

English Progression – Writing

Composition					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write sentences by saying out loud what they are going to write about.	Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).	Plan 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.	Embed how to plan 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.	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Embed how to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
Write sentences by composing a sentence orally before writing it.	Develop positive attitudes towards and stamina for writing by writing about real events.	Plan writing by discussing and recording ideas.	Embed how to plan writing by discussing and recording ideas.	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	Embed how to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
Write sentences by sequencing sentences to form short narratives.	Develop positive attitudes towards and stamina for writing by writing poetry.	Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of	Embed how to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an	Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Embed how to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read,

		sentence structures (English appendix 2). <i>Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</i>	increasing range of sentence structures (English appendix 2). <i>Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</i>		listened to or seen performed.
Write sentences by re-reading what they have written to check that it makes sense.	Develop positive attitudes towards and stamina for writing by writing for different purposes.	Draft and write by organising paragraphs around a theme.	Embed how to draft and write by organising paragraphs around a theme.	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Embed how to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Discuss what they have written with the teacher or other pupils.	Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.	Draft and write by, in narratives, creating settings, characters and plot.	Embed how to draft and write by, in narratives, creating settings, characters and plot.	Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	Embed how to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
Read their writing aloud, clearly enough	Consider what they are going to write	Draft and write by, in non-narrative	Embed how to draft and write by, in non-	Perform their own compositions, using	Embed how to perform their own

to be heard by their peers and the teacher.	before beginning by writing down ideas and/or key words, including new vocabulary.	material, using simple organisational devices [for example, headings and sub-headings]	narrative material, using simple organisational devices [for example, headings and sub-headings].	appropriate intonation, volume, and movement so that meaning is clear.	compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.	Embed how to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.	Draft and write by précising longer passages.	Embed how to draft and write by précising longer passages.
	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Embed how to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Draft and write by using a wide range of devices to build cohesion within and across paragraphs.	Embed how to draft and write by using a wide range of devices to build cohesion within and across paragraphs.
	Make simple additions, revisions and corrections to their own writing by 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.	Proofread for spelling and punctuation errors.	Embed how to proofread for spelling and punctuation errors.	Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Embed how to draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

	Make simple additions, revisions and corrections to their own writing by proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).	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.	Embed how to 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.	Evaluate and edit by assessing the effectiveness of their own and others' writing.	Embed how to evaluate and edit by assessing the effectiveness of their own and others' writing.
	Read aloud what they have written with appropriate intonation to make the meaning clear.			Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Embed how to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
				Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.	Embed how to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
				Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing	Embed how to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language

				and choosing the appropriate register.	of speech and writing and choosing the appropriate register.
				Proofread for spelling and punctuation errors.	Embed how to proofread for spelling and punctuation errors.

Vocabulary, grammar and punctuation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Leave spaces between words.	Learn how to use sentences with different forms: statement.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.	Embed how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	Embed how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Join words and joining clauses using 'and'.	Learn how to use sentences with different forms: question.	Use the present perfect form of verbs in contrast to the past tense.	Embed how to use the present perfect form of verbs in contrast to the past tense.	Use passive verbs to affect the presentation of information in a sentence.	Embed how to use passive verbs to affect the presentation of information in a sentence.
Begin to punctuate sentences using a capital letter.	Learn how to use sentences with different forms: exclamation.	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Embed how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Use the perfect form of verbs to mark relationships of time and cause.	Embed how to use the perfect form of verbs to mark relationships of time and cause.
Begin to punctuate sentences using a full stop.	Learn how to use sentences with	Use conjunctions, adverbs and prepositions to	Embed how to use conjunctions, adverbs and prepositions to	Use expanded noun phrases to convey	Embed how to use expanded noun phrases to convey

	different forms: command.	express time and cause.	express time and cause.	complicated information concisely.	complicated information concisely.
Begin to punctuate sentences using a question mark.	Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].	Use fronted adverbials.	Embed how to use fronted adverbials.	Use modal verbs or adverbs to indicate degrees of possibility.	Embed how to use modal verbs or adverbs to indicate degrees of possibility.
Begin to punctuate sentences using an exclamation mark.	Learn how to use the present and past tenses correctly and consistently, including the progressive form.	Use commas after fronted adverbials.	Embed how to use commas after fronted adverbials.	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Embed how to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
Use capital letters for names of people.	Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	Indicate possession by using the possessive apostrophe with plural nouns.	Embed how to indicate possession by using the possessive apostrophe with plural nouns.	Use commas to clarify meaning or avoid ambiguity in writing.	Embed how to use commas to clarify meaning or avoid ambiguity in writing.
Use capital letters for names of places.	Learn how to use some features of written Standard English.	Use and punctuate direct speech.	Embed how to use and punctuate direct speech.	Use hyphens to avoid ambiguity.	Embed how to use hyphens to avoid ambiguity.
Use capital letters for days of the week.	Learn how to use both familiar and new punctuation correctly - see English appendix 2, <i>Full stops, capital letters, exclamation marks, question marks, commas for lists and</i>	Learn the grammar for years 3 and 4 in [English appendix 2]. <i>Word: Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</i>	Learn the grammar for years 3 and 4 in [English appendix 2]. <i>Word: The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of</i>	Learn the grammar for years 5 and 6 in English appendix 2. <i>Word: Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for</i>	Learn the grammar for years 5 and 6 in English appendix 2. <i>Word: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for</i>

	<p><i>apostrophes for contracted forms and the possessive (singular)</i></p>	<p><i>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</i></p> <p><i>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</i></p> <p><i>Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].</i></p> <p><i>Text: Introduction to paragraphs as a way to group related material</i></p> <p><i>Headings and sub-headings to aid presentation</i></p>	<p><i>local spoken forms [for example, we were instead of we was, or I did instead of I done]</i></p> <p><i>Sentence: 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)</i></p> <p><i>Fronted adverbials [for example, Later that day, I heard the bad news.]</i></p> <p><i>Text: Use of paragraphs to organise ideas around a theme</i></p> <p><i>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</i></p> <p><i>Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within</i></p>	<p><i>example, dis–, de–, mis–, over– and re–]</i></p> <p><i>Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</i></p> <p><i>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</i></p> <p><i>Text: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</i></p> <p><i>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]</i></p> <p><i>Punctuation: Brackets, dashes or commas to indicate parenthesis</i></p>	<p><i>example, find out – discover; ask for – request; go in – enter]</i></p> <p><i>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</i></p> <p><i>Sentence: 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)].</i></p> <p><i>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]</i></p>
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		<p><i>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].</i></p> <p><i>Punctuation: Introduction to inverted commas to punctuate direct speech.</i></p>	<p><i>inverted commas: The conductor shouted, "Sit down!"</i> Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p><i>Use of commas after fronted adverbials.</i></p>	<p><i>Use of commas to clarify meaning or avoid ambiguity</i></p>	<p><i>Text: 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</i></p> <p><i>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</i></p> <p><i>Punctuation: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</i></p> <p><i>Use of the colon to introduce a list and use of semi-colons within lists</i></p> <p><i>Punctuation of bullet points to list information</i></p> <p><i>How hyphens can be used to avoid ambiguity [for example, man eating</i></p>
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					<i>shark versus man-eating shark, or recover versus re-cover]</i>
Use capital letters for the personal pronoun I.	Learn how to use the grammar for year 2 in English appendix 2. <i>Word- nouns, suffixes, adjectives using suffixes, er/est in adjectives, use of ly to turn adjectives into adverbs.</i> <i>Sentence- subordination, expanded noun phrases, grammatical patterns in a sentence to indicate its function as a statement, question, exclamation or command.</i> <i>Text- present and past tense, progressive forms of verbs in present and past tense.</i> <i>Punctuation- capital letters, full stops, question marks and exclamation marks to demarcate sentences, apostrophes.</i>	Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading. <i>Preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, consonant, letter vowel, vowel letter, inverted commas (or 'speech marks')</i>	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>	Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading. <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i>	Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading. <i>subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i>

Learn the grammar for Year 1 in English appendix 2. <i>Word, sentence, text, punctuation.</i>	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>			Use hyphens to avoid ambiguity.	Embed how to use hyphens to avoid ambiguity.
Use the grammatical terminology in English appendix 2 in discussing their writing. <i>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</i>				Use brackets, dashes or commas to indicate parenthesis.	Embed how to use brackets, dashes or commas to indicate parenthesis.

Transcription

Spelling is taught following Little Wandle (Key Stage 1) and Sounds and Syllables (Key Stage 2).

Roberts Primary School follow the Kinetic Letter handwriting programme.

See separate overviews