

Progression in Writing

	Punctuation	Nouns	Verbs	Sentence Structure	Text Structure
EYFS	Full stop Lower case Capital letter	<i>Nouns may form part of simple phrases and sentences that can be read by others (ELG).</i>	<i>Verbs may form part of simple phrases and sentences that can be read by others.</i>	<i>ELG: write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i>	
Year 1	Separation of words with spaces. Capital letters Full stops Question marks Exclamation marks Capital letters for names and for the personal pronoun I.	Regular plural noun suffixes Regular plural noun suffixes –s or –es including the effect these suffixes have on the meaning of the nouns.	<i>Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</i> Simple Present: I walk / He walks / They walk Simple Past: I walked / He walked	How words can combine to make sentences . Joining words and joining clauses using 'and'.	Sequencing sentences to form short narratives. <i>(And short non-fiction pieces to inform).</i>
Year 2	Use of capital letters, full stops, question marks and exclamation marks . Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].	Noun, noun phrase E.g. tree = noun / the tree = noun phrase.	<i>Use of the present and past tenses correctly and consistently, including the progressive form.</i> Present Progressive (Continuous) I am walking / He is walking / They are walking Past Progressive (Continuous) I was walking / He was walking / They were walking	Subordination (when, if, that, because) Coordination (or, and, but) Expanded noun phrases [e.g. the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command .	Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting].
Year 3	All punctuation taught in KS1 plus: Inverted commas to punctuate direct speech.	Nouns which use a range of prefixes. Formation of nouns using a range of prefixes e.g. super-, anti-, auto-, etc.	<i>Use of the present perfect form of verbs instead of the simple past.</i> Present Perfect He has gone out to play – contrasted with – He went out to play.	Expressing time, place and cause using conjunctions [e.g. when, before, after, while, so, because]. Adverbs [e.g. then, next, soon, therefore]. Prepositions [e.g. before, after, during, in, because, of].	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 [e.g. He has gone out to play – contrasted with – He went out to play].

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Year 4	<p>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!”]</p> <p>Apostrophes to mark plural possession.</p> <p>Commas after fronted adverbials.</p>	<p>Pronoun, possessive pronoun</p>	<p>Standard English forms for verb inflections instead of local spoken forms.</p> <p>Verb inflections</p> <p><i>We were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>.</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 [e.g. Later that day, I heard the bad news ...].</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>
Year 5	<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>Relative Pronoun</p>	<p>Using modal verbs to indicate degrees of possibility.</p> <p>Modal verbs – indicating degrees of possibility [e.g. might, should, could, will, must].</p> <p>Use of verb prefixes [e.g. –ate, -ise, -ify].</p> <p>Use of verb suffixes [e.g. dis-, de-, mis-, over- and re-].</p>	<p>Relative clauses beginning with <i>who, which, where, when, whose</i> and <i>that</i> or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must].</p>	<p>Devices to build cohesion within a paragraph [e.g. then, after that, this, firstly].</p> <p>Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he <i>had</i> seen her before].</p>
Year 6	<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 [e.g. man eating shark, contrasted with, man-eating shark or recover contrasted with re-cover].</p>	<p><i>How words are related by meaning as synonyms and antonyms.</i></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</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [e.g. the use of subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech.</p> <p>Active and Passive Voice</p> <p>Use of the passive to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse (active) versus The window in the greenhouse was broken by me (passive)].</p>	<p>Use of the passive to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse vs 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 [e.g. the use of question tags – <i>He’s your friend, isn’t he?</i> Or the use of subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as <i>on the other hand, in contrast</i> or <i>as a consequence</i>] and ellipsis.</p> <p>Layout devices [e.g. headings, sub-headings, columns, bullets or tables, to structure texts].</p>