

Writing Progression – vocabulary, grammar and punctuation

Handwriting needs to be taught to the whole class daily.

	Grammar and punctuation for writing	Additional grammar, punctuation and vocabulary
<p>Year 1</p> <ul style="list-style-type: none"> -Say out loud what they are going to write about -Compose a sentence orally before writing it -Sequence sentences to form short narratives -Re-read what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> - Write sentences with a capital letter and full stop. - Join clauses with 'and'. - ? and ! - Finger spaces - Capital letters for names and I 	<ul style="list-style-type: none"> -Regular plural noun suffixes –s or –es -Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) -Prefix un
<p>Year 2</p> <ul style="list-style-type: none"> -Write narratives about personal experiences and those of others -Write about real events, poetry and for different purposes -Plan or say out loud what they are going to write about -Write down ideas and/or key words, including new vocabulary -Encapsulate what they want to say, sentence by sentence -Evaluate their writing with the teacher and other pupils -Reread to check that their writing makes sense -Proofread to check for errors in spelling, grammar and punctuation -Read aloud what they have written 	<ul style="list-style-type: none"> -CL . ? ! -Subordination (when, if, that, because) -Co-ordination (or, and, but) -Expanded noun phrases [for example, the blue butterfly, plain flour, the man in the moon] -Commas in a list -Apostrophes for contraction -Apostrophes for singular possession 	<ul style="list-style-type: none"> -Suffixes such as –ful, –less, –er, –est, –ly, –ness, –er -Compounding [for example, whiteboard, superman] -Statement, question, exclamation or command -The progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] -Consistent use of present tense and past tense throughout writing

<p>Year 3 and 4</p> <ul style="list-style-type: none"> -Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -organise paragraphs around a theme -In narratives, create settings, characters and plot -In non-narrative material, use simple organisational devices -Assess the effectiveness of their own and others' writing and suggesting improvements -Propose changes to grammar and vocabulary to improve consistency -Proofread for spelling and punctuation errors -Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Year 3</p> <ul style="list-style-type: none"> - Write sentences with a capital letter and full stop. -Subordination (when, before, after, while, because) -Co-ordination (or, and, but, so) -Adverbs to express time (then, next, soon) -Prepositions (before, after, during, in) -Inverted commas for direct speech 	<p>Year 3</p> <ul style="list-style-type: none"> -Formation of nouns using a range of prefixes [for example super-, anti-, auto-] -Use of the forms a or an -Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] -Introduction to paragraphs -Headings and sub-headings to aid presentation -Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
	<p>Year 4</p> <ul style="list-style-type: none"> -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) -Fronted adverbials with a comma [for example, <u>Later that day</u>, I heard the bad news.] -Use of 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!"] -Apostrophes to mark plural possession [for example, the girl's name, the girls' names] 	<p>Year 4</p> <ul style="list-style-type: none"> -The grammatical difference between plural and possessive –s -Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

<p style="text-align: center;">Year 5 and 6</p> <p>-Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>-Note and develop initial ideas, drawing on reading and research where necessary</p> <p>-In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>-Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>-Précise longer passages</p> <p>-Use a wide range of devices to build cohesion within and across paragraphs</p>	<p style="text-align: center;">Year 5</p> <p>-Relative clauses</p> <p>-Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>-Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>-Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>-Brackets, dashes or commas to indicate parenthesis</p> <p>-Use of commas to clarify meaning or avoid ambiguity</p>	<p style="text-align: center;">Year 5</p> <p>-Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>
<p>-Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>-Assess the effectiveness of their own and others’ writing</p> <p>-Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>-Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>-Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>-Proofread for spelling and punctuation errors</p> <p>-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p style="text-align: center;">Year 6</p> <p>-Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>-Use of the 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>-Punctuation of bullet points to list information</p> <p>-How hyphens can be used to avoid ambiguity</p>	<p style="text-align: center;">Year 6</p> <p>-The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].</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 [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>-Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>

