



### Writing Skills Progression

|             | Yr 1  | Yr2  | Yr3   | Yr4  | Yr5   | Yr6   |
|-------------|---|--|---|--|---|---|
| Punctuation | <ul style="list-style-type: none"> <li>• Spaces</li> <li>• Start to use capital letters, full stops, question marks and exclamation marks</li> <li>• Capital letters for names and places.</li> </ul>   | <ul style="list-style-type: none"> <li>• Commas in lists</li> <li>• Apostrophes for contractions</li> <li>• Apostrophes for singular possession</li> </ul>   | <ul style="list-style-type: none"> <li>• Speech marks</li> </ul>  | <ul style="list-style-type: none"> <li>• All speech punctuation</li> <li>• Commas after fronted adverbials</li> <li>• Apostrophes for plural possession</li> </ul>   | <ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>   | <ul style="list-style-type: none"> <li>• Semi-colons, colons &amp; dashes to mark the independent clauses</li> <li>• Colons and semicolons for lists</li> <li>• Punctuation of bullet points</li> <li>• Hyphens to avoid ambiguity</li> </ul>   |
| Grammar     | <ul style="list-style-type: none"> <li>• Regular plural noun suffixes including the effects of these suffixes on the meaning of the noun</li> <li>• Suffixes added to verbs (no change in spelling of root words)</li> <li>• How the prefix un– changes the meaning of verbs and adjectives</li> <li>• Join words and joining clauses using and</li> <li>• Sequence sentences to form short narratives</li> </ul> | <ul style="list-style-type: none"> <li>• Subordination and coordination</li> <li>• Expanded noun phrases</li> <li>• Statements, questions, commands, exclamations</li> <li>• Consistent past and present tense</li> <li>• Progressive verb forms</li> <li>• Suffixes to form nouns &amp; adjectives</li> <li>• -er, -est, -ly to turn adjectives into adverbs</li> </ul> | <ul style="list-style-type: none"> <li>• Time, place and cause using adverbs, conjunctions and prepositions</li> <li>• Paragraphing</li> <li>• Headings and sub headings</li> <li>• Present perfect form of verbs</li> <li>• a / an</li> <li>• Prefixes to form nouns</li> <li>• Word families</li> </ul> | <ul style="list-style-type: none"> <li>Noun phrases expanded by prepositional phrases</li> <li>• Fronted adverbials</li> <li>• Paragraphs around a theme</li> <li>• Pronoun/noun cohesions</li> <li>• Standard English</li> <li>• Plural/possessive s</li> </ul> | <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Degrees of possibility using adverbs or modal verbs</li> <li>• Devices to build cohesion within a paragraph</li> <li>• Linking ideas across paragraphs using adverbials of time, place and number or tense choices</li> <li>• Converting nouns or adjectives into verbs using suffixes</li> <li>• Verb prefixes</li> </ul> | <ul style="list-style-type: none"> <li>• Vocabulary and structures of informal &amp; formal speech and writing</li> <li>• Subjunctive forms</li> <li>• Passive voice</li> <li>• Synonyms &amp; antonyms</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices</li> <li>• Layout devices</li> </ul> |

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|--------------------|--|--|---|--|--|---|
| Verb forms         | Year 1 Simple past and present<br>I jumped, I jump   | Year 2 Present and present progressive<br>I was jumping, I am jumping  | Year 3 Past and present perfect<br>I had jumped, I have jumped  |  | Year 5 Modal<br>I would jump   | Year 6 Passive<br>The hurdle was jumped   |
| Non-fiction Genres | <b>Recounts</b> trips or visitors in postcards<br><b>Persuasion</b> posters, advertising<br><b>Instructions</b> from concrete experience | <b>Reports</b> Non-chronological, eye-witness accounts, wanted posters<br><b>Recounts</b> trips, postcards<br>Letters, diaries<br><b>Persuasion</b> posters, leaflets, advertising<br><b>Instructions</b><br>Recipes, construction | <b>Reports</b> Non-chronological, police reports, Newspaper<br><b>Recounts</b> trips, Letters of thanks, diaries<br><b>Persuasion</b> posters, leaflets, letters of complaint<br><b>Instructions</b><br>rules | <b>Reports</b> Non-chronological, Newspaper and News broadcasts<br><b>Recounts</b> trips, Letters of thanks, diaries<br>autobiography<br><b>Persuasion</b><br>Speeches e.g election / conference on climate change<br><b>Instructions</b><br>Manuals and handbooks | <b>Reports</b> Non-chronological, Newspaper and News broadcasts<br><b>Recounts</b> trips, Letters of thanks, biography<br><b>Discussion</b><br>Debate a local issue that they will be familiar with e.g school uniform<br><b>Explanation</b><br>Link to curriculum | <b>Reports:</b><br><b>Recount</b><br>Revisit previously taught models<br><b>Discussion</b> develop the language of debate Children's parliament or a mock trial<br><b>Explanation</b><br>Link to curriculum |



## Writing Skills Progression

| Year 1  | Year 2  |
|---|---|
| <p>write sentences by:</p> <ul style="list-style-type: none"><li>● saying out loud what they are going to write about</li><li>● composing a sentence orally before writing it</li><li>● sequencing sentences to form short narratives</li><li>● re-reading what they have written to check that it makes sense</li><li>● discuss what they have written with the teacher or other pupils</li><li>● read their writing aloud, clearly enough to be heard by their peers and the teacher.</li></ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>● develop positive attitudes towards and stamina for writing by:<ul style="list-style-type: none"><li>● writing narratives about personal experiences and those of others (real and fictional)</li><li>● writing about real events</li><li>● writing poetry</li><li>● writing for different purposes</li></ul></li><li>● consider what they are going to write before beginning by:<ul style="list-style-type: none"><li>● planning or saying out loud what they are going to write about</li><li>● writing down ideas and/or key words, including new vocabulary</li><li>● encapsulating what they want to say, sentence by sentence</li></ul></li><li>● make simple additions, revisions and corrections to their own writing by:<ul style="list-style-type: none"><li>● evaluating their writing with the teacher and other pupils</li><li>● rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>● proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li><li>● read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul></li></ul> |

| Year 3/4   | Year 5/6  |
|--|---|
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● plan their writing by: <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>● discussing and recording ideas</li> </ul> </li> <li>● draft and write by: <ul style="list-style-type: none"> <li>● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></li> <li>● organising paragraphs around a theme</li> <li>● in narratives, creating settings, characters and plot</li> <li>● in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>● proofread for spelling and punctuation errors</li> <li>● 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</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● plan their writing by: <ul style="list-style-type: none"> <li>● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>● noting and developing initial ideas, drawing on reading and research where necessary</li> <li>● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>● draft and write by: <ul style="list-style-type: none"> <li>● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>● précising longer passages</li> <li>● using a wide range of devices to build cohesion within and across paragraphs</li> <li>● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing</li> <li>● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>● ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>● proofread for spelling and punctuation errors</li> <li>● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> |