All Saints Church of England Primary School

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others.'

Writing Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence	How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) and coordination (using or, and, but) Expanded noun phrases for description and specification [for example, 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	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]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing eg use of subjunctive forms
			Extending the range of sentences with more than one clause by using a wider range of conjunctions		Use expanded noun phrases to convey complicated information concisely	
Punctuation	Separation of words with Spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun ' I'	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid
Dialogue Skills and Knowledge	Write simple sentences beginning with personal pronouns Write simple sentences starting with nouns /proper nouns Compose a sentence orally before writing it Use simple word choice that helps to convey information and ideas	Write questions beginning with who, where, when, which and how. Write commands using imperative verbs Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Selection of content shows an awareness of purpose and emerging awareness of audience	In narrative, create setting, characters and plot Use some variation in sentence types (statement, command, question, exclamation) Use inverted commas to punctuation direct speech	Use inverted commas and other punctuation to indicate direct speech, eg a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" Viewpoint is consistently maintained, eg word choice indicates a child's viewpoint	Use of the appropriate register, including colloquial language within dialogue Use a wide range of clause structures, sometimes varying their position within the sentence	Assured and conscious control over levels of formality The difference between structures of informal speech (eg question tags) and structures appropriate for formal speech and writing In narrative, integrate dialogue to convey character and advance action

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Word level	Use capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Use some features of written Standard English Use ly to turn adjectives into adverbs slow/ slowly Add suffixes to spell longer words,including ment , ness, ful , less, ly Use expanded noun phrases to describe and specify [for example, the blue butterfly]	Use further prefixes and suffixes and understand how to add them Vocabulary choices move from generic to specific e.g. from 'dog' to ' Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Use adverbs and prepositions to express time, place and cause	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Convert nouns or adjectives into verbs using ' ate', ise ' or ify Use expanded noun phrases to convey complicated Information concisely Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use knowledge of morphology and etymology in spelling	Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use knowledge of morphology and etymology in spelling
Cohesion Paragraph	Joining words and joining clauses using and	Subordination (using when if that because) and co ordination (using or , and , but	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 Introduction to paragraphs as a way to group related material	Fronted adverbials [for example, Later that day I heard the bad news. news.] 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
Editing	Re reading what they have written to check that it makes sense	Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils Re reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof reading to check for errors in spelling, grammar and punctuation	Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof read for spelling and punctuation errors		Evaluate and edit by: Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof read for spelling and punctuation errors	