

“As unique individuals, we do our best at work and play for the love of God and others.”



Sticky Knowledge: Writing

Year 3	Year 4
<p>Composition</p> <ul style="list-style-type: none"> ● Write narratives, describing setting and characters within a storyline or plot ● Use paragraphing to group related material, focusing on a theme or topic ● In non-narrative, use simple organisational devices (heading and subheadings) ● Use the present perfect form of verbs instead of the simple past (e.g. ‘He has gone out to play’ in contrast to ‘He went out to play.’) ● Extend sentences using a wider range of conjunctions other than those stated in the working towards standard ● Express time, place and cause using conjunctions (e.g. before, after, while), adverbs (e.g. soon, therefore) and prepositions (e.g. before, after, during, because of) ● Understand and use specific year 3 terminology (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas and speech marks) ● Draw upon material read ● Use, when appropriate, figurative language included metaphors and similes 	<p>Composition</p> <ul style="list-style-type: none"> ● In narratives, create increasingly effective settings, characters and plot ● In non-narrative work, use organisational devices such as headings and subheadings with increasing effect ● Draw upon material read ● Write in a range of genre forms
<p>Grammar and Punctuation</p> <ul style="list-style-type: none"> ● Demarcate sentences with full stops, with occasional error ● Demarcate sentences with capital letters, with occasional error ● Use question marks and exclamation marks mostly correctly, with occasional error ● Use apostrophes consistently to mark the possession of singular nouns ● Begin to use inverted commas to punctuate direct speech 	<p>Grammar and Punctuation</p> <ul style="list-style-type: none"> ● Use fronted adverbials (e.g. Later that day) with a comma mostly correctly ● Use paragraphing to organise ideas around a theme ● Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition ● Use inverted commas and other punctuation to indicate direct speech mostly correctly (e.g. comma after the reporting clause, punctuation within inverted commas: The conductor shouted, “Sit down!”) ● Use a new line for a new speaker when writing direct speech

	<ul style="list-style-type: none"> ● Use apostrophes to mark plural possession (e.g. The girl's name, the girls' names) ● Understand and use specific Y4 terminology (determiner, pronoun, possessive pronoun, adverbial)
<p>Spelling</p> <ul style="list-style-type: none"> ● Spell mostly correctly, words with prefixes: sub-, super-, anti-, auto-, inter-, un-, dis-, mis-, in-, il-, im-, ir-, re- ● Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ed and er ● Spell many of the words in the yr3/4 NC list ● Spell many of the homophones and near homophones from the Y3/4 appendix ● Begin to explore and understand how word families are based upon common words and are related in form and meaning e.g. solve, solution, insoluble ● Use the first two letters of a word to check its spelling in a dictionary ● Begin to build a varied and rich vocabulary 	<p>Spelling</p> <ul style="list-style-type: none"> ● Spell most of the homophones and near homophones from the Y3/4 appendix ● Spell most of the words in the yr3/4 NC list and majority of focus spelling rules in appendix 1 ● Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ous, -cian ● Spell mostly correctly words that contain the l sound spelt with a y (e.g. Egypt, gym, myth) ● Spell mostly correctly words that contain the k sound spelt ch (e.g. chemist, echo, character) ● Spell mostly correctly words with the sh sound spelt ch (e.g. chef, machine, brochure) ● Spell mostly correctly words with the g sound spelt gue and the k sound spelt que (e.g. tongue, antique, league, unique) ● Spell the u sound spelt ou (e.g. young, touch, double) ● Use standard English forms mostly correctly (e.g. we were instead of we was, I did instead of I done) ● Use the first two letters of a word to check its spelling in a dictionary
<p>Handwriting</p> <ul style="list-style-type: none"> ● 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. 	<p>Handwriting</p> <ul style="list-style-type: none"> ● Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders
<p>Evaluate and Edit</p> <ul style="list-style-type: none"> ● Evaluate the effectiveness of their own and others' writing ● Identify some spelling and punctuation errors and make some changes to grammar and vocabulary 	<p>Evaluate and Edit</p> <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 ● Proof read for spelling and punctuation errors

Word list – years 3 and 4:

accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library,

material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women

Year 5	Year 6
<p>Composition</p> <ul style="list-style-type: none"> Identify the audience for and purpose of the writing <p>Plan their writing by:</p> <ul style="list-style-type: none"> Noting and developing initial ideas drawing on reading In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action Précising longer passages Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear 	<p>Composition</p> <ul style="list-style-type: none"> Draw upon material read Plan their writing by identifying the audience for and purpose of the writing Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Distinguish between the language of formal and informal speech Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
<p>Grammar and Punctuation</p> <ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) Use devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) and use adverbials of time and number to link ideas across paragraphs Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity Understand and use specific year 5 terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity) 	<p>Grammar and Punctuation</p> <ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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) Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)

	<ul style="list-style-type: none"> ● Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse/The window in the greenhouse was broken.) ● Use verb tenses consistently and correctly throughout their writing ● Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) ● Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) ● Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)
<p>Spelling</p> <ul style="list-style-type: none"> ● Spell correctly most words from the year 3 / year 4 spelling list and some words from the year 5 / year 6 spelling list ● Can convert nouns or adjectives into verbs using suffixes (e.g. ate, ise, ify) ● Spell words with the following patterns; -cious, -tious, -cial, -tial, -able, -ably, -ibly, -ant, -ance/ancy, -ation ● Adding suffixes beginning with vowel letters to words ending in -fer ● Words with the sound spelt ei after c (e.g. deceive, ceiling) ● Words containing the letter string -ough ● Words with silent letters (e.g. doubt, island, thistle) 	<p>Spelling</p> <ul style="list-style-type: none"> ● Spell words with the following patterns; (-anc, -ancy, -ent, -ence, -ency, ● Use the hyphen to join a prefix to a root word e,g, co-ordinate, re-enter) ● Understand and use a range of homophones and other words that are often confused (e.g. advise/advice, practise/practice, heard/herd, mourning/morning) ● Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
<p>Handwriting</p> <ul style="list-style-type: none"> ● Write legibly and fluently 	<p>Handwriting</p> <ul style="list-style-type: none"> ● Maintain legibility in joined handwriting when writing at speed
<p>Evaluate and Edit</p> <ul style="list-style-type: none"> ● Assessing the effectiveness of their own and others' writing ● Proposing changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● Ensuring the consistent and correct use of tense throughout a piece of writing ● Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree) ● Proof read for spelling and punctuation errors ● Use a thesaurus to select more focused language 	<p>Evaluate and Edit</p> <ul style="list-style-type: none"> ● Assessing the effectiveness of their own and others' writing ● Proposing most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● Ensuring the consistent and correct use of tense throughout a piece of writing ● Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree) ● Distinguishing between the language of speech and writing and choosing the appropriate register ● Proof read for spelling and punctuation errors

Word list – years 5 and 6

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite,

desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht