

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<p>-Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>-Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>-How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>-Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>-Formation of adjectives using suffixes such as -ful, -less -ment -ness -ly</p> <p>-Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>	<p>-Formation of nouns using a range of prefixes [for example super-, anti-, auto-] - Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>-Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>-The grammatical difference between plural and possessive -s</p> <p>-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]</p>	<p>-Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>-Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>-The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</p> <p>-How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Sentence	<p>-How words can combine to make sentences</p> <p>-Joining words and joining clauses using and</p>	<p>-Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>-Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>-How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>-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]</p>	<p>-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>-Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>-Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>-Use of 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)].</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: He's</p>



						your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	<ul style="list-style-type: none"> -Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> -Correct choice and consistent use of present tense and past tense throughout writing -Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] 	<ul style="list-style-type: none"> -Introduction to paragraphs as a way to group related material -Headings and sub-headings to aid presentation -Use of 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] 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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] 	<ul style="list-style-type: none"> -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 -Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Introduction to inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> -Use of 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!"] 	<ul style="list-style-type: none"> -Brackets, dashes or commas to indicate parenthesis -Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> -Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] -Use of the colon to introduce a list and use of semi-colons within lists

		<p>possession in nouns [for example, the girl's name]</p>		<p>-Apostrophes to mark plural possession [for example, the girl's name, the girls' names] -Use of commas after fronted adverbials</p>		<p>Punctuation of bullet points to list information -How hyphens can be used to avoid ambiguity [for example, man eating shark <i>versus</i> man-eating shark, or recover <i>versus</i> re-cover]</p>
<p>Composition</p>	<ul style="list-style-type: none"> -Say out loud what they are going to write about -Compose a sentence orally before writing it -Sequence sentences to form short narratives -Re-read writing to check it makes sense -Discuss what they have written with the teacher or other pupils -Read writing aloud clearly enough to be heard by teachers and peers 	<ul style="list-style-type: none"> -Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write simple poetry -Write for different purposes -Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary -Encapsulate what they want to say, sentence by sentence. -Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. 	<ul style="list-style-type: none"> -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 -Plan writing by discussing and recording ideas -Begin to use ideas from their own reading and modelled examples to plan their writing. -When planning, begin to indicate where paragraphs should be placed in a text and what single idea the paragraph develops -When planning, begin to record vocabulary and language features the text needs 	<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 -Discuss and record ideas when planning and begin to indicate where paragraphs should be placed in a text and what single idea the paragraph develops -When planning, record vocabulary and language features the text needs -Compose and rehearse sentences orally (including dialogue), progressively building a varied and 	<ul style="list-style-type: none"> -Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -Note and develop initial ideas, drawing on reading and research where necessary -Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. -When planning, indicate where paragraphs should be placed in a text and what single idea the 	<ul style="list-style-type: none"> -Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, with a particular focus on audience and purpose when planning -Note and develop initial ideas, drawing on reading and research where necessary -When planning, indicate where paragraphs should be placed in a text and what single idea the paragraph develops, with some indication of the development -When planning, record vocabulary and

Progression in Writing from KS1-KS2



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		<ul style="list-style-type: none"> -Re- read to check that their writing makes sense and that the correct tense is used throughout. -Proofread to check for errors in spelling, grammar and punctuation -Read aloud what they have written with appropriate intonation to make meaning clear 	<ul style="list-style-type: none"> -Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -Begin to organise paragraphs around a theme -In narratives, creating settings, characters and plot -In non- narrative material, using simple organisational devices (e.g. headings and sub- headings) -Assess the effectiveness of their own and others' writing and suggest improvements, including, proposing changes to grammar and vocabulary to improve consistency -Proofread for spelling and punctuation errors -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so 	<ul style="list-style-type: none"> rich vocabulary and an increasing range of sentence structures. -Organise their writing into paragraphs around a theme to add cohesion and to aid the reader. -In narratives, create settings, characters and plot -In non- narratives, use simple organisational devices (e.g. headings and sub- headings) -Assess the effectiveness of their own and others' writing and suggest improvements -Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation, vocabulary and spelling and adding nouns/pronouns -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so 	<ul style="list-style-type: none"> paragraph develops, with some indication of the development -When planning, record vocabulary and language features the text needs -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. -Use a wide range of devices to build cohesion within and across paragraphs -Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, 	<ul style="list-style-type: none"> language features the text needs -In narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -Précis longer passages -Use a wide range of devices to build cohesion within and across paragraphs -Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
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			<p>that the meaning is clear</p>	<p>that the meaning is clear</p>	<p>bullet points, underlining] -Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Ensure the consistent and correct use of tense throughout a piece of writing -Ensure 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 -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>-Assess the effectiveness of their own and others' writing -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Ensure the consistent and correct use of tense throughout a piece of writing -Ensure 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 -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear -Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make</p>
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Progression in Writing from KS1-KS2



						improvements to their writing
Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi- colon, bullet points

Based on the National Curriculum.
See also National Curriculum spelling document.