



English Writing Progression Document Preschool to Year 6

Preschool

- To know to write from left to right
- To know to write from top to bottom
- To hold a pencil correctly to form some recognisable letters
- To give meaning to marks they paint, draw or write.
- To copy adult writing behaviour e.g. writing on a whiteboard, writing messages, labelling drawings, writing lists.
- To use some recognisable letters, letter like shapes and own symbols in their independent writing.
- To use the correct letters for initial sounds.
- To begin to write words to label pictures using known letter-sound correspondences in own writing.

Reception

- To segment the sounds in simple words
- **To spell words by identifying the sounds in them and representing the sounds with a letter or letters.**
- To write a short captions/ simple sentences using known letter sound correspondences.
- To spell some irregular words correctly (tricky words) e.g. I, the, of, my, no, he, your, said, you and use these in their writing.
- **To write simple phrases and sentences which can be read by others.**
- To begin to use capital letters and full stops in their writing.
- To hold a pencil effectively for writing- using the tripod grip in almost all cases.
- **To write recognisable letters most of which are correctly formed.**
- To reread what they have written to check it makes sense.

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar - Word	<p>To use plural noun suffixes - s and -es</p> <p>To add suffixes to verbs where no change is needed to the root</p> <p>To change the meaning of verbs and adjectives by adding prefix un-</p>	<p>To form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>To form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>To use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>To form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>To use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant</p>	<p>To recognise the grammatical difference between plural and possessive <i>-s</i></p> <p>To use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>To convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>To use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>	To recognise vocabulary and structures for formal speech and writing, including subjunctive forms

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Grammar - Sentence Cohesion : Detail		To write expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]		To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)	To use relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	
Grammar - sentence Cohesion : Varying sentence types	To combine words to make sentences To leave spaces between words To join words and clauses using <i>and</i> To sequence sentences to form short narratives	To use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) To write sentences with different forms: Statement, question, exclamation or command	To express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]	To extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>	To use relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	
Grammar Cohesion: Paragraph			To group related ideas into paragraphs To use headings and sub-headings to aid presentation	To use paragraphs to organise ideas around a theme	To organise paragraphs around a theme with a focus on more complex narrative structures	To use layout devices

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Grammar Cohesion: Within paragraphs			To express time, place and cause using conjunctions, adverbs and prepositions	To use Fronted adverbials [for example, <i>later that day</i> , <i>I heard the bad news.</i>] To choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	To use devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>]	
Grammar Cohesion: between Paragraphs			To express time, place and cause using conjunctions, adverbs and prepositions	To use Fronted adverbials [for example, <i>later that day</i> , <i>I heard the bad news.</i>]	To link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]	To link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]

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<p>Grammar</p> <p>Cohesion: Tenses</p>		<p>To use present and past tenses correctly and consistently</p> <p>To use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>To use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>		<p>To link ideas using tense choices</p> <p>To use modal verbs [for example, <i>might, should, will, must</i>] or adverbs [for example, <i>perhaps, surely</i>] to indicate degrees of possibility</p>	<p>To use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>To use subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were</u> they to come</i> in some very formal writing and speech</p>
<p>Grammar - Punctuation</p>	<p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>To use commas to separate items in a list</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>To use inverted commas to punctuate direct speech</p>	<p>To use commas after fronted adverbials</p> <p>To indicate apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>To use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p>	<p>To use commas to clarify meaning or avoid ambiguity</p> <p>To use brackets, dashes or commas to indicate parenthesis</p>	<p>To use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>it's raining; I'm fed up</i>]</p> <p>To use the colon to introduce a list and use semi-colons within lists</p> <p>To punctuate bullet points consistently</p> <p>To use hyphens to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>

NC Focus	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Writing composition	<p><u>Write sentences:</u> To say out loud what is going to be written about</p> <p>To compose a sentence orally before writing it</p> <p>To sequence sentences to form short narratives</p> <p>To re-read and check sense</p> <p>To discuss what has been written with the teacher or other pupils</p> <p>To read writing aloud clearly enough to be heard by peers and the teacher</p>	<p><u>Develop positive attitudes towards and stamina for writing:</u> To write narratives about personal experiences and those of others (real and fictional)</p> <p>To write about real events</p> <p>To write poetry</p> <p>To write for different purposes</p> <p>To plan or say out loud what is going to be written about</p> <p>To write down ideas, key words, new vocabulary</p> <p>To encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u> To evaluate writing with the teacher and other pupils</p> <p>To re-read to check sense</p> <p>To proof-read to check for errors in spelling, grammar and punctuation</p> <p>To read aloud with intonation</p>	<p><u>Plan writing:</u> To plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>To discuss and record ideas</p> <p><u>Draft and write:</u> To compose and rehearse sentences orally</p> <p>To build a varied and rich vocabulary</p> <p>To build an increasing range of sentence structures</p> <p>To create settings, characters and plot in narratives</p> <p>To use simple organisational devices such as heading, sub-headings in non-narrative</p> <p><u>Evaluate and edit:</u> To assess the effectiveness of own and others' writing</p> <p>To propose changes to grammar and vocabulary to improve consistency</p> <p>To proof-read for spelling and punctuation errors</p> <p>To read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Plan writing:</u> To identify the audience for and purpose of writing</p> <p>To note and develop initial ideas, drawing on reading and research</p> <p><u>Draft and write:</u> To enhance meaning through selecting appropriate grammar and vocabulary</p> <p>To describe settings, characters and atmosphere</p> <p>To integrate dialogue to convey character and advance the action</p> <p>To précis longer passages</p> <p>To use a wide range of devices to build cohesion</p> <p>To use organisational and presentational devices</p> <p><u>Evaluate and edit:</u> To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>To use consistent and correct tense</p> <p>To ensure subject and verb agreement when using singular and plurals</p> <p>To distinguish between the language of speech and writing</p> <p>To choose the appropriate register</p> <p>To proof-read for spelling and punctuation errors</p>

