

Parish C of E Primary School

Progression in Writing



PARISH
CE Primary School

This guidance has been developed from the National Curriculum Programme of Study for English and Pie Corbett's Talk for Writing as a guide to indicate the progression through writing: text, word and sentence level and punctuation.

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Year Reception

Text structure	Sentence construction	Word structure/language	Punctuation	Terminology for children
<p>Introduce:</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple story</p>	<p>Introduce: Simple sentences</p> <p>Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i></p> <p>‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i></p> <p>Repetition in description e.g. <i>a lean cat, a mean cat</i></p>	<p>Introduce: Determiners: <i>the/a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions: <i>up down</i> <i>in into out to onto</i></p> <p>Adjectives e.g. <i>old, little, big, small, quiet</i></p> <p>Adverbs e.g. <i>luckily, unfortunately, fortunately</i></p>	<p>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce:</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • <i>Simile – ‘like’</i>

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Year 1

Text structure	Sentence construction	Word structure/language	Punctuation	Terminology for children
<p>Consolidate: Reception list</p> <p>Introduce: Fiction: Sequencing sentences to form short narratives</p> <p>Non-fiction: Sequencing information to form simple non-fiction texts e.g. Heading Introduction Opening factual statement Middle section(s) Simple factual sentences Bullet points for instructions Labelled diagrams Ending Concluding sentence</p>	<p>Consolidate: Reception list</p> <p>Introduce: Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: <i>and or but so because so that then that while when where</i></p> <p>Openers e.g. -'ly' openers <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p>Simple sentences e.g. I went to the park. The castle is haunted.</p> <p>Embellished simple sentences using adjectives e.g. The giant had an enormous beard Red squirrels enjoy eating delicious nuts.</p>	<p>Consolidate: Reception list</p> <p>Introduce: Prepositions: inside outside towards across under</p> <p>Determiners: the a my your an this that his her their some all lots of many more those these</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon slimy snake</p> <p>Similes using as....as... e.g. as tall as a house as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red</p>	<p>Consolidate: Reception list</p> <p>Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Question marks Exclamation marks</p>	<p>Consolidate: YR list</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Punctuation • Question mark • Exclamation mark • Bullet points • Singular/ plural • Noun • Noun phrase • Adjective • Verbs • Connective • Alliteration • Simile – ‘as’

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	<p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i></p> <p>Repetition for rhythm e.g. He walked and he walked and he walked.</p>	<p>button. Next, wait for the green light to flash...</p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		
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Year 2

Text structure	Sentence construction	Word structure/language	Punctuation	Terminology for children
<p>Consolidate: Year 1 list</p> <p>Introduce: The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> <p>Fiction: Sequencing engaging sentences to form more complex narratives</p> <p>Plan stories working from a 3-part plan with a clear beginning, middle and ending</p> <p>Non-fiction: Sequencing information to form a range of non-fiction texts (see Year 1)</p>	<p>Consolidate: Year 1 list</p> <p>Introduce: Types of sentences: Statements Questions Exclamations Commands</p> <p>Vary openers to sentences -‘ly’ starters : e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p>	<p>Consolidate: Year 1 list</p> <p>Introduce: Prepositions: <i>behind above along before between after</i></p> <p>Alliteration: e.g. <i>wicked witches, slimy slugs</i></p> <p>Similes using...like... e.g... <i>like sizzling sausages ...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman... Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. <i>Lift the pot carefully onto</i></p>	<p>Consolidate: Year 1 list</p> <p>Introduce: Demarcate sentences: Capital letters; Full stops; Question marks; Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don’t, can’t</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat’s name</i></p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech marks for direct speech</p>	<p>Consolidate: Year 1 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Expanded noun phrase • Conjunctions • Statement • Question • Exclamation • Command • Suffix • Tense (past, present) • Apostrophe (contractions and singular possession) • Verb / adverb • Commas for description • Speech marks (inverted commas) • Tenses: Present / Past continuous

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<p>Introduce use of headings, subheadings to organise information</p>	<p>Expanded noun phrases e.g. <i>bright, red bus, lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>		
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Year 3

Text structure	Sentence construction	Word structure/language	Punctuation	Terminology for children
<p>Consolidate: Year 2 list</p> <p>Introduce: Use of paragraphs as a way to group related material</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i></p> <p>Use of present perfect instead of simple past. <i>He has left his hat behind</i>, as opposed to <i>He left his hat behind.</i></p> <p>Fiction: Plan stories working from a 5-part plan</p> <p>Develop descriptions of character and setting in narrative</p>	<p>Consolidate: Year 2 list</p> <p>Introduce: Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can....</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</i></p>	<p>Consolidate: Year 2 list</p> <p>Introduce: Prepositions <i>Next to by the side of In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from</p>	<p>Consolidate: Year 2 list</p> <p>Introduce: Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials e.g. <i>Later that day, I heard the bad news.</i></p>	<p>Consolidate: Year 2 list</p> <ul style="list-style-type: none"> • Preposition • Conjunction • Word family • Prefix • Clause • Subordinate clause • Direct speech • Consonant • Vowel • Inverted commas (speech marks) • Relative clause • Relative pronoun • Imperative 'bossy verbs' • Colon for instructions

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<p>Non-fiction: Use heading and sub-headings to aid presentation Use diagrams and captions to present information</p>	<p>Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions</p> <p>Dialogue –powerful speech verb e.g. <i>“Hello,” she whispered</i></p> <p>ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i></p>	<p>prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>		
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Year 4

Text structure	Sentence construction	Word structure/language	Punctuation	Terminology for children
<p>Consolidate: Year 3 list</p> <p>Introduce: Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p> <p>Fiction: Develop planning stories working from a 5-part plan</p> <p>Develop detailed descriptions of character and setting in narrative</p> <p>Non-fiction: Develop use of a variety of text layouts appropriate to purpose (e.g. heading, subheadings, columns, bullets or tables, to structure text)</p>	<p>Consolidate: Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p>	<p>Consolidate: Year 3 list</p> <p>Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - could, should, would</p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive –s</p>	<p>Consolidate: Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line</p> <p>Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Fronted adverbial • Apostrophes to mark plural possession • Metaphor • Personification • Onomatopoeia • Rhetorical question

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	<p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p> <p>-‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in -‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i></p>	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>		
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Year 5

Text structure	Sentence construction	Word structure/language	Punctuation	Terminology
<p>Consolidate: Year 4 list</p> <p>Paragraphs - Consolidate use of linking ideas within and across paragraphs (cohesion) – adverbials for time, place, number, tense choices etc.</p> <p>Fiction: Maintain plot consistently working from plan</p> <p>Develop detailed descriptions of character and <u>atmosphere</u>, setting in narrative</p> <p>Non-fiction: Develop use a variety of text layouts appropriate to purpose (For example, heading, subheadings, columns, bullets or tables to structure text)</p>	<p>Consolidate: Year 4 list</p> <p>Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose or an omitted relative pronoun.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i></p>	<p>Consolidate: Year 4 list</p> <p>Introduce: Metaphor Personification Onomatopoeia</p> <p>Empty words <i>e.g. someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>Consolidate: Year 4 list</p> <p>Introduce: Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate: Year 4 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket • Dash • Cohesion • Ambiguity • Determiner • Colons • Ellipsis

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	<p>Elaboration of starters using adverbial phrases <i>e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause <i>e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p>			
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Year 6

Text structure	Sentence construction	Word structure/language	Punctuation	Terminology
<p>Consolidate: Year 5 list</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Fiction: Maintain plot consistently working from plan</p> <p>Secure development of characterisation and atmosphere, setting description</p> <p>Non-fiction: Secure use a variety of text layouts appropriate to purpose (For example, heading, subheadings, columns, bullets or tables to structure text)</p>	<p>Consolidate: Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences / subordinate clauses</p> <p>Introduce: Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p>	<p>Consolidate: Year 5 list</p> <p>Introduce: Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p>	<p>Consolidate: Year 5 list</p> <p>Introduce: Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Consolidate: Year 5 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis • Subjunctive

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	<p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>			
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