

Writing Progression Overview

National Curriculum Content - Statutory Requirement	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	Separation of words with spaces					
	Introduction to: <i>Capital Letters</i> Capital letter for the personal pronoun 'I'	Demarcate sentences: <i>Capital letters</i>				
	Introduction to: <i>Full stops</i> <i>Question marks</i> <i>Exclamation marks</i>	Demarcate sentences: <i>Full stops</i> <i>Question marks</i> <i>Exclamation marks</i>				
		Commas to separate items in a list		Commas after fronted adverbials	Commas to clarify meaning or avoid ambiguity	
		Apostrophes to mark contractions Apostrophes to mark singular possession		Apostrophes to mark plural possession		
			Introduction to: Inverted commas to punctuate direct speech	Inverted commas and other punctuation to indicate direct speech (, " ")		
						Brackets, dashes or commas to indicate parenthesis
						Semi-colon, colon and dash to mark the boundary between independent clauses
						Colon to introduce a list and semi-colons within lists
						Bullet points to list information

How hyphens can be used to avoid ambiguity

National Curriculum Content - Statutory Requirement

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Terminology For Pupils
(punctuation in purple)

Separation of words with spaces					
Letter		Vowel + Vowel letter Consonant + Consonant letter			
Capital letter					
Word Singular Plural	Compound Suffix	Word family Prefix			Synonym Antonym
Sentence		Clause Subordinate clause		Relative clause Cohesion Ambiguity	Subject Object Active Passive
Full stop	Statement Command				
	Adjective				
	Noun Noun phrase				
Punctuation				Parenthesis Bracket Dash	Ellipsis Hyphen Colon + Semi-colon Bullet points
	Comma				
Question mark	Question				
Exclamation mark	Exclamation				
	Apostrophe				
	Verb Tense (past, present) Adverb			Modal verb	
			Adverbial Fronted adverbial		
		Conjunction			
		Direct speech Inverted commas (or 'speech marks')			

	Preposition			Pronoun Possessive pronoun Determiner	Relative pronoun	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>National Curriculum Content - Statutory Requirement</p>						
<p>Word</p>	<p>Regular plural noun suffixes –s or –es (<i>dog, dogs; wish, Wishes</i>) including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (<i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding (<i>whiteboard, superman</i>)</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>The use of the suffixes –er, –est in adjectives</p> <p>The use of –ly in</p>	<p>Formation of nouns using a range of prefixes (super-, anti-, auto-)</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Word families based on common words, showing how words are related in form and meaning (<i>solve, solution, solver, dissolve, insoluble</i>)</p>	<p>Grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms ('we were' instead of 'we was', or 'I did' instead of 'I done')</p>	<p>Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify)</p> <p>Verb prefixes (dis-, de-, mis-, over- and re-)</p>	<p>Difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (find out – discover; ask for – request; go in – enter)</p> <p>How words are related by meaning as synonyms and antonyms (<i>big, large, little</i>)</p>

	meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)	Standard English to turn adjectives into adverbs				
National Curriculum Content - Statutory Requirement	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Subordination: <i>When</i> <i>If</i> <i>That</i> <i>Because</i></p> <p><u>Co-ordination:</u> <i>Or</i> <i>And</i> <i>But</i></p> <p><u>Expanded noun phrases for description and specification:</u> <i>...the blue butterfly...</i> <i>...plain flour...</i> <i>...the man in the moon...</i></p> <p>How the grammatical</p>	<p>Expressing time, place and cause using...</p> <p><u>Conjunctions</u> <i>When</i> <i>Before</i> <i>After</i> <i>While</i> <i>So</i> <i>Because</i></p> <p><u>Adverbs</u> <i>Then</i> <i>Next</i> <i>Soon</i> <i>Therefore</i></p> <p><u>Prepositions</u> <i>Before</i> <i>After</i> <i>During</i> <i>In</i> <i>Because of</i></p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases: <i>The teacher... expanded to</i> <i>The strict maths teacher with curly hair...</i></p> <p>Fronted adverbials: <i>Later that day, I heard the bad news.</i></p>	<p>Relative clauses beginning with: <i>Who</i> <i>Which</i> <i>Where</i> <i>When</i> <i>Whose</i> <i>That</i></p> <p><i>Or...</i></p> <p>An omitted relative pronoun indicating degrees of possibility using adverbs: <i>Perhaps</i> <i>Surely</i></p>	<p>Use of the passive to affect the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing: e.g. question tags: <i>He's your friend, isn't he?</i></p> <p><i>Or...</i></p> <p>The subjunctive in some very</p>

		patterns in a sentence indicate its function as a statement, question, exclamation or command			Or... Modal verbs: <i>Might</i> <i>Should</i> <i>Will</i> <i>Must</i>	formal writing and speech, e.g. 'If I were'
National Curriculum Content - Statutory Requirement	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Progressive form of verbs in the present and past tense to mark actions in progress: <i>She is drumming.</i> <i>He was shouting.</i>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past: <i>He has gone out to play.</i> contrasted with <i>He went out to play.</i>	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph: <i>Then</i> <i>After that</i> <i>This</i> <i>Firstly</i> Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and	Linking ideas across paragraphs using a wider range of cohesive devices: <ul style="list-style-type: none">• Repetition of a word or phrase• Grammatical connections (<i>the use of adverbials – 'on the other hand', 'in contrast', or 'as a consequence'</i>)• Ellipsis Layout devices: <i>Headings</i>

					number (secondly) Or... Tense choices: <i>He had seen her before.</i>	<i>Sub-headings Columns Bullets Or... Tables to structure text</i>
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