



Progression in *Writing*



Progression in *Writing* – Grammar and Punctuation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	<p>Separation of words with spaces.</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Capital letters for names and for the personal pronoun I.</p>	<p>Use of capital letters, full stops, question marks and exclamation marks.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</p>	<p>All punctuation taught in KS1 including:</p> <p>Inverted commas to punctuate direct speech.</p>	<p>Inverted commas and other punctuation to indicate direct speech. [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession.</p> <p>Commas after fronted adverbials.</p>	<p>Brackets, dashes, or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>Beginning to use hyphens to avoid ambiguity.</p>	<p>Semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Bullet points to list information.</p> <p>Use of hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
Nouns	<p>Regular plural noun suffixes.</p> <p>Regular plural noun suffixes -s or -es including the effect these suffixes have on the meaning of the nouns.</p>	<p>Noun, noun phrase</p>	<p>Nouns which use a range of prefixes.</p> <p>Formation of nouns using a range of prefixes e.g. super-, anti-, auto</p>	<p>Pronoun, possessive pronoun</p>	<p>Relative pronoun</p>	<p>How words are related by meaning as synonyms and antonyms. For example, big, large, little.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Verbs</p>	<p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Simple Present I walk / He walks / they walk</p> <p>Simple Past I walked / He walked</p>	<p>Use the present and past tenses correctly and consistently, including the progressive form.</p> <p>Present Progressive (Continuous) I am walking / He is walking / They are walking</p> <p>Past Progressive (Continuous) I was walking / He was walking / They were walking</p>	<p>Use of the present perfect form of verbs instead of the simple past.</p> <p>Present perfect He has gone out to play contrasted with He went out to play.</p>	<p>Standard English forms for verb inflections instead of local spoken forms</p> <p>Verb inflections We were instead of we was, or I did instead of I done]</p>	<p>Using modal verbs to indicate degrees of possibility.</p> <p>Modal verbs Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</p> <p>Use of verb prefixes and suffixes Suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Subjunctive form The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sentence Structure</p>	<p>How words can combine to make sentences. Joining words and joining clauses using 'and'.</p>	<p>Subordination (using when, if, that, because)</p> <p>Co-ordination (using or, and, but)</p> <p>Expanded noun phrases [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],</p> <p>Adverbs [for example, then, next, soon, therefore],</p> <p>Prepositions [for example, before, after, during, in, because of]</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p>



Alan Peat sentences

- Simple Sentences
- Connected Sentences
- All the Ws

- 2A Sentences
- BOYS Sentences
- What / How + ! Sentences
- List Sentences
- Verb, Person Sentences

- Short Sentences
- Double ly ending Sentences
- 3 _ed Sentences
- Simile Sentences
- Adjective, same adjective Sentences


- The more, the more Emotion word, comma If, if, then _ing , _ed Sentences
- Many Questions

- Two pairs sentences
- Noun Which/Who/Where Personification of weather
- Some ; others
- De: De Sentence

- Outside, Inside Sentence
- O. (I)
- 3 bad - question
- Tell : Three examples
- Paired Conjunctions
- Irony



Progression in *Writing* – Composition (Purposes)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Writing to entertain	<p>Simple narratives and retellings are told/ written in first or third person.</p> <p>Simple narratives are told/ written in past tense.</p> <p>Events are sequenced to create texts that make sense.</p> <p>The main participants are human or animal.</p> <p>Simple narratives use typical characters, settings and events whether imagined or real.</p> <p>'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</p>	<p>The main participants are human or animal. They are simply developed as either good or bad characters.</p> <p>Simple narratives use typical characters, settings and events whether imagined or real.</p> <p>Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.</p>	<p>Narratives and retellings are written in past tense, occasionally these are told in the present tense.</p> <p>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</p> <p>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods.</p> <p>Narratives use typical characters, settings and events whether imagined or real.</p> <p>Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</p> <p>Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</p>		<p>Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions.</p> <p>Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</p> <p>Dialogue is used to convey characters' thoughts and to move the narrative forward.</p>	<p>Narratives may break the fourth wall allowing the author to 'communicate' with the audience.</p>

Entertain





Persuade

Written in present tense. Rhetorical questions. Effective use of noun phrases.	Express time, place and cause using conjunctions, adverbs and prepositions. Use present perfect forms of verbs.	Create cohesion through the use of nouns and pronouns. Use adverbials e.g. therefore, however Use paragraphs to organize ideas Effective use of expanded noun phrases.	Modals can be used to suggest degrees of possibility. Create cohesion within paragraphs using adverbials.	Make formal and informal vocabulary choices. Adapt degrees of formality and informality to suit the form of the text. The passive voice can be used in some formal persuasive texts. Use conditional forms such as the subjunctive form to hypothesise. Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials.
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Writing to discuss

Discuss

Create cohesion within paragraphs using adverbials.

Use layout devices to provide additional information and guide the reader.

Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials.

Make formal and informal vocabulary choices.

Use the passive voice to present points of view.

Adapt degrees of formality and informality to suit the form of the discussion.

Use conditional forms such as the subjunctive form to hypothesise.

Use semi-colons, colons and dashes to make boundaries between clauses.

