



Writing Progression Document

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Sentence and text structure	Write simple sentences which can be read by themselves & others.	Write clearly demarcated sentences. Use 'and' to join ideas. Use conjunctions to join sentences (e.g. so, but). Use standard forms of verbs, e.g. go/went.	<p>Write different kinds of sentence: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to add description & specification.</p> <p>Write using subordination (when, if, that, because) and coordination (or, and, but).</p> <p>Correct & consistent use of present tense & past tense. Correct use of verb tenses.</p>	<p>Use conjunctions (when, so, before, after, while, because).</p> <p>Use adverbs (e.g. then, next, soon).</p> <p>Use prepositions (e.g. before, after, during, in, because of).</p> <p>Experiment with adjectives to create impact.</p> <p>Correctly use verbs in 1st, 2nd & 3rd person.</p> <p>Use perfect form of verbs to mark relationships of time & cause.</p>	<p>Vary sentence structure, using different openers.</p> <p>Use adjectival phrases (e.g. biting cold wind).</p> <p>Use appropriate choice of noun or pronoun.</p> <p>Use fronted adverbials</p>	<p>Add phrases to make sentences more precise & detailed.</p> <p>Use range of sentence openers – judging the impact or effect needed.</p> <p>Begin to adapt sentence structure to text type.</p> <p>Use pronouns to avoid repetition.</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)</p>	<p>Use subordinate clauses to write complex sentences.</p> <p>Use passive voice where appropriate.</p> <p>Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</p> <p>Use a sentence structure and layout matched to requirements of text type.</p>
Punctuation	Use capital letters and full stops to demarcate sentences.	<p><u>Introduce use of:</u> capital letters full stops question marks exclamation marks</p> <p>Use capital letters for names & personal pronoun 'I'.</p> <p>Leave spaces between words.</p>	<p>Write with correct & consistent use of: capital letters full stops question marks exclamation marks</p> <p>Use commas in a list.</p> <p>Use apostrophe to mark omission and singular possession in nouns.</p>	Use inverted commas to punctuate direct speech.	<p>Use apostrophe for plural possession. Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).</p> <p>Use commas to mark clauses.</p> <p>Use inverted commas and other punctuation to punctuate direct speech.</p>	<p>Use the following to indicate parenthesis: Brackets Dashes comma</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Link clauses in sentences using a range of subordinating & coordinating conjunctions.</p>	<p>Use semi-colon, colon or dash to mark the boundary between independent clauses.</p> <p>Use colon to introduce a list & semi colon within a list.</p> <p>Use correct punctuation of bullet points.</p> <p>Use hyphens to avoid ambiguity.</p>

						Use verb phrases to create subtle differences (e.g. she began to run).	Use full range of punctuation mostly correctly matched to requirements of text type.
Paragraphing	Write demarcated sentences [as introduction to paragraphs]	Write a sequence of sentences to form a short narrative [as introduction to paragraphs].	Write under headings	Group ideas into basic paragraphs. Write under headings & sub-headings.	Use paragraphs to organise ideas around a theme. Use connecting adverbs to link paragraphs.	Consistently organise into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Use wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal change in time, scene, action, mood or person.
Spelling	Spell 40+ phonemes. CEW. Days of the week. Letters of alphabet in order.	Words containing each of the 40+ phonemes already taught Common exception words The days of the week Name the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: -s or -es as the plural prefix un- -ing, -ed, -er and -est where no change is needed in the spelling of root words Apply simple spelling rules and guidance, as listed in English appendix 1	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones CEW Learning to spell more words with contracted forms Learning the possessive apostrophe Distinguishing between homophones and near-homophones Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidance, as listed in English appendix 1	Use further prefixes and suffixes and understand how to add them - see English appendix 1 Spell further homophones Spell words that are often misspelt - see English appendix 1 Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused 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		
Handwriting	Use correct grip. Write name (correct upper & lower case). Use correct letter formation for familiar words.	Use correct formation of lower case – finishing in right place. Use correct formation of capital letters. Use correct formation of digits.	Write lower case letters correct size relative to one another. Show evidence of diagonal & horizontal strokes to join. Capital letters of correct size, orientation and consistency and relationship to one another and to lower case letters. Leave spacing between words that reflects the size of letters.	Increase legibility, consistency and fluency.	Write legibly, fluently and with increasing speed.		