

St Mary's Catholic Primary School

Living and Learning Together – Shining in our Faith



Key Learning in Writing – Years 4, 5 & 6

Key Learning in Writing: Year 4	Key Learning in Writing: Year 5	Key Learning in Writing: Year 6
Composition -Vocabulary, grammar and punctuation	Composition -Vocabulary, grammar and punctuation	Composition -Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> • Create complex sentences with adverb starters, e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> 		
<ul style="list-style-type: none"> • Use commas after fronted adverbials. 		
	<ul style="list-style-type: none"> • Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i> 	<ul style="list-style-type: none"> • Explore how hyphens can be used to avoid ambiguity, e.g. <i>man eating shark</i> versus <i>man-eating shark.</i>
	<ul style="list-style-type: none"> • Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> 	
	<ul style="list-style-type: none"> • Identify and use brackets to indicate parenthesis, e.g. <i>in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i> 	
	<ul style="list-style-type: none"> • Identify and use dashes to indicate parenthesis, e.g. <i>in less formal writing: The cake was lovely – delicious in fact – so I had another slice.</i> 	
<ul style="list-style-type: none"> • Create sentences with fronted adverbials for where, e.g. <i>In the distance, a lone wolf howled.</i> 		
<ul style="list-style-type: none"> • Create sentences with fronted adverbials for when, e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> 	<ul style="list-style-type: none"> • Link ideas across paragraphs using adverbial for time, place and numbers, e.g. <i>later, nearby, secondly.</i> 	<ul style="list-style-type: none"> • Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts, e.g. <i>adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i>
	<ul style="list-style-type: none"> • Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, 	<ul style="list-style-type: none"> • Manipulate sentences to create particular effects.

	<p>when, that, e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></p>	
	<ul style="list-style-type: none"> • Create complex sentences where the relative pronoun is omitted, e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> 	
	<ul style="list-style-type: none"> • Create and punctuate complex sentences using ed opening clauses, e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> 	
	<ul style="list-style-type: none"> • Create and punctuate complex sentences using ing opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> 	
	<ul style="list-style-type: none"> • Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> 	
<ul style="list-style-type: none"> • Use commas to mark clauses in complex sentences. 	<ul style="list-style-type: none"> • Demarcate complex sentences using commas in order to clarify meaning. 	
	<ul style="list-style-type: none"> • Explore, collect and use adverbs to indicate degrees of possibility, e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i> 	
<ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech, e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> 		
<ul style="list-style-type: none"> • Identify, select and use determiners including: <ul style="list-style-type: none"> - articles: a/an, the - demonstratives: this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every 		
<ul style="list-style-type: none"> • Identify, select and effectively use pronouns 		
<ul style="list-style-type: none"> • Use nouns for precision, e.g. <i>burglar rather than man, bungalow rather than house.</i> 		
<ul style="list-style-type: none"> • Explore, identify, collect and use noun phrases and expanded noun phrases, e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i> 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i> 	

	<ul style="list-style-type: none"> Explore, collect and use modal verbs to indicate degrees of possibility, e.g. <i>might, could, shall, will, must</i>. 	
	<ul style="list-style-type: none"> Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. 	
	<ul style="list-style-type: none"> Investigate verb prefixes, e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>. 	
<ul style="list-style-type: none"> Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i> 		
<ul style="list-style-type: none"> Use apostrophes for singular and plural possession, e.g. <i>the dog's bone and the dogs' bones.</i> 		
	<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph, e.g. <i>firstly, then, presently, this, subsequently.</i> 	<ul style="list-style-type: none"> Use devices to build cohesion within and between paragraphs in narrative e.g. <i>adverbials such as: in the meantime, meanwhile, in due course, until then.</i> Use ellipsis to link ideas between paragraphs. Use repetition of a word or phrase to link ideas between paragraphs.
		<ul style="list-style-type: none"> Identify and use semi-colons to mark the boundary between independent clauses, e.g. <i>It is raining; I am fed up.</i>
		<ul style="list-style-type: none"> Investigate and collect a range of synonyms and antonyms, e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i>
		<ul style="list-style-type: none"> Identify the subject and object of a sentence.
		<ul style="list-style-type: none"> Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i>
		<ul style="list-style-type: none"> Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause, e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i>
		<ul style="list-style-type: none"> Punctuate bullet points consistently.
		<ul style="list-style-type: none"> Identify and use colons to introduce a list.
		<ul style="list-style-type: none"> Identify and use semi-colons within lists.

		<ul style="list-style-type: none"> Explore, collect and use vocabulary typical of formal and informal speech and writing, e.g. <i>find out – discover, ask for – request, go in – enter.</i>
		<ul style="list-style-type: none"> Explore, collect and use question tags typical of informal speech and writing, e.g. <i>"He's your friend, isn't he?"</i>
		<ul style="list-style-type: none"> Explore, collect and use subjunctive forms for formal speech and writing, e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest</i>
Composition -Planning	Composition -Planning	Composition -Planning
<ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. 	<ul style="list-style-type: none"> Identify the audience and purpose. 	<ul style="list-style-type: none"> Identify audience and purpose.
	<ul style="list-style-type: none"> Select the appropriate language and structures. 	<ul style="list-style-type: none"> Select the appropriate structure, vocabulary and grammar.
<ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan their own versions. 	<ul style="list-style-type: none"> Think how authors develop characters and settings (in books, films and performances). 	<ul style="list-style-type: none"> Compare how authors develop characters and settings (in books, films and performances).
<ul style="list-style-type: none"> Discuss and record ideas for planning, e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i> 	<ul style="list-style-type: none"> Use similar writing models. Draw on reading and research. 	<ul style="list-style-type: none"> Draw on similar writing models, reading and research.
		<ul style="list-style-type: none"> Choose appropriate text-form and type for all writing.
	<ul style="list-style-type: none"> Note and develop ideas. 	<ul style="list-style-type: none"> Use a range of planning approaches, e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i>
-Drafting and Writing	-Drafting and Writing	-Drafting and Writing
<ul style="list-style-type: none"> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. 		
<ul style="list-style-type: none"> Plan and write an opening paragraph which combines setting and character/s. Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. 	<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs. 	<ul style="list-style-type: none"> Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i>

<ul style="list-style-type: none"> Generate and select from vocabulary banks, e.g. <i>adverbial phrases, technical language, persuasive phrases, alliteration</i> 	<ul style="list-style-type: none"> Select appropriate structure, vocabulary and grammar. 	<ul style="list-style-type: none"> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
		<ul style="list-style-type: none"> Select appropriate register for formal and informal purposes, e.g. <i>a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal)</i>.
<ul style="list-style-type: none"> Use different sentence structures (see VGP). 	<ul style="list-style-type: none"> Use different sentence structures with increasing control (see VGP). 	<ul style="list-style-type: none"> Consciously control the use of different sentence structures for effect.
<ul style="list-style-type: none"> Use paragraphs to organise writing in fiction and non-fiction texts. Link ideas across paragraphs using fronted adverbials for when and where, e.g. <i>Several hours later..., Back at home...</i> 	<ul style="list-style-type: none"> Use devices to build cohesion (see VGP). 	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within and across paragraphs.
<ul style="list-style-type: none"> Use organisational devices in non-fiction e.g. <i>captions, text boxes, diagram, lists</i>. 	<ul style="list-style-type: none"> Use organisation and presentational devices, e.g. <i>underlining, bullet points, headings</i>. 	<ul style="list-style-type: none"> Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences, e.g. <i>headings, sub-headings, columns, bullet points, tables</i>.
		<ul style="list-style-type: none"> Deviate narrative from linear or chronological sequence, e.g. <i>flashbacks, simultaneous actions, time-shifts</i>.
		<ul style="list-style-type: none"> Combine text-types to create hybrid texts, e.g. <i>persuasive speech</i>.
		<ul style="list-style-type: none"> Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing, e.g. <i>repeated use of 'and' to convey tedium, one word sentence</i>.
		<ul style="list-style-type: none"> Make conscious choices about techniques to engage the reader including appropriate tone and style, e.g. <i>rhetorical questions, direct address to the reader</i>.
		<ul style="list-style-type: none"> Use active and passive voice to achieve intended effects, e.g. <i>formal reports, explanations and mystery narrative</i>
		<ul style="list-style-type: none"> Précis longer passages.
-Evaluating and editing	-Evaluating and editing	-Evaluating and editing
	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose. 	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and

<ul style="list-style-type: none"> Improve writing in the light of evaluation. 		making changes to enhance effects and clarify meaning.
<ul style="list-style-type: none"> Discuss and propose changes to own and others' writing with partners/small groups. 	<ul style="list-style-type: none"> Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	
	<ul style="list-style-type: none"> Ensure consistent and correct use of tense throughout a piece of writing. 	
	<ul style="list-style-type: none"> Ensure consistent subject and verb agreement. 	
<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Proofread for spelling, grammatical and punctuation errors.
-Performing	-Performing	Performing
<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<ul style="list-style-type: none"> Use appropriate intonation and volume. 	<ul style="list-style-type: none"> Use appropriate and effective intonation and volume.
	<ul style="list-style-type: none"> Add movement. 	<ul style="list-style-type: none"> Add gesture and movement to enhance meaning.
	<ul style="list-style-type: none"> Ensure meaning is clear. 	<ul style="list-style-type: none"> Encourage and take account of audience engagement.
Transcription – Spelling	Transcription – Spelling	Transcription – Spelling
<ul style="list-style-type: none"> Use further prefixes, e.g. <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. 	<ul style="list-style-type: none"> Investigate verb prefixes, e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i> 	<ul style="list-style-type: none"> Investigate and use further prefixes, e.g. <i>bi-</i>, <i>trans-</i>, <i>tele-</i>, <i>circum-</i>.
<ul style="list-style-type: none"> Use further suffixes, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>. 	<ul style="list-style-type: none"> Recognise and spell words ending in <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>-ence</i>, <i>-ency</i>. 	<ul style="list-style-type: none"> Recognise and spell endings which sound like /Jas/spelt – <i>cious</i> or <i>-tious</i>.
	<ul style="list-style-type: none"> Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. 	
	<ul style="list-style-type: none"> Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. 	
	<ul style="list-style-type: none"> Recognise and spell the suffixes <i>-al</i>, <i>-ary</i>, <i>-ic</i>. 	<ul style="list-style-type: none"> Recognise and spell endings which sound like /Jal/, e.g. <i>official</i>, <i>partial</i>.
	<ul style="list-style-type: none"> Spell further suffixes, e.g. <i>ll</i> in full becoming <i>l</i>. 	<ul style="list-style-type: none"> Investigate adding suffixes beginning with vowel letters to words ending in <i>-fer</i>, e.g. <i>referring</i>, <i>reference</i>.
<ul style="list-style-type: none"> Investigate what happens to words ending in <i>f</i> when suffixes are added, e.g. <i>calf/calves</i>. 		
	<ul style="list-style-type: none"> Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive</i>, <i>receive</i>. 	
	<ul style="list-style-type: none"> Recognise and spell words containing the letter-string <i>ough</i>. 	

	<ul style="list-style-type: none"> Spell some words with 'silent' letters, e.g. knight, psalm, solemn. 	
		<ul style="list-style-type: none"> Investigate use of the hyphen.
		<ul style="list-style-type: none"> Distinguish between homophones and other words that are often confused.
		<ul style="list-style-type: none"> Identify root words, derivations and spelling patterns as a support for spelling.
<ul style="list-style-type: none"> Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus</i>. 		
<ul style="list-style-type: none"> Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine</i>. 		
<ul style="list-style-type: none"> Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt (French in origin), e.g. <i>tongue, antique</i>. 		
<ul style="list-style-type: none"> Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene</i>. 		
<ul style="list-style-type: none"> Understand how diminutives are formed using, e.g. <i>suffix -ette and prefix mini-</i>. 		
	<ul style="list-style-type: none"> Spell unstressed vowels in polysyllabic words. 	
<ul style="list-style-type: none"> Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes, e.g. <i>pollen (noun) and -ate = pollinate (verb)</i>. 		
<ul style="list-style-type: none"> The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>. 		
<ul style="list-style-type: none"> Use the first three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 	
	<ul style="list-style-type: none"> Use a thesaurus. 	
<ul style="list-style-type: none"> Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to boy) and <i>boys' books</i> (books belonging to more than one boy). 		
<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
	<ul style="list-style-type: none"> Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. 	<ul style="list-style-type: none"> Be secure with all spelling rules previously taught.
<ul style="list-style-type: none"> Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) – see below. 	<ul style="list-style-type: none"> Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below. 	<ul style="list-style-type: none"> Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.

	<ul style="list-style-type: none"> Develop self-checking and proof reading strategies. 	<ul style="list-style-type: none"> Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.
		<ul style="list-style-type: none"> Use a number of different strategies interactively in order to spell correctly.
-Handwriting	-Handwriting	-Handwriting
<ul style="list-style-type: none"> Use a joined style throughout their independent writing. 	<ul style="list-style-type: none"> Write fluently using a joined style as appropriate for independent writing. 	<ul style="list-style-type: none"> Write, using a joined style, with increasing speed.
<ul style="list-style-type: none"> Write with consistency in size and proportion of letters, <i>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</i> 	<ul style="list-style-type: none"> Choose when it is appropriate to print (lower case or upper case) rather than to join writing, <i>e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i> 	<ul style="list-style-type: none"> Choose the writing implement that is best suited for a task, <i>e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.</i>

Word lists for reading and spelling

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

Year 5

apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

Year 6

accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					