

Writing Progression (Years 5–8)

Phonics and Spelling (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
<ul style="list-style-type: none"> Convert nouns/adjectives to verbs using -ate, -ise, -ify, -en. Use prefixes (dis-, de-, mis-, over-, re-) to change meaning. Spell words with silent letters (doubt, knight, lamb, solemn, thistle) Spell words that include -cious/-tious; -cial/-tial. Spell words ending -ant/-ance/-ancy; -ent/-ence/-ency. Spell words ending -able/-ible and -ably/-ibly. Spell words with the letter-string 'ough'. Introduction to morphology and how words are constructed. Distinguish between tricky homophones and often-confused words. Use first 3–4 letters to check spelling/meaning in a dictionary. Spell most words on the Y5–Y6 statutory list. 	<ul style="list-style-type: none"> Spell words with silent letters; the /i:/ sound spelt 'ei' after c. Add suffixes beginning with vowel letters to words ending in -fer. Use and understand when to use hyphens to avoid ambiguity. Use morphology and etymology to spell and understand words. Distinguish between challenging homophones and often-confused words. Explain how prefixes/suffixes change word class and meaning. Spell all words on the Y5–Y6 statutory list. 	<ul style="list-style-type: none"> Consolidate Y5–Y6 patterns; apply accurately in independent writing. Use spelling strategies (morphology, etymology, analogy) to tackle unfamiliar words. Proofread to eliminate homophone slips in context (their/there/they're; affect/effect). Apply correct homophones (e.g practice/practise their/they're/there) in writing Secure correct use of apostrophes for contraction and possession (e.g you're, there's the boys' changing rooms, Maddy's pen) 	<ul style="list-style-type: none"> Apply advanced morphology/etymology to technical and subject vocabulary across the curriculum. Self-check spelling in writing across the curriculum. Discriminate between near-synonyms by nuance (historic/historical, uninterested/disinterested). Secure correct use of apostrophes for contraction and possession (e.g you're, there's the boys' changing rooms, Maddy's pen)

Handwriting (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
<ul style="list-style-type: none"> Write legibly, fluently and at increasing speed with joined handwriting. Choose whether to join specific letters for clarity and presentation. Choose the most suitable writing implement for the task. 	<ul style="list-style-type: none"> Maintain fluent, legible, joined handwriting in all subjects. Adapt size/spacing for purpose (notes vs. final drafts). Choose layout and implements to aid clarity and impact. 	<ul style="list-style-type: none"> Build on KS2 expectations to sustain neat, quick handwriting in writing across subjects. 	<ul style="list-style-type: none"> Maintain speed and legibility under timed conditions.

Planning Writing (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
<ul style="list-style-type: none"> Identify audience and purpose; select the right form with increasing independence. Use similar texts as models; collect ideas from reading/research. Plan narratives considering setting, character and structure. Note and develop initial ideas with increasing independence before drafting. 	<ul style="list-style-type: none"> Independently identify audience and purpose; independently select the right form. Use similar texts as models; independently collect ideas from reading/research. Independently plan narratives considering setting, character and structure. Independently note and develop initial ideas before drafting. 	<ul style="list-style-type: none"> Select and justify genre, tone and register for audience/purpose. Plan paragraph sequence and structure. Collect evidence/quotations for non-fiction and analytical writing. Amend vocabulary, grammar and structure of writing to improve its coherence and effectiveness. 	<ul style="list-style-type: none"> Plan structure for maximum impact (shifts in time/perspective; controlled openings/endings). Plan to manipulate tone and viewpoint (formal/informal; neutral/persuasive). Integrate research/evidence with citation where required. Set personal success criteria linked to the brief and evaluate plans against them. Amend vocabulary, grammar and structure of writing to improve its coherence and effectiveness across the curriculum.

Drafting and Composing Writing (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
<ul style="list-style-type: none"> Select grammar and vocabulary to enhance meaning. Begin to describe settings, characters and atmosphere effectively. Begin to integrate dialogue to convey character and advance action. Use organisational and presentational devices suited to the genre. Introduce to a wide range of devices (e.g. adverbials, repetition, tense choices, pronouns) to build cohesion within and across paragraphs. <p>Text structure: use planning tools for writing, such as story mountains, grids, flow</p>	<ul style="list-style-type: none"> Apply and control paragraph cohesion (adverbials, repetition, pronouns, tense choices) with increasing independence. Sustain viewpoint and register; adapt style for purpose. Use further organisational and presentation features to guide the reader (e.g. subheadings, diagrams) Integrate dialogue to advance the action and convey character With increasing independence, describe settings, characters and atmosphere effectively. 	<ul style="list-style-type: none"> Craft effective openings and endings Vary sentence structures for effect, including controlled multi-clause sentences. Shape paragraphs around a clear controlling idea Use figurative language, rhetorical devices and imagery judiciously to serve meaning. Begin to use extended metaphors and illusion 	<ul style="list-style-type: none"> Compose openings and endings that suit the audience and purpose Maintain a confident narrative or argument voice over extended pieces. Experiment with structure (flashback, dual narrative, withheld information) with clarity. Blend analysis and synthesis of sources in non-fiction writing. Achieve concision and precision through thoughtful vocabulary and syntax choices. Sustain cohesion across longer texts using repeated motifs or threads.

diagrams, storyboards, literacy shields.
Plan openings using description/action/dialogue.
Paragraphs – start to use devices to build cohesion within and across paragraphs, e.g. adverbials of time (later, after that), place (nearby) and number (secondly), or tense choices (he *had* seen her before).
Use the 5-part story structure: opening, build-up, problem/dilemma, resolution, ending.

In non-fiction texts, start to use a secure range of layouts suitable to the text.

Paragraphs – start to use a variety of ways to open texts and make the purpose clear to the reader. Link ideas within and across paragraphs using a full range of connectives and signposts. Express own opinions clearly and consistently maintain viewpoint.

Structure:
introduction/middle/ending

Sentence construction: start to develop complex sentences and use main and subordinate clauses with a range of conjunctions.

Use relative clauses beginning with relative pronouns (who, which, that, where, when, whose).

Use expanded -ed clauses as openers, e.g. Encouraged by the bright weather, Jane set out for a long walk.

Elaboration of openers using adverbial phrases, e.g. beyond the dark gloom of the cave, Zach saw the wizard move.

Drop in -ed clauses, e.g. Poor Tim, exhausted by so much effort, ran home.

Text structure: independent use of planning tools for writing, such as story mountains, grids, flow diagrams, storyboards, literacy shields.
Plan openings using description/action/dialogue.
Paragraphs – continue to use devices to build cohesion within and across paragraphs, e.g. adverbials of time (later, after that), place (nearby) and number (secondly), or tense choices (he *had* seen her before).

Use the 5-part story structure: opening, build-up, problem/dilemma, resolution, ending.

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Evaluating and Editing Writing (Each year will build on their previous year’s learning and...)

Year 5	Year 6	Year 7	Year 8
<ul style="list-style-type: none"> • Proofread for spelling and punctuation; correct errors. • Evaluate effectiveness of own and others’ writing. • Suggest changes to vocabulary and grammar to improve clarity and effect. • Maintain correct tense and subject–verb agreement. • Use dictionaries and other aids where appropriate to check spelling. • Begin to use sentence reshaping techniques, e.g. lengthening or shortening sentences for meaning and effect. 	<ul style="list-style-type: none"> • Continuously proofread during drafting and after. • Edit vocabulary, grammar and punctuation for impact and accuracy. • Ensure consistent tense, agreement and register throughout. • Use checklists and success criteria to guide improvements. • Use dictionaries and other aids where appropriate to check spelling. • Confidently use sentence reshaping techniques, e.g. lengthening or shortening sentences for meaning and effect. 	<ul style="list-style-type: none"> • Use peer and self-assessment to refine structure, style, accuracy and effectiveness. • Edit for economy: reduce wordiness and repetition. • Check coherence: logic between paragraphs, clear links and references. 	<ul style="list-style-type: none"> • Eliminate clichés and vague words; strengthen verbs and nouns. • Proofread systematically (target personal error patterns). • Know when to use/not use repetition for effect.

Vocabulary, Grammar and Punctuation (Each year will build on their previous year’s learning and...)

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<ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity. • Use relative clauses (who/which/that) – with or without the pronoun. • Use adverbs and modal verbs to show degrees of possibility (perhaps, might, must). • Use brackets, dashes or commas for parenthesis. • Embed use of fronted adverbials with a comma. • Embed use of expanded noun phrases to add detail and precision. • Write direct and reported speech using correct punctuation. • Suggest synonyms/antonyms; use a thesaurus appropriately. • Ensure verb tenses are appropriate and consistent. • Introduce metaphors/similes/personification and onomatopoeia • Convert nouns or adjectives into verbs using suffixes, e.g. -ate, -ise, -ify • Use verb prefixes, e.g. dis-, de-, mis-, over-, re-) 	<ul style="list-style-type: none"> • Distinguish formal vs informal vocabulary and structures. • Learn how to identify the subjunctive in formal contexts. • Identify subject/object; control active and passive voice for effect (e.g. The giant chased Jack (active) Jack was chased by the giant (passive)) • Use the perfect verb form to show time and cause. • Use expanded noun phrases to convey complex information concisely. • Use ellipsis appropriately; hyphens to avoid ambiguity. • Use colons to introduce lists; semicolons within lists. • Use semi-colons, colons or dashes to mark independent clause boundaries. • Use bullet points for clarity; punctuate direct and reported speech accurately. • Develop use of metaphors/similes/personification/onomatopoeia/alliteration and rhetorical devices 	<ul style="list-style-type: none"> • Maintain control of different types of sentences (e.g. simple, compound, complex). • Manipulate active/passive for focus and formality. • Control paragraph cohesion using discourse markers. • Select register and tone appropriate to audience and genre. • Use punctuation for effect and clarity (colon, semicolon, dash) with growing confidence. • Refine vocabulary through precise synonym choice and subject-specific terminology. • Maintain effective use of apostrophes for contraction and possession. 	<ul style="list-style-type: none"> • Sustain accurate and effective sentences. • Use punctuation to craft meaning and rhythm in sophisticated • Blend formal and informal voices deliberately where genre allows • Manage cohesion across multi-page texts (headings, threads, signposting). • Analyse and emulate style features from high-quality models. • Confidently use the full range of punctuation for effect and clarity in the curriculum.
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Terminology for Pupils (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
<ul style="list-style-type: none"> antonym, ambiguity, bracket, cohesion, cohesive devices, dash, infinitive verb, modal verb, morphology, parenthesis, relative clause, relative pronoun, reported speech, synonym, thesaurus 	<ul style="list-style-type: none"> antonym, active voice, bullet points, colon, ellipsis, etymology, formal, hyphen, informal, object, passive voice, question tag, subject, semicolon, register, subjunctive, synonym 	<ul style="list-style-type: none"> cohesion, clause, complex sentence, ellipsis, emphasis, formal register, subordinate clause, tone, variety, viewpoint, discourse marker, , nuance, precision, register, tone, style, active/passive, motif, topic sentence 	<ul style="list-style-type: none"> ambiguity, connotation, cohesion, inference, parallelism, register, rhetoric, syntax, tone, viewpoint, synthesis, parallel structure, periodic sentence, extended metaphor, narrative perspective, counterargument, concession

Dictation (Each year will build on their previous year's learning and...)

Year 5	Year 6	Year 7	Year 8
<ul style="list-style-type: none"> Accurately write dictated sentences that include Year5/6 spelling patterns. Use correct punctuation for sentences, including commas for lists and apostrophes for possession. Show clear handwriting and consistent use of capital letters for the start of a sentence and proper nouns. Begin to use context clues to spell unfamiliar words logically. 	<ul style="list-style-type: none"> Apply Year 5/6 statutory spellings accurately in context. Use correct punctuation for speech, commas after fronted adverbials, and parenthesis. Maintain consistent tense and sense across sentences. Self-check for cohesion and flow between dictated sentences. 	<ul style="list-style-type: none"> Accurately record dictated texts containing complex sentence structures and higher-level vocabulary. Demonstrate understanding of grammar choices (e.g active/passive voice, varied clause structures) Use advanced punctuation correctly (e.g colons, semicolons, dashes) Show fluency when listening and writing, without frequent pauses for spelling. Maintain the writer's style and tone from the spoken dictation. 	<ul style="list-style-type: none"> Write dictated passages that include varied sentence lengths, literary techniques and ambitious vocabulary. Show accuracy in spelling, grammar and punctuation, including dialogue and complex clause sentences. Apply understanding of tone, mood and voice when writing dictated texts. Demonstrate listening stamina, accurately reproducing longer and more nuanced pieces. Reflect on writer's intent – discuss why certain words or structures were used.