

English Progression – Writing

Year 1	Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, Grammar and Punctuation
Autumn	• Say out loud what they are going to write about • Discuss what they have written with the teacher or other pupils • Use simple word choices that help to convey information and ideas e.g. story or topic related vocabulary.	• Has an awareness that ideas can be sequenced	• Compose a sentence orally before writing it • Write a simple sentence starting with a personal pronoun • Write a simple sentence starting with a noun/proper noun	• Leave spaces between words • Use capital letters for names • Use capital letter or the personal pronoun 'I' • Begin to punctuate sentences using a capital letter • Join words using 'and' •
Spring	• Re-read what they have written to check that it makes sense. • Select basic ideas and content linked to the purpose of the task.	• Sequence sentences to form short narratives	• Write a simple sentence with a straight forward subject/verb agreement	• Begin to punctuate sentences using a capital letter and full stop • Begin to punctuate sentences using a question mark • Join clauses using 'and' • Use a capital letter for the days of the week
Summer	• Use simple prepositions	• Begins to organise ideas/events using simple time related words, numbers,	• Begin writing simple and compound sentences	• Begin to punctuate sentences using an exclamation mark

		ordering of pictures/captions		Use simple noun phrases (adjective + noun)
Year 2	Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, Grammar and Punctuation
Autumn	- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about - When planning, write down ideas and/or key words, including new vocabulary - Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils - Re-read to check that writing makes sense e.g. verb tense	- Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence - Use brief opening and ending - Appropriately sequences ideas	- Write questions (beginning with who/ what/ when/ where/ how etc) - Write statements	- Use capital letters, full stops, question marks and exclamation to demarcate sentences - Use coordinating conjunctions (or/and/but) - Write expanded noun phrases to describe and specify - Use the present and past tenses correctly and consistently - Use -ly to turn adjectives into adverbs – slow/ slowly
Spring	- Proof-read to check for errors in spelling, grammar and punctuation - Selection of relevant content shows an awareness of purpose and	Link related sentences through the use of pronouns and adverbials where appropriate	Write commands using the imperative form of a verb	- Use subordinating conjunctions (when/ if /that /because) - Use commas to separate items in a list

	an emerging awareness of their audience			• Use apostrophes to mark where letters are missing in spelling • Use the suffixes –er, -est, in adjectives
Summer	• Use a range of prepositions (behind, before, above, along)	•	• Use sentences with different forms: statement, question, exclamation, command	• Use the progressive form correctly and consistently e.g. he was shouting. • Use apostrophes to mark singular possession in nouns • Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i>
Year 3	Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, Grammar and Punctuation
Autumn	• Writing is clear in purpose • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• Organise writing into logical chunks and write a coherent series of linked sentences for each • Select nouns and pronouns to provide clarity for the reader	• Draft and write an increasing range of sentence structures (simple and compound) • Use some variation in sentence types (statement/ command/ question/ exclamation)	• Use conjunctions to express time, place and cause • Use adverbs and prepositions to express time, place and cause • Use inverted commas to punctuate direct speech

	• When planning, discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements	• Use simple organisational devices, e.g. headings and subheadings		• Know when to use 'a' and 'an' • Proof-read for spelling and punctuation errors • Use irregular simple past-tense verbs e.g. awake / awoke
Spring	• In narratives, creates settings, characters and plot • Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' •	• Organise paragraphs around a theme • Vary nouns and pronouns to avoid repetition •	• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) •	• Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play • Indicate possession by using the possessive apostrophe with plural nouns • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Summer	• Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation	• Uses varied nouns and pronouns for cohesion	•	• Use fronted adverbials to express time • To begin using commas after fronted adverbials • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct</i>

				<i>speech, consonant, consonant letter vowel, vowel letter, inverted comma</i>
Year 4	Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, Grammar and Punctuation
Autumn	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Plan their writing by discussing and recording ideas • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements • In narratives, creates settings, characters and plot • Writing is clear in purpose • Use a varied and rich vocabulary	• Non-narrative material uses simple organisational devices • Organise paragraphs around a theme • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use conjunctions, adverbs and prepositions to express time and cause for cohesion	• Compose and rehearse sentences orally (including dialogue) • Use an increasing range of sentence length and structure • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	• Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair • Use fronted adverbials to express place, followed by a comma • Understand the difference between plural and possessive -s • Proof-read for spelling and punctuation errors • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Spring	- Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary - Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)	- Openings and closings are clearly signalled and well developed - Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences		- Standard English forms for verb inflections instead of local spoken forms - Use fronted adverbials to express manner, followed by a comma - Use the present perfect form of verbs in contrast to the past tense - Indicate possession by using the possessive apostrophe with plural nouns
Summer	Use figurative language such as similes, alliteration to build a picture in the readers head			- To use fronted adverbials to create different effects within writing, followed by a comma - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial</i>
Year 5	Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, Grammar and Punctuation
Autumn	- Note and develop initial ideas, drawing on reading and research where necessary - Identify audience for, and purpose of, the writing - Select the appropriate form and use other similar writing as models for their own	- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining - Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are	- Make deliberate choices of sentence length and structure for impact on the reader - Fronted prepositional phrases for greater effect <i>Throughout the stormy winter ...</i> <i>Far beneath the frozen soil ...</i>	- Proof-read for spelling and punctuation errors - Use relative clauses beginning with who, which, where, when, whose, that - Use commas to clarify meaning or avoid ambiguity in writing

	• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Evaluate and edit by assessing the effectiveness of their own and others' writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use expanded noun phrases to convey complicated information concisely • Use a range of devices to build cohesion within and across paragraphs	answered in the main paragraph with main ideas elaborated by subsequent sentences		• Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' • Ensure correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis
Spring	• In narratives, describe settings, characters and atmosphere • Choose the appropriate register for the audience and purpose (formal or informal) • Viewpoint is established and generally maintained • Use figurative language such as similes, alliteration, metaphors and personification in poetry	• Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>) • Linking ideas across paragraphs through tense choice (he had seen her before)	• Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports • Use a wide range of clause structures, sometimes varying their position within the sentence	• Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Ensure the consistent and correct use of tense throughout a piece of writing • Use a colon to introduce a list
Summer	• Editing sentences by either expanding or reducing for meaning and effect	• Use a wide range of devices to build cohesion within paragraphs		• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when

	Content is balanced e.g. between action/ description/ dialogue, fact and comment			discussing their writing and reading: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i>
Year 6	Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, Grammar and Punctuation
Autumn	- Note and develop initial ideas, drawing on reading and research where necessary - Identify the audience for and purpose of the writing - Select the appropriate form and use other similar writing as models for their own - Evaluate and edit by assessing the effectiveness of their own and others' writing - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision - Use range of devices to build cohesion within and across paragraphs - Select language that shows good awareness of the reader	- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables - Draft and write by using a <i>wide range of devices to build cohesion within paragraphs</i> - Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (<i>tense choice/ adverbials</i>) and ellipsis - Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (<i>tense choice/ adverbials</i>) and ellipsis	- Use a wide range of clause structures, sometimes varying their position within the sentence - Use the passive 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 the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he? Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come	- Proof-read for spelling and punctuation errors - Ensure the consistent and correct use of tense throughout a piece of writing - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - Use correct subject and verb agreement when using singular and plural - Use brackets, dashes or commas to indicate parenthesis - Use a colon to introduce a list - Use a semi colon within lists - Use semi colons, colons or dashes to mark boundaries between independent clauses - Use hyphens to avoid ambiguity

	Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter		- Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he? - Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as <u>If I were</u> or <u>Were they to</u> come	
Spring	- In narratives, describe settings, characters and atmosphere - Integrate dialogue to convey character and advance the action - Use figurative language such as similes, alliteration, metaphors and personification in a range of writing - Select verb forms for meaning and effect e.g. deliberate change of tense - Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this			- Use the perfect form of verbs to mark relationships of time and cause - Use modal verbs or adverbs to indicate degrees of possibility - Punctuate bullet points consistently
Summer	Select synonyms accurately for effect rather than as an			Use and understand the grammatical terminology in English Appendix 2 accurately

	alternative for an original word			and appropriately when discussing their writing and reading: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</i>
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