Writing Progression: Year 1 to Year 6
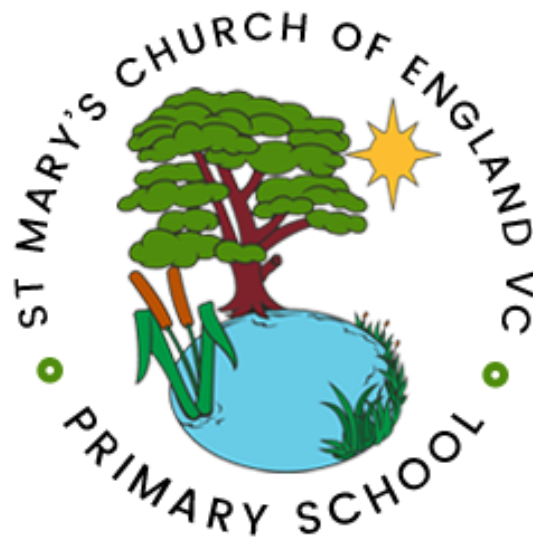
NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar - Word	Use plural noun suffixes -s and -es Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-	Form nouns using suffixes such as –*ness*, –*er* and by compounding [for example, *whiteboard*, *superman*] Form adjectives using suffixes such as –*ful*, –*less* (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use the suffixes –*er*, –*est* in adjectives and use –*ly* in Standard English to turn adjectives into adverbs	Form nouns with a range of prefixes [for example *super–*, *anti–*, *auto–*] Use *a* or *an* according to whether the next word begins with a vowel or con-sonant	Recognise the grammatical difference between plural and possessive –*s* Use 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*]	Convert nouns or adjectives into verbs using suffixes [for example, –*ate; –ise; –ify*] Use verb prefixes [for example, *dis–, de–, mis–, over–* and *re–*]	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Grammar Sentence - Cohesion Detail		Write expanded noun phrases for description and specification [for example, *the blue* *butterfly, plain flour, the man in the moon*]		Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)	Use relative clauses beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun	

Grammar sentence - Cohesion Varying sentence types	Combine words to make sentences Leave spaces between words Join words and clauses using *and* Sequence sentences to form short narratives	Use subordination (using *when*, *if*, *that*, *because)* and co-ordination (using *or*, *and*, *but*) Write sentences with different forms: Statement, question, exclamation or command	Express 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*]	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*	Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun	
Grammar Cohesion - Paragraphs			Group related ideas into paragraphs Use headings and sub-headings to aid presentation	Use paragraphs to organise ideas around a theme	Organise paragraphs around a theme with a focus on more complex narrative structures	Use layout devices
Grammar Cohesion - Within paragraphs			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, *later that day*, *I heard the bad news.*] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Use devices to build cohesion within a paragraph [for example, *then*, *after that*, *this*, *firstly*]	
Grammar Cohesion - Between Paragraphs			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, *later that day*, *I heard the bad news.*]	Link 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	Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]

had seen her before]

Grammar Cohesion - Tenses		Use present and past tenses correctly and consistently 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*]	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*]		Link ideas using tense choices Use modal verbs [for example, *might*, *should*, *will*, *must*] or adverbs [for example, *perhaps*, *surely*] to indicate degrees of possibility	Use 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)*]. Use subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech
Grammar - Punctuation	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]	Use inverted commas to punctuate direct speech	Use commas after fronted adverbials Indicate apostrophes to mark plural possession [for example, *the girl's name*, *the girls' names*] Use 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!"*]	Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, *it's raining; I'm fed up*] Use the colon to introduce a list and use semi-colons within lists Punctuate bullet points consistently Use hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Writing composition	Write sentences: Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher	Develop positive attitudes towards and stamina for writing: Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections: Evaluate writing with the teacher and other pupils Re-read to check sense Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation	Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings Evaluate and edit: Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Plan writing: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Draft and write: Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices Evaluate and edit: Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors