <u>The search began. Would they find him? Would he be safe? Would he be alive?</u>	

# Sentence Structure Progression

## Year 4

Simple:	<i>Building on Year 3:</i> Subject predicate stop The pale moon in the damp dark sky cast a sickly glow.	
	<i>Building on Year 3, using fronted adverbials (duration):</i> Fronted adverbial, subject predicate stop Throughout the night, the pale moon cast a sickly glow.	
	<i>Stacking fronted adverbials:</i> Fronted adverbial <sup>3</sup> , subject predicate stop Above the graveyard in the night sky, the pale moon cast a sickly glow.	
	<i>Using linking adverbs (see Progression of Organisers, Year 4)</i> Linking adverb, subject predicate stop Finally, the moon shone.	
Coordination:	<i>Using coordinating conjunctions: and, but, or, so, yet</i> Subject predicate <sup>3</sup> stop The gates were covered in rust and hadn't been opened in years so creaked noisily.	
	<i>As Year 3, using coordinating conjunction: yet</i> Subject predicate, subject predicate stop The moon shone brightly, yet the night sky darkened.	
	Subject predicate, subject predicate, subject predicate stop The dark clouds drifted across the moon, the stars faded, and the night sky darkened.	
Subordination:	<i>As Year 3, using subordinating conjunctions: as soon as, by the time, even though, just as, so that</i> Subject predicate stop adverbial clause The pale moon cast little light by the time midnight had arrived.	
	Adverbial clause, subject predicate stop By the time midnight had arrived, the pale moon cast little light.	
	Non-Finite clause (-ing), subject predicate stop Glowing brightly, the pale moon drifted behind the clouds. The pale moon drifted behind the clouds, glowing brightly.	
Dialogue:	"Speech," subject predicate stop "It's dark tonight," James said.	







# Year 5

Handwriting	<ul style="list-style-type: none"> <li>• I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• I can choose the writing implement that is best suited for a task</li> </ul>	
Contexts for Writing	<ul style="list-style-type: none"> <li>• I can identify the audience for my piece of writing</li> <li>• I can identify the purpose of the writing, selecting the appropriate form</li> <li>• I can use similar writing as model for my own writing</li> <li>• In writing narratives, I can consider how authors have developed their characters and settings in what I have read, listened to, or seen performed</li> </ul>	
Planning Writing	<ul style="list-style-type: none"> <li>• I can make notes and develop my ideas, using my reading and research where possible</li> <li>• I can use a wide range of devices to build cohesion within and across paragraphs</li> <li>• I can, in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> </ul>	
Drafting Writing	<ul style="list-style-type: none"> <li>• I can select appropriate grammar and vocabulary, understanding how such choices can change and improve meaning</li> <li>• In narratives, I can describe settings, characters and atmosphere</li> <li>• In narratives, I can use speech to show a character's personality and advance the action</li> <li>• I can précis longer passages (summarise long paragraphs)</li> <li>• I can use a wide range of devices to build cohesion within and across paragraphs</li> <li>• I can use further organisational and presentational devices to structure my text and to guide my reader</li> </ul>	
Editing Writing	<ul style="list-style-type: none"> <li>• I can assess the effectiveness of my own writing</li> <li>• I can assess the effectiveness of my friend's writing and offer advice to improve it</li> <li>• I can propose changes to my vocabulary, grammar and punctuation to enhance effects</li> <li>• I can use commas to clarify meaning</li> <li>• I can use the correct tense throughout a piece of writing</li> <li>• I can use the correct subject and verb agreement when using singular and plural (was/were)</li> <li>• I can distinguish between the language of speech and writing and choosing the appropriate register</li> <li>• I can proofread for spelling and punctuation errors</li> </ul>	
Performing Writing	<ul style="list-style-type: none"> <li>• I can perform my own pieces of writing, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	
Vocabulary	<ul style="list-style-type: none"> <li>• I can use a thesaurus without being prompted</li> <li>• I can use expanded noun phrases to present complicated information clearly</li> <li>• I can use modal verbs or adverbs to indicate degrees of possibility</li> <li>• I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul>	
Punctuation	<ul style="list-style-type: none"> <li>• I can use commas to clarify meaning or avoid ambiguity in writing</li> <li>• I can use brackets, dashes or commas to indicate parenthesis and relative clauses</li> <li>• I can use the semi-colon, colon and dash to mark the boundary between independent clauses; use the colon to introduce a list and use of semi-colons within lists and clauses in compound sentences.; punctuation of bullet points to list information and how hyphens can be used to avoid ambiguity</li> </ul>	

Imagery	<ul style="list-style-type: none"> <li>• Sound, Touch, Taste, Smell, Hear</li> <li>• Similes, personification, Metaphor, Hyperbole</li> </ul>	
	Hyperbole	<i>The <u>endless</u> queue stretched into <u>eternity</u>.</i>
	Initial coordinating conjunction	<i>Jim strutted confidently across the dance floor. <u>And</u> tripped over his own feet.</i>
	Triple see-saw	<i>The ocean <u>simmered and seethed</u>, <u>bubbled and boiled</u>, <u>fumed and foamed</u>. The sea was filled with <u>tiny fish and huge fish</u>, <u>silver fish and blue fish</u>, <u>slow fish and quick fish</u>.</i>
	Double –ed opener	<i><u>Dazed and confused</u>, Ed staggered out of the smoke-filled laboratory.</i>
	Double –er sentence	<i><u>The older</u> Jim became, <u>the wiser</u> he ought to be.</i>
	The more... The more...	<i><u>The more</u> Gordo tried to squeeze inside his desk drawer, <u>the more</u> frustrated he became.</i>
	Adjective opener	<i><u>Cold and lonely</u>, the orphan huddled in the hollow of an oak.</i>

# Year 5

Simple:	<p><i>Building on Year 4:</i>  Subject predicate stop  The pale moon cast a sickly glow upon the darkening sky.</p>	
	<p><i>Building on Year 4, using fronted adverbials (manner):</i>  Fronted adverbial, subject predicate stop  With a sickly glow, the pale moon shone weakly in the night sky.</p>	
	<p><i>Using linking adverbs (see Progression of Organisers, Year 5)</i>  Linking adverb, subject predicate stop  Still, the moon shone.</p>	
Coordination	<p>Subject predicate; subject predicate stop  The grey clouds drifted across the pale moon; the night darkened.</p>	
Subordination:	<p><i>Using the subordinating conjunctions: as, now that, unless, until, whenever, wherever</i>  Adverbial clause, subject predicate stop  Now that the darkness prevailed, dreadful things crept from deep places.</p>	
	<p>Subject predicate stop adverbial clause  Dreadful things crept from deep places now that the darkness prevailed.</p>	
	<p>Non-finite verb (-ed), subject predicate stop  Covered by clouds, the pale moon faded into darkness.  The pale moon faded into darkness, covered by clouds.</p>	
	<p><i>Following nouns or noun phrases and using the relative pronouns: that, where, which, who, whose</i>  Subject predicate, relative clause stop  The pale moon hung in the black sky, where bats flitted on dark wings.</p>	
	<p>Subject, relative clause, predicate stop  The pale moon, which shone brightly, drifted behind a cloud.</p>	
Dialogue:	<p>"Speech," subject predicate stop "Speech."  "It's dark tonight," the lonely traveller said. "We should be careful."</p>	

- Imagery

### Sound, Touch, Taste, Smell, Hear

Similes, personification, Metaphor, Hyperbole

'Zoom-in' fronted adverbial	<u>On a windswept moor, in a thicket of twisted trees, behind a moss-covered rock,</u> Silus cowered, <u>praying for it all to end.</u>
'Zoom-out' fronted adverbial	<u>In a small room, on a distant planet, in a far-away galaxy,</u> the saviour of mankind opened his eyes.
'Triple time' sentence	<u>In an unremarkable month of March, on a typical Tuesday, at precisely three forty-seven in the afternoon,</u> the world ended.
Triple -ing sentence	<u>The acrid fog slowly advanced, creeping across the damp earth, slithering beneath doors, swirling through sleeping houses.</u> <u>Scaling the outer wall, crawling through the half open window and tiptoeing through the darkened corridor,</u> Alfonso, the greatest thief in Spain, stood before his prize.
Double bridge	<u>The swallows swerved, swooped and spiralled, twisted, twirled and turned.</u> <u>They roamed through thickets, brakes and spinneys, over ridges, crags and bluffs.</u>
Sentence inversion	<u>Up jumped the frog.</u> <u>Far beyond the shores drifted the ghost ship.</u> <u>Across the empty moors stalked the beast.</u>
Consonance for effect	<u>The winter wind swept across the wilderness.</u> <u>Over the cobbles he clattered and crashed.</u>
Assonance for effect	<u>Over and over, the cold ocean waves rolled against the shore.</u>

## Sentence Structure Progression

### Year 6

Simple:	<p><i>Building on Year 5, using the passive voice:</i></p> <p>Subject predicate stop</p> <p>A sickly glow was cast upon the deathly darkness.</p>	
	<p><i>Building on Year 5, using fronted adverbials (time, duration, place and manner):</i></p> <p>Fronted adverbial, subject predicate stop</p> <p>In a bruised raven-black sky, a sickly glow was cast by a dying moon.</p>	
	<p><i>Using linking adverbs (see Progression of Organisers, Year 6)</i></p> <p>Linking adverb, subject predicate stop</p> <p>Instead, the darkness crept across the still earth.</p>	
Coordination:	<p>Subject predicate; linking adverb, subject predicate stop</p> <p>The pale moon shone weakly in the night sky; nonetheless, the darkness prevailed.</p>	
Subordination:	<p><i>Using the subordinating conjunctions: in case, once, provided that, since, whereas</i></p> <p>Since it shone so weakly, the pale moon cast very little light.</p> <p>The pale moon cast very little light, since it shone so weakly.</p>	
	<p><i>Embedded clauses</i></p> <p>Subject, non-finite clause (-ed -ing), predicate stop</p> <p>The pale moon, glowing softly, drifted behind the clouds.</p> <p>The pale moon, edged in silver, drifted behind the clouds.</p>	
	<p>Subject, adverbial clause predicate stop</p> <p>Dark clouds, as they massed overhead, turned the sky black.</p>	
	<p><i>Multiple subordinate clauses, for example:</i></p> <p>Since it shone so weakly, the pale moon cast very little light whenever clouds drifted before it.</p> <p>Ringed with a silver halo and winking in the darkness, the pale moon cast a soft light.</p> <p>The pale moon that drifted behind grey clouds cast very little light, fading slowly into darkness.</p> <p>Once the moon faded from view, darkness filled the sky, which turned an inky black.</p> <p>Once the moon had faded, darkness prevailed, shrouding the land in blackness, staining the night black.</p>	
Dialogue:	<p>Subject predicate reported speech.</p> <p>James thought that he should be careful.</p>	

If you can only tick the objectives in this section, you need to try to move onto the next section (This section is Below Year 6)															
I can write different types of texts with the correct features															
I can use paragraphs to organise my ideas and subjects															
In different types of texts I can describe settings and characters															
I can use cohesive devices (connecting words) to connect sentences and paragraphs															
If it suits the text, I can use simple devices to organise my writing															
I can choose the correct form of a verb when the tense changes (past, present, future)															
I can use coordinating (FANBOYS) and subordinating conjunctions															
I always use capital letters															
I always use full stops															
I can use question marks															
I can use exclamation marks															
I can use commas for lists															
I can use apostrophes for contraction (do not, don't) (will not, won't)															
I can spell most Year 3 and 4 words correctly and some Years 5 and 6 words															
I <u>MUST</u> join my handwriting															
If you can tick all these you are writing at Age-Related (Year 6 Secure)															
I can use a wide range of Grammar clause structures, moving the clause position within the sentence															
I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.															
I can use the correct tense consistently and correctly throughout my writing															
I can use the correct subject verb agreement (I was/we were/you were)															
I can use inverted commas															
I can use commas to make my writing clear e.g. Let's eat Grandma or Let's eat, Grandma															
I can use ( ) , , -- for parenthesis and relative clauses															
I can use semi-colons															
I can use dashes															
I can use a colon for a list															
I can use a hyphenated word															
I can spell and use in my writing Year 5 and 6 words from the list															
I can maintain speed in my handwriting through choosing whether or not to join specific letters. (contractions)															

Working above the expected standard (Y6Depth)												
I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read to model my own writing												
I can make the right choice of appropriate language of speech and writing depending on the text or character e.g. What ya doin' on Friday? or What will you be doing on Friday? Owing to circumstances beyond our control, these stairs are unavailable for public use or The stairs are slippery, watch out!												
I can change levels of formality within one piece of work, particularly through manipulating grammar (repetition, 'some people believe', passive voice) and vocabulary (carnivore instead of meat eater)												
I can use the range of punctuation taught at key stage 2 to enhance meaning and avoid ambiguity. (A man-eating shark or a man eating shark.)												
I can use colons to mark boundaries between independent clauses. (statement : explanation) (The garden was beautiful: roses and daffodils filled the flowerbeds.)												
I can use semi-colons to mark boundaries between independent clauses. (two sentences that link losing the full stop e.g. I have a big text tomorrow; I can't go out tonight												