

Newton Bluecoat Church of England Primary School

English - Writing

Progression Document

EYFS – Year 6

Progression of Punctuation and Grammar Skills

Resource: Progression in grammar and punctuation. Primary English Education Consultancy Limited 2014.

	Word	Sentence	Text	Punctuation	Terminology for pupils
1	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>Plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>
2	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in English Appendix 1)</p> <p>Use the suffixes –er, est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Subordination (using <i>when, if, that or because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification [for example <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>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>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, <i>the girl's name</i>]</p>	<p>noun, noun phrase</p> <p>statement, questions</p> <p>exclamation, command</p> <p>compound, adjective, verb</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p>

3	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, <u>an</u> open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p>Expressing time, place and cause using conjunctions (for example, <i>when, so, before, after, while, because</i>)</p> <p>adverbs [for example, <i>then, next, soon, therefore</i>] or prepositions (for example, <i>before, after, during, in, because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the 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>Introduction to inverted commas to punctuate direct speech</p>	<p>Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')</p>
4	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i>)</p>	<p>Noun phrases expanded 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>)</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' name</i>]</p> <p>The use of commas after fronted adverbials</p>	<p>Determiner pronoun, possessive pronoun adverbial</p>

5	<p>Converting nouns or adjectives into verbs using suffixes [for example <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, and <i>re-</i>]</p>	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking 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>]</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>]</p>	<p>Use of the passive voice to affect the presentation of information in a sentence [for example, <i>I broke the window in the green house</i> versus <i>The window in the greenhouse was broken</i>(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 e.g. <i>He's your friend, isn't he?</i> Or the use of the subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<p>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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Use of 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>Use of a colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used 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>	<p>Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points</p>

Year 1

Word	Sentence	Text	Punctuation	Terminology for pupils
<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>Plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>
<p>Year 1 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> ○ Leaving spaces between words ○ Joining words and joining sentences using <i>and</i> ○ Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ○ Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ○ Learning the grammar for year 1 in English Appendix 2 • Use the grammatical terminology in English Appendix 2 in discussing their writing 			<p>Notes and guidance (non-statutory) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary</p>	

Word	Sentence	Text	Punctuation	Terminology for pupils
<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in English Appendix 1)</p> <p>Use the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification [for example <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>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>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, <i>the girl's name</i>]</p>	<p>noun, noun phrase statement, questions exclamation, command compound, adjective, verb suffix adverb tense (past, present) apostrophe comma</p>
<p>Year 2 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ○ Learn how to use: <ul style="list-style-type: none"> ▪ Sentences with different forms: statements, question, exclamation, command ▪ Expanded noun phrases to describe and specify, e.g. the blue butterfly ▪ Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) ▪ the grammar for year 2 in English A ▪ some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing 			<p>Notes and guidance (non-statutory) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>	

Year 3

Word	Sentence	Text	Punctuation	Terminology for pupils
<p>Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of forms a or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a</i> rock, <i>an</i> open box)</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>	<p>Expressing time , place and cause using conjunctions (for example, <i>when</i>, <i>so</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>) adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>] or prepositions (for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i> <i>because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the 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>Introduction to inverted commas to punctuate direct speech</p>	<p>Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')</p>
<p>YEAR 3 OBJECTIVES Years 3-4 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although ○ Using the present perfect form of verbs in contrast to the past tense ○ Using conjunctions, adverbs and prepositions to express time and cause ○ Learning the grammar for years 3 and 4 in English Appendix 2 • Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using and punctuating direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 			<p>Notes and guidance (non statutory) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	

Word	Sentence	Text	Punctuation	Terminology for pupils
<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i>)</p>	<p>Noun phrases expanded 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>)</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' name</i>]</p> <p>The use of commas after fronted adverbials</p>	<p>Determiner pronoun, possessive pronoun adverbial</p>
<p>YEAR 4 OBJECTIVES Years 3-4 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ Using fronted adverbials ○ Learning the grammar for years 3 and 4 in English Appendix 2 • Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using commas after fronted adverbials ○ Indicating possession by using the possessive apostrophe with the singular and plural nouns ○ Using and punctuating direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 			<p>Notes and guidance (non statutory) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	

Word	Sentence	Text	Punctuation	Terminology for pupils
Converting nouns or adjectives into verbs using suffixes [for example <i>-ate; -ise; -ify</i>] Verb prefixes [for example <i>dis-, de-, mis-, over-, and re-</i>]	Relative clauses beginning <i>with who, which, where, why, whose, that,</i> or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking 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>]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
YEAR 5 OBJECTIVES Year 5-6 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i> Pupils should be taught to: <ul style="list-style-type: none"> ○ Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Using the perfect form of verbs to mark relationships of time and cause ○ Using modal verbs or adverbs to indicate degrees of possibility ○ Using relative clauses beginning with <i>who, which, where, why, whose, that</i> or with an implied (i.e. omitted) relative pronoun ○ Learning the grammar for years 5 and 6 in English Appendix 2 ○ Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using commas to clarify meaning or avoid ambiguity in writing ○ Using brackets, dashes or commas to indicate parenthesis ○ Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing writing and reading 		Notes and guidance (non-statutory) <i>Writing – vocabulary, grammar and punctuation</i> Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.		

Year 6

Word	Sentence	Text	Punctuation	Terminology for pupils
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]</p>	<p>Use of the passive voice to affect the presentation of information in a sentence [for example, <i>I broke the window in the green house versus The window in the greenhouse was broken(by me)</i>]</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 e.g. <i>He's your friend, isn't he?</i> Or the use of the subjunctive forms such as <i>If I <u>were</u> or <u>Were they to come</u> in some very formal writing and speech]</i></p>	<p>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 <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Use of 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>Use of a colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example <i>man eating shark versus man-eating shark, or recover versus re-cover</i>]</p>	<p>Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points</p>
<p>YEAR 6 OBJECTIVES Year 5-6 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ Using passive verbs to affect the presentation of information in a sentence ○ Using expanded noun phrases to convey complicated information concisely ○ Using modal verbs or adverbs to indicate degrees of possibility ○ Learning the grammar for years 5 and 6 in English Appendix 2 ○ Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using hyphens to avoid ambiguity ○ Using semi-colons, colons or dashes to mark boundaries between independent clauses ○ Using a colon to introduce a list ○ Punctuating bullet points consistently ○ Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing writing and reading 			<p>Notes and guidance (non-statutory) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>	

Quick reference of minimum expectations by year group

<p>Year 1 Regular plural noun suffixes –s or –es Suffixes that can be added to verbs How the prefix un- changes the meaning of verbs and adjectives How words can combine to make sentences Joining words and joining sentences using <i>and</i> Separation of words with spaces Capital letters, full stops, question marks to demarcate sentences Capital letters for names and for the personal pronoun</p>	<p>Year 4 Plural and possessive –s Standard English forms for verb inflections instead of local spoken forms Appropriate choice of pronoun or noun within a sentence Fronted adverbials Inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession</p>
<p>Year 2 Formation of nouns using suffixes–ness, -er Formation of adjectives using suffixes –ful, -less Use the suffixes –er and –est to form comparisons of adjectives and adverbs Subordination (when, if, that or because) and coordination (or, and, or but) Expanded noun phrases Statements, question, exclamation, and commands Capital letters, full stops, question marks and exclamation marks Commas to separate items in a list Apostrophes to mark contracted spellings</p>	<p>Year 5 Converting nouns or adjectives into verbs using suffixes Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, and <i>re-</i>) Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i>, or an omitted pronoun Indicating degrees of possibility using modal verbs or adverbs Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>
<p>Year 3 Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i> Use the forms a or <i>an</i> according to whether the next word begins with a consonant or a vowel Word families based on common words Conjunctions (e.g. <i>when</i>, <i>so</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>) Adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>) Prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i> because of) The introduction of the present perfect form of verbs instead of the simple past Introduction to inverted commas to punctuate direct speech</p>	<p>Year 6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use of the passive voice to affect the presentation of information in a sentence Expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity</p>

Progression of Writing Genres

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions	Lists of instructions linked to actions or procedures e.g. baking.	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/ suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Consolidate work from previous learning.</p>

<p>Recount – experiences, diary, police reports, sports reports</p>	<p>Labelling posters or writing about experiences</p>	<p>Ideas grouped together in time sequence. .</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>
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<p>Non-Chronological Reports</p>	<p>Writing about experiences or truffle moments.</p>	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... .</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of subheadings.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.</p>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader.</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
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<p>Letters</p>	<p>Writing short letters to others, using envelopes.</p>	<p>Ideas grouped in sentences in time sequence.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some letter layout features included.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All letter layout features included.</p>	<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Letter well-constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>
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<p>Persuasion - Purpose: advert, leaflet, argument</p>		<p>Ideas are grouped together for similarity. Writes in first person.</p>	<p>Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.</p>	<p>Clear introduction. Points about subject/issue. Organised into paragraphs. Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader.</p>	<p>Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.</p>
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<p>Biography</p>	<p>Writing about themselves.</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. He went... She travelled</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events is detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
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<p>Balanced Argument – Purpose: Speech, Essay, Letter</p>		<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>	<p>Brief introduction and conclusion.</p> <p>Written with an impersonal style.</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Points about subject/issue .</p> <p>Organised into paragraphs.</p> <p>Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading</p> <p>Topic sentences</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both viewpoints are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>
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<p>Newspaper</p>	<p>Writing wanted or missing posters.</p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning describes what happened</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p> <p>A photo with a caption.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences. Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper.</p> <p>Who, what, where, when and why information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included.</p> <p>Bold eye-catching headline which includes alliteration.</p>	<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>	<p>It is well constructed so it answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>
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<p>Story</p>	<p>Orally saying or writing stories of others and their own.</p> <p>Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction).</p>	<p>Beginning or end of narrative signalled e.g. one day.</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally.</p> <p>Divisions in narrative may be marked by sections/paragraphs.</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they.</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning.</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Link between opening and resolution.</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack.</p> <p>Paragraphs organised correctly to build up to key event.</p> <p>Repetition avoided through using different sentence structures and ellipsis.</p>	<p>Sequence of plot may be disrupted for effect e.g. flashback.</p> <p>Opening and resolution shape the story.</p> <p>Structural features of narrative are included e.g. repetition for effect.</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>
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