



Brinsworth Howarth Primary School

Curriculum Progression Map

Writing

Writing Progression: Composition - Audience and Purpose

Early Years		Key Stage One		Key Stage Two			
Foundation One	Foundation Two	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>To use talk when pretending that objects stand for something else in play, e.g. This box is my castle.</p> <p>To use intonation, rhythm and phrasing to make</p>	<p>To extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To describe main story settings, events and principle characters in increasing detail.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To create texts to communicate meaning for an</p>	<p>Purpose: To inform To entertain To instruct</p> <p>Form examples: Narrative (Real and non real events) Character and setting descriptions Recounts Poetry Non Chronological reports Diaries Chronological reports Diaries Lists/Labels Instructions Letter Review</p> <p>To sequence sentences to form short narratives.</p>	<p>Purpose: To inform To entertain To persuade To instruct</p> <p>Form examples : Narrative (Real and non real events) Character and setting descriptions Recounts Poetry Non Chronological reports Diaries Instructions Letter Review Explanation</p> <p>To write for different purposes with an awareness of an increased amount of fiction</p>	<p>Purpose: To inform To entertain To persuade To discuss To instruct</p> <p>Form examples : Narrative (Real and non real events) Character and setting descriptions Recounts Poetry Non Chronological reports Diaries Instructions Letter Review Persuasive letter Biography Explanation Newspaper article Blog</p> <p>To demonstrate an increasing understanding of purpose and</p>	<p>Purpose: To inform To entertain To persuade To discuss To instruct</p> <p>Form examples : Narrative (Real and non real events) Play Character and setting descriptions Recounts Poetry Non Chronological reports Diaries Instructions Letter Review Persuasive letter Persuasive speech Biography Explanation Newspaper article Blog</p> <p>To write a range of narratives and non-fiction pieces</p>	<p>Purpose: To inform To entertain To persuade To discuss To instruct</p> <p>Form examples : Narrative (Real and non real events) Play Character and setting descriptions Recounts Poetry Non Chronological reports Diaries Instructions Letter Review Persuasive letter Persuasive speech Biography Explanation Newspaper article Blog Balanced argument</p> <p>To consistently produce sustained</p>	<p>Purpose: To inform To entertain To persuade To discuss To instruct</p> <p>Form examples : Narrative (Real and non real events) Play Character and setting descriptions Recounts Poetry Non Chronological reports Diaries Instructions Letter Review Persuasive letter Persuasive speech Biography Explanation Newspaper article Blog Balanced argument</p> <p>To write effectively for a range of</p>

<p>the meaning clear to others.</p> <p>To use talk to explain what is happening.</p>	<p>increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.</p> <p>To use new vocabulary throughout the day and in different contexts.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives</p>	<p>using a consistent and appropriate structure (including genre specific layout devices).</p> <p>To write a range of narratives that are well structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout device sfor a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
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Writing Progression: Composition - Planning, drafting, editing, publishing

Early Years		Key Stage One		Key Stage Two			
Foundation One	Foundation Two	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p> <p>To use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>	<p>To describe events in some detail.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To compose a sentence orally.</p> <p>To give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</p> <p>To listen to and talk about stories and non-fiction texts to build</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their</p>	<p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally(including dialogue).</p>	<p>To begin use ideas from their own reading and modelled examples to plan their writing.</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p>	<p>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.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p>

<p>To begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc</p> <p>To retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to explain what is happening and anticipate what might happen next.</p>	<p>familiarity and understanding.</p> <p>To retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>To use new vocabulary in different contexts.</p> <p>To re -read what they have written to check it makes sense.</p> <p>To introduce and develop storylines or narrative in their pretend play.</p>	<p>peers and the teacher.</p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To use simple organisational devices (headings & subheadings).</p>	<p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
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Progression Map for: Spelling

Early Years		Key Stage One		Key Stage Two			
Foundation One	Foundation Two	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To write some or all of their name.</p> <p>To write 'm' for mummy.</p>	<p>To begin to develop phonic knowledge by linking sounds to letters, naming and sounding the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.</p> <p>To spell words by identifying the sounds & then writing the sound with letter/s.</p>	<p>To spell words containing each of the 40+ phonemes taught, including polysyllabic.</p> <p>To spell some common exception words.</p> <p>To spell the days of the week.</p> <p>To name the letters of the alphabet in order.</p> <p>To name the letters of the alphabet using letter names to distinguish</p>	<p>To spell words containing each of the 40+ phonemes taught, including polysyllabic words.</p> <p>To learn alternative spellings for the same sound (for which 1 or more spellings are already known), and learn some words with each spelling.</p> <p>To spell all common exception words.</p> <p>To spell the following homophones and use them correctly within context: their/they're/there to/two/too</p>	<p>To add suffixes previously taught, which begin with vowel letters, (-ing, -er, -ed, -est) to polysyllabic words.</p> <p>To spell some words with the /ɪ/ sound spelt y elsewhere than at the end of words (gym).</p> <p>To spell some words with the /ʌ/ sound spelt ou (young).</p> <p>To add the prefixes un-, dis- and mis-.</p> <p>To add the prefixes re-, super- and auto-.</p>	<p>To add suffixes previously taught, which begin with vowel letters, (-ing, -er, -ed, -est, -ation) to polysyllabic words.</p> <p>To confidently spell most words with the /ɪ/ sound spelt y elsewhere than at the end of words (gym).</p> <p>To confidently spell most words with the /ʌ/ sound spelt ou (young).</p> <p>To add the prefixes in-, il-, im- and ir-.</p> <p>To add the prefixes sub-, inter- and anti-.</p>	<p>To spell words with -cious or -tious (vicious, cautious).</p> <p>To spell some words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>To spell some words ending in -able and -ible, ably and -ibly</p> <p>To add suffixes beginning with vowel letters to words ending in -fer (referred, preference).</p> <p>To be aware that some words are spelled with a hyphen.</p> <p>To spell words with 'ough' (cough, plough).</p> <p>To spell words with the following</p>	<p>To spell words with -cial or -tial (special, essential)</p> <p>To confidently spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>To confidently spell words ending in -able and -ible, -ably and -ibly.</p> <p>To spell words with a hyphen.</p> <p>To spell words with the /i:/ sound spelt ei after c (receive).</p> <p>To spell words with the following alternative spellings:</p> <ul style="list-style-type: none"> • sc spelling of s (muscle, scene) • gue spelling of g (vague, tongue) • mn spelling of n (autumn, column)

<p>To begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</p> <p>To spell correctly during dictation when focusing on taught code knowledge.</p>	<p>between alternative spellings of the same sound.</p> <p>To add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>To add prefixes and suffixes using the prefix 'un'.</p> <p>To add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words eg helping,</p>	<p>your/you're wear/where/we're</p> <p>To spell words with a singular possessive apostrophe e.g. girl's, boy's, Harry's.</p> <p>To spell contracted forms of words e.g. can't, won't shouldn't.</p> <p>To add -es to nouns and verbs ending in -y (copies, babies).</p> <p>To add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p> <p>To add the suffixes -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.</p> <p>To add the suffixes -ing, -ed, -er, -est</p>	<p>To add the suffix -ly to adjectives to form adverbs (including where y has to be changed to an i e.g. easy + ly = easily).</p> <p>To spell words with the suffix -ous (famous, serious).</p> <p>To confidently spell words with a singular possessive apostrophe e.g. girl's, boy's, Harry's.</p> <p>To confidently spell all contracted forms of words e.g. doesn't, she'd, shan't.</p> <p>To spell words with plural possessive apostrophes e.g. boys', girls'.</p> <p>To spell the following homophones/near</p>	<p>To spell words with the suffixes -ation, -sion, -tion, -ssion and -cian.</p> <p>To confidently spell words with plural possessive apostrophes, including irregular examples e.g. children's, women's.</p> <p>To spell the following homophones/near homophones and use them correctly within context: accept/except ball/bawl affect/effect berry/bury fair/fare break/brake groan/grown main/mane medal/meddle missed/mist peace/piece rain/rein/reign scene/seen weather/whether whose/who's</p>	<p>alternative spellings:</p> <ul style="list-style-type: none"> • bt spelling of t (doubt, debt) • mb spelling of m (lamb, hymn) • kn spelling of n (knife, knight) • ch spelling of k (chemist, mechanic) • is spelling of i (isle, aisle, island viscount) <p>To spell the following homophones/near homophones and use them correctly within context:</p> <p>aisle/isle bridal/bridle desert/dessert father/farther heard/herd lead/led guessed/guest past/passed steel/steal</p> <p>To spell words ending -ce and -se:</p> <p>advice/advise device/devise</p>	<p>To spell the following homophones/near homophones and use them correctly within context:</p> <p>aloud/allowed affect/effect altar/alter ascent/assent descent/dissent draft/draught complement/compliment cereal/serial morning/mourning precede/proceed principle/principal profit/prophet stationary/stationery wary/weary</p> <p>To spell all KS1 words, all year 3/4 words and all of the year 5/6 words.</p>
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		<p>helped, helper, eating, quicker, quickest.</p> <p>To apply simple spelling rules and guidance, as listed in English Appendix.</p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</p> <p>To spell words with the suffixes -ment, -ness, -ful, -less and -ly.</p>	<p>homophones and use them correctly within context: hear/here quiet/quite see/sea bare/bear one/won son/sun be/bee night/knight blue/blew meat/meet knot/not mail/male heel/heal/he'll great/grate plane/plain</p> <p>To spell half of the words from the year 3/4 word list.</p>	<p>To confidently spell most words from year 3/4 word list.</p>	<p>licence/license practice/practise prophecy/prophesy</p> <p>To spell all KS1 and year 3/4 words, and most of the year 5/6 words.</p>	
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Writing Progression: Transcription - Handwriting

Early Years		Key Stage One		Key Stage Two			
Foundation One	Foundation Two	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>To use one handed tools & equipment, e.g. snips in paper with scissors.</p> <p>To use a comfortable grip with good control when holding pens and pencils.</p> <p>To show a preference for a dominant hand.</p>	<p>To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To begin to use an anti-clockwise movement and retrace vertical lines.</p> <p>To use a pencil and hold it effectively.</p> <p>To form lower-case and capital letters correctly.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To increase the legibility, consistency and quality of their handwriting e.g by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible,</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an</p>	<p>To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.</p> <p>To refine the skill of using an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra).</p>

<p>To create lines and circles pivoting from the shoulder and elbow.</p> <p>To write some letters and numbers accurately.</p>	<p>To form numerals correctly.</p>	<p>formed in similar ways) and to practise these.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>letters, when adjacent to one another, are best left un-joined.</p>		<p>fluent and speedy way.</p>	<p>email address or for algebra).</p>	
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Writing Progression: Composition - Punctuation

Early Years		Key Stage One		Key Stage Two			
Foundation One	Foundation Two	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use a CL for their name.	<p>To use CL to start a sentence.</p> <p>To use a full stop to end a sentence.</p> <p>To separate words with spaces.</p>	<p>To identify full stops, question marks and exclamation marks in their own writing and in the work of others.</p> <p>To use capital letters for proper nouns.</p> <p>To use capital letters for the pronoun 'I'.</p> <p>To use capital letters to begin a sentence.</p> <p>To use full stops to mark the end of sentences.</p>	<p><i>To apply knowledge of capital letters (taught in year 1)</i></p> <p>To use full stops to mark the end of a main clause.</p> <p>To use a question mark to end a sentence that asks a question.</p> <p>To use an exclamation mark to exclaim.</p> <p>To use punctuation accurately when writing, statements, questions and commands.</p>	<p><i>To apply learning of capital letters, full stops, question marks and exclamation marks. (taught in Key Stage 1)</i></p> <p>To use commas for lists.</p> <p>To use apostrophes for contraction.</p> <p>To use apostrophes to mark singular possession in nouns.</p> <p>To use inverted commas to punctuate direct speech.</p>	<p><i>To apply learning of all punctuation taught previously.</i></p> <p>To use inverted commas to punctuate direct speech.</p> <p>To use apostrophes to mark plural possession.</p> <p>To use commas for fronted adverbials.</p> <p>To use punctuation within direct speech.</p>	<p><i>To apply learning of all punctuation taught previously.</i></p> <p>To form dialogue by using the range of punctuation taught within direct speech.</p> <p>To use apostrophes to mark plural possession (applied from Lower Key Stage 2).</p> <p>To use commas for clarity.</p> <p>To use punctuation for relative clauses (brackets/dashes/commas)</p> <p>To use a colon followed by a list.</p>	<p><i>To apply learning of all punctuation taught previously.</i></p> <p>To apply knowledge of parenthesis for relative clauses from Year 5, independently selecting the punctuation mark to demarcate.</p> <p>To use appropriate punctuation for parenthesis.</p> <p>To use a semi-colon to join two linked clauses.</p> <p>To use a colon to join main clauses.</p> <p>To use a hyphen to avoid ambiguity.</p>

		<p>To use question marks to end simple questions. (often identified by question stem vocabulary such as, What? Where? When? Who?</p> <p>To begin to use exclamation marks to identify 'yelling, 'telling' and 'asking'. Used to demarcate How or What</p>	<p>To use commas in a list.</p> <p>To use an apostrophe to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</p>	<p>To use full stop, question mark exclamation mark within direct speech.</p> <p>To use commas when necessary for joining clauses with subordinating conjunctions.</p>			
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Writing Progression: Composition - Grammar (Word Types)

Early Years		Key Stage One		Key Stage Two			
Foundation One	Foundation Two	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To build up vocabulary that reflects the breadth of their experiences.	To extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	<p>To begin to understand, identify and use nouns with a focus on proper nouns and common nouns.</p> <p>To understand a verb is an 'action' word.</p> <p>To understand and use 'subject' in a sentence.</p> <p>To understand and use 'verb' in a sentence.</p> <p>To understand that an adjective</p>	<p>To understand, identify and use nouns with focus on proper nouns, common nouns and plural nouns.</p> <p>To understand, identify and use pronouns (they replace a noun).</p> <p>To understand, identify and use verbs.</p> <p>To understand, identify and use adjectives.</p>	<p>To understand, identify and use word types taught in Key Stage 1.</p> <p>To understand the difference between personal, possessive and demonstrative pronouns.</p> <p>To understand the difference between personal, possessive, quantifying and demonstrative determiners.</p>	<p>To understand, identify and use word types taught in Key Stage 1.</p> <p>To understand, identify and use prepositions.</p>	<p>To understand, identify and use abstract nouns.</p> <p>To understand, identify and use modal verbs.</p> <p>To understand, identify and use relative pronouns.</p>	To understand, identify and use compound nouns (e.g. playgroup).

		<p>tells you more information about a noun.</p> <p>To understand and use 'object' in a sentence.</p> <p>To begin to understand, identify and use pronouns with focus on 'I'.</p>	<p>To understand, identify and use adverbs.</p> <p>To use determiners (to form a noun phrase).</p>				
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Writing Progression: Composition - Grammar (Phrases)

Early Years		Key Stage One		Key Stage Two			
Foundation One	Foundation Two	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use longer sentences of four to six words when speaking.</p>	<p>To articulate their ideas and thoughts in well-formed sentences.</p> <p>To describe main story settings, events and principle characters in increasing detail.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To use an adjective and noun together to create a short noun phrase.</p>	<p>To use noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use determiner, adjective, noun to write a noun phrase.</p>	<p>To use the articles (determiners) 'a' and 'an' accurately within noun phrases.</p> <p>To use noun phrases and associated terminology to form precise noun phrases (e.g.)</p>	<p>To use prepositions to express time, place and cause e.g. before midnight, after tea (time), under the tree, down the street (place) because of the rain (cause).</p> <p>To use fronted adverbs – Slowly he walked ..., Fortunately, it didn't rain. (To answer how, where or when something happens).</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns),</p>	<p>To apply knowledge of phrases to form multi clausal/ phrases sentences.</p>

						e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	
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Writing Progression: Composition - Grammar (Clauses/Sentences)

Early Years		Key Stage One		Key Stage Two			
Foundation One	Foundation Two	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To begin to use more complex sentences to link thoughts (e.g. using and, because).</p>	<p>To write short sentences with words with known letter sound correspondences using a capital letter and a full stop.</p> <p>To link statements and stick to a main theme or intention.</p>	<p>Clause structures seen in writing:</p> <p>MC. MC, cc MC. MC cc MC</p> <p>Co-ordinating conjunctions explicitly taught:</p> <p>and but</p> <p>To understand a sentence needs a (subject and a verb and often an object) in order to make sense.</p>	<p>Clause structures seen in writing:</p> <p>MC, cc MC. MC cc MC MC sc MC. MC! MC? MC.</p> <p>Co-ordinating conjunctions explicitly taught:</p> <p>for and nor but or yet so</p> <p>Subordinating conjunctions explicitly taught:</p> <p>because when</p>	<p>Clause structures seen in writing:</p> <p>MC SC. SC, MC.</p> <p>Subordinating conjunctions explicitly taught:</p> <p>because when if although even though</p> <p>To write multi-clause sentences.</p>	<p>Clause structures seen in writing: (used for effect):</p> <p>MC SC. SC, MC. Ad phrase, MC.</p> <p>(Non-exhaustive range of conjunctions used, and including while, after)</p> <p>To write multi-clause sentences.</p>	<p>Clause structures seen in writing:</p> <p>MC, rc, MC. MC-rc-MC. MC (rc) MC. MC; MC</p>	<p>Clause structures seen in writing:</p> <p>MC, parenthesis, MC. MC:MC MC;MC</p> <p>To use subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.</p>

			if To write questions, statements and commands.				
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Writing Progression: Composition - Grammar (Tense)

Early Years		Key Stage One		Key Stage Two			
Foundation One	Foundation Two	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>To begin to use a range of tenses (e.g. play, playing, will play, played).</p> <p>To be able to use language in recalling past experiences.</p>	<p>(consolidation from F1) To develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>To understand a range of complex sentence structures including negatives, plurals and tense markers.</p>	<p>To use simple tenses to express present, past and future.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To consistently use the present tense and past tense throughout writing.</p> <p>To use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</p>	<p>To maintain the correct tense throughout a piece of writing with accurate subject/verb agreement.</p> <p>To identify and use 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>	<p>To identify and use progressive, perfect and simple tense accurately.</p>	<p>To identify and use the perfect progressive tense.</p>	<p>To apply all knowledge of tenses: Simple, Progressive, Perfect and Perfect progressive.</p>

Summary of Statutory Requirements

Summary of Statutory Requirement Terminology					
Key Stage 1		Key Stage 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	. noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Summary of Statutory Requirement Word					
Key Stage 1		Key Stage 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of – ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] 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] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	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]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis– , de–, mis–, over– and re–]	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].

Summary of Statutory Requirement Sentence

Key Stage 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>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]</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 [for example, Later that day, I heard the bad news.]</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</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>

Summary of Statutory Requirements Text

Key Stage 1		Key Stage 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequencing sentences to form short narratives	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 [for example, she is drumming, he was shouting]	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 [for example, He has gone out to play contrasted with He went out to play]	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 [for example, then, after that, this, firstly] 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]	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 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Summary of Statutory Requirements Punctuation

Key Stage 1		Key Stage 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>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!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</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 [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>