

Writing progression for Year 1: Please use this to inform your objectives for teaching across the year

Composition and effect	Sentence structure	Structure and organisation	Spelling strategies	Vocab, Grammar and punctuation
<ul style="list-style-type: none"> • Say out loud what they are going to write about • Select basic ideas and content linked to the purpose of a task • Discuss what they have written with the teacher or other pupils • Re-read what they have written to check that it makes sense • Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary • Use simple prepositions 	<ul style="list-style-type: none"> • Compose a sentence orally before writing it • Write a simple sentence starting with a personal pronoun • Write a simple sentence starting with a noun/proper noun • Write a simple sentence with straightforward subject/verb agreement • Write reliably formed simple and compound sentences 	<ul style="list-style-type: none"> • Show an awareness that ideas can be organised into a sequence • Sequence sentences to form short narratives • Begin to organise ideas/events using simple time related words, numbers, ordering of pictures/captions 	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell the days of the week • Use –ing and –ed, where no change is needed in the spelling of root words • Begin to spell words using contracted forms • Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Use the prefix –un • Add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words <p>Ongoing: Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Spell common exception words that have been taught</p>	<ul style="list-style-type: none"> • Leave spaces between words • Use capital letter for names • Use capital letter for the personal pronoun ‘I’ • Use a capital letter for days of the week • Begin to punctuate sentences using a capital letter and a full stop • Begin to punctuate sentences using a question mark • Begin to punctuate sentences using an exclamation mark • Join words using ‘and’ • Join clauses using ‘and’ • Use simple noun phrases (adjective + noun)

Writing progression for Year 2: Please use this to inform your objectives for teaching across the year

Composition and effect	Sentence structure	Structure and organisation	Spelling strategies	Vocab, Grammar and punctuation
<ul style="list-style-type: none"> • Consider what they are going to write before beginning by planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • Write statements • Write questions (beginning with who/ what/ when/ where/ how etc.) • Write exclamatory sentences starting with 'what' or 'how' • Write commands using the imperative form of a verb 	<ul style="list-style-type: none"> • Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence • Use brief opening and ending • Sequence ideas appropriately • Link related sentences through the use of pronouns and adverbials where appropriate 	<ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly • Spell by learning new ways of spelling phonemes for which one or more spellings are already known • Spell common homophones • Distinguish between homophones and near-homophones • Add suffixes to spell longer words, including –ly • Add suffixes to spell longer words, including –ful, –less (to create adjectives) • Add suffixes to spell longer words –ment, –ness • Use the possessive apostrophe (singular) • Spell more words with contracted forms <p>Ongoing: Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Spell common exception words that have been taught</p>	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation to demarcate sentences • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling • Use apostrophes to mark singular possession in nouns • Use coordinating conjunctions (or/and/but) • Use subordinating conjunctions (when/ if/ that /because) • Write expanded noun phrases to describe and specify • Use the present and past tenses correctly and consistently • Use the progressive form correctly and consistently e.g. he was shouting. • Use –ly to turn adjectives into adverbs – slow/ slowly • Use the suffixes –er, -est, in adjectives

Writing progression for Year 3: Please use this to inform your objectives for teaching across the year

Composition and effect objectives	Ongoing	Sentence structure	Structure and organisation	Spelling strategies	Vocab, Grammar and punctuation
<ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary • Move vocabulary choices from generic to specific e.g. from 'dog' to 'terrier' • Expand detail/events through vocabulary (technical, vivid language) and explanation • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 	<p>Make their writing clear in purpose</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas In narratives, create settings, characters and plot</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<ul style="list-style-type: none"> • Draft and write an increasing range of sentence structures (simple and compound) • Use some variation in sentence types (statement/ command/ question/ exclamation) <p>Ongoing: Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</p>	<ul style="list-style-type: none"> • Use simple organisational devices, e.g. headings and subheadings • Organise writing into logical chunks and write a coherent series of linked sentences for each • Select nouns and pronouns to provide clarity for the reader • Vary nouns and pronouns to avoid repetition • Use varied nouns and pronouns for cohesion <p>Ongoing:</p> <p>Organise paragraphs around a theme</p>	<p>suffixes and understand how to add them (English Appendix 1: see doubling rules, changes to in-, re-, sub-, inter-, super-, auto-, anti-, -ation, changes to -ly, -sure, -ture/-cher, -ous plus necessary changes, -tion/-cian/-sion/-ssion)</p> <ul style="list-style-type: none"> • Form nouns using prefixes e.g. super, anti, auto • Spell further homophones and understand their meaning • Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble <p>Use the first two -three letters of a word to check its spelling in a dictionary Spell words that are often misspelt (English Appendix 1)</p> <ul style="list-style-type: none"> • Use further prefixes and <p>Ongoing:</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Spell common exception words that have been taught</p>	<ul style="list-style-type: none"> • Use conjunctions to express time, place and cause • Use adverbs and prepositions to express time, place and cause • Use inverted commas to punctuate direct speech • Know when to use 'a' and 'an' • Use irregular simple past-tense verbs e.g. awake / awoke • Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play • Use fronted adverbials • Use commas after fronted adverbials <p>Ongoing:</p> <p>Proof-read for spelling and punctuation errors Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>

Writing progression for Year 4: Please use this to inform your objectives for teaching across the year

Composition and effect objectives	Ongoing	Sentence structure	Structure and organisation	Spelling strategies	Vocab, Grammar and punctuation
<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Consistently maintain the viewpoint of writing (for example, word choice indicates child's viewpoint on a character or an issue) • Use a varied and rich vocabulary • Expand description or detail in both narrative and non-narrative through an appropriate and precise range of vocabulary • Use figurative language such as similes, alliteration to build a picture in the reader's head 	<p>Make their writing clear in purpose</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas</p> <p>In narratives, create settings, characters and plot</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue) • Use an increasing range of sentence length and structure <p>Ongoing: Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</p>	<ul style="list-style-type: none"> • Use simple organisational devices in non-narrative material • Signal openings and closings clearly and develop these well • Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use conjunctions, adverbs and prepositions to express time and cause for cohesion <p>Ongoing: Organise paragraphs around a theme</p>	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1: see doubling rules, changes to in-, re-, sub-, inter-, super-, auto-, anti-, -ation, changes to -ly, -sure, -ture/-cher, -ous plus necessary changes, -tion/-cian/-sion/-ssion) • Spell further homophones • Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's • Plural nouns of words ending in 'o' <p>Ongoing: Use the first two -three letters of a word to check its spelling in a dictionary Spell words that are often misspelt (English Appendix 1) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair • Understand the difference between plural and possessive -s • Use Standard English forms for verb inflections instead of local spoken forms • Use fronted adverbials followed by a comma • Use the present perfect form of verbs in contrast to the simple past tense <p>Ongoing: Proof-read for spelling and punctuation errors Indicate possession by using the possessive apostrophe with plural nouns Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>

Writing progression for Year 5: Please use this to inform your objectives for teaching across the year

Composition and effect	Ongoing objectives	Sentence structure	Structure and organisation	Spelling strategies	Vocab, Grammar and punctuation
<ul style="list-style-type: none"> Choose the appropriate register for the audience and purpose (formal or informal) Establish and generally maintain viewpoint Balance content, e.g. between action/description/dialogue, fact and comment Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use expanded noun phrases to convey complicated information concisely Use figurative language such as similes, alliteration, metaphors and personification in poetry Edit sentences by either expanding or 	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify audience for, and purpose of, the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<ul style="list-style-type: none"> Make deliberate choices of sentence length and structure for impact on the reader Use fronted prepositional phrases for greater effect e.g. Throughout the stormy winter ... Far beneath the frozen soil ... Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports <p>Ongoing: Use a wide range of clause structures, sometimes varying their position within the sentence</p>	<ul style="list-style-type: none"> Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences Link ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Link ideas across paragraphs through tense choice (he had seen her before) Use a wide range of devices to build cohesion within paragraphs <p>Ongoing: Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</p>	<ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (-cious/-tious, -cial/-tial, -ible/-able, -ent/-ant rules and exceptions, -fer + suffix, i before e except after c plus exceptions, -ough- words) Use further prefixes and suffixes and understand the guidance for adding them e.g. -dis-, 'de-', 'mis-', 'over-' and 're-' Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused <p>Ongoing: Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus</p>	<ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity in writing Use relative clauses beginning with who, which, where, when, whose, that Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Use modal verbs or adverbs to indicate degrees of possibility <p>Ongoing: Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use correct subject and verb agreement when using singular and plural</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>

reducing for meaning and effect					Use a colon to introduce a list Use semi colons, colons or dashes to mark boundaries between independent clauses
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Writing progression for Year 6: Please use this to inform your objectives for teaching across the year

Composition and effect	Ongoing objectives	Sentence structure	Structure and organisation	Spelling strategies	Vocab, Grammar and punctuation
<ul style="list-style-type: none"> • Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision • 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 • Integrate dialogue to convey character and advance the action • Use figurative language such as similes, alliteration, metaphors and personification in a range of writing • Select verb forms for meaning and effect e.g. deliberate change of tense • Manage shifts in levels of formality within a text 	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify audience for, and purpose of, the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<ul style="list-style-type: none"> • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken • Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he? • Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come <p>Ongoing: Use a wide range of clause structures, sometimes varying their position within the sentence</p>	<ul style="list-style-type: none"> • Draft and write by using a wide range of devices to build cohesion within paragraphs • Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis <p>Ongoing: Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</p>	<ul style="list-style-type: none"> • Recognise how words are related by meaning as synonyms and antonyms <p>Ongoing: Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus</p>	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Use a semi colon within lists • Use hyphens to avoid ambiguity • Use modal verbs or adverbs to indicate degrees of possibility • Punctuate bullet points consistently <p>Ongoing: Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use correct subject and verb agreement when using singular and plural</p>

<ul style="list-style-type: none">• Select synonyms accurately for effect rather than as an alternative for an original word					<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p>
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