



Lovers' Lane Primary and Nursery School

Writing Progression



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<p>Spell words by identifying sounds in them</p> <p>Representing sounds with a letter or letters</p>	<p>Regular plural noun suffixes –s or –es</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words</p> <p>Prefix un–</p>	<p>Compound words</p> <p>Suffixes: –er, –est, –ly, –less, –ful, –ment, –ness, –ing, –ed, –y</p>	<p>Prefixes: super–, anti–, auto–</p> <p>Correct use of ‘a’ or ‘an’ as determiners</p> <p>Word families [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Plural and possessive –s</p> <p>Standard English forms for verb inflections [we were instead of we was, or I did instead of I done]</p> <p>Synonyms and antonyms for effect</p>	<p>Convert nouns or adjectives into verbs using suffixes [–ate; –ise; –ify]</p> <p>Prefixes: dis–, de–, mis–, over– and re–</p>	<p>Vocabulary for formal and informal speech</p>
Sentence	<p>Introduction to how words can combine to make sentences</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using ‘and’</p>	<p>Subordinating conjunction: when, if, that, because</p> <p>Co-ordinating conjunctions: or, and, but</p> <p>Relationship between noun and adjective</p> <p>Expanded noun phrases</p> <p>Relationship between verb and adverbs</p> <p>Sentence structures: statement, question, exclamation & command</p>	<p>Conjunctions for time, place and cause [e.g. when, before, after, while, so, because]</p> <p>Adverbs for time, place and cause [e.g. then, next, soon, therefore],</p> <p>Prepositions for time, place, and cause [e.g. before, after, during, in, because of]</p> <p>Introduce fronted adverbials</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <u>the teacher expanded to: the strict maths teacher with curly hair</u>)</p> <p>Fronted adverbials</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 [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must]</p>	<p>Passive and active voice.</p> <p>Formal and informal speech [e.g. the use of question tags: He’s 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]</p>
Text	<p>Write simple captions, phrases and sentences</p>	<p>Sequencing sentences to form short narratives</p>	<p>Consistent use of present tense and past tense</p> <p>Use of the progressive form in the present and past tense</p>	<p>Introduction to paragraphs</p> <p>Layout devices: Headings and sub-headings</p> <p>Bullet points</p> <p>Use of the present perfect form of verbs instead of the simple past</p>	<p>Use of paragraphs to organise ideas</p> <p>Pronouns to aid cohesion and avoid repetition</p> <p>Layout devices: Columns</p>	<p>Devices to build cohesion within a paragraph [e.g. then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time, place, number [e.g. secondly] or tense choices</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, on the other hand, in contrast, as a consequence] and ellipsis</p>	<p>Revisit and secure prior learning</p>
Punctuation	<p>Introduction to capital letters, full stops</p> <p>Introduction to finger spaces</p>	<p>Finger spaces</p> <p>Capital letters, full stops, question marks and exclamation marks</p> <p>Capital letters for names</p> <p>Capital letter for the personal pronoun ‘I’</p>	<p>Use of capital letters, full stops, question marks and exclamation marks</p> <p>Commas to separate items in a list</p> <p>Apostrophes for omission [e.g. don’t]</p> <p>Apostrophes for singular possession in nouns [e.g., the girl’s name]</p>	<p>Speech: Introduction to inverted commas</p> <p>Use of the colon to introduce a list</p> <p>Use of bullet points in a list</p>	<p>Speech: Use of inverted commas, capital letter to open speech and end punctuation within inverted commas [e.g. “Sit down!” shouted the conductor]</p> <p>Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</p> <p>Use of commas after fronted adverbials</p>	<p>Speech: use a comma after the reporting clause [e.g. The conductor shouted, “Sit down!”]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Punctuation of bullet points to list information</p> <p>Use of semi-colons within lists</p>	<p>Use of the semi-colon, colon and dash</p> <p>How hyphens can be used to avoid ambiguity</p>
Terminology	<p>Fred talk, letters, full stops, special friends, capital letter, sounds, phrases, sentence</p>	<p>singular, plura, punctuation, full stop, question mark, exclamation mark, noun, proper noun</p>	<p>noun phrase, statement, question, exclamation, command, compound, suffix, prefix, adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>preposition, conjunction, word family, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas, omission, possession, colon, bullet points</p>	<p>determiner pronoun, possessive pronoun, adverbial, synonym, antonym</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity, reported speech, ellipsis, semi-colon</p>	<p>subject, object active, passive</p>



Lovers' Lane Primary and Nursery School

Writing Progression



The writing process	Transcription		Write from memory simple sentences dictated by the teacher that include words using the GPCs and CEWs taught so far.	write from memory simple sentences dictated by the teacher that include words using the GPCs, CEWs and punctuation taught so far.	write from memory compound sentences, dictated by the teacher, including word, sentence and punctuation learning taught so far.	write from memory compound and complex sentences, dictated by the teacher, including word, sentence and punctuation learning taught so far.		
	Planning for writing	Composing a sentence orally before writing it Composing a sentence orally before writing it (use of recording)	Composing a sentence orally before writing it	Plan or say out loud what they are going to write about	Discuss and record ideas Compose and rehearse sentences orally (including dialogue)	Discuss and record ideas Build a varied and rich vocabulary and an increasing range of sentence structures	Note and develop initial ideas	Note and develop initial ideas, drawing on reading and research where necessary
	Drafting writing	Write simple captions, phrases and sentences	Sequence sentences to form short narratives	Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence	Begin to organise paragraphs around a theme In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices (e.g. headings, subheadings & bullet points)	Organise paragraphs around a theme In narratives, create and describe settings, characters and plot In non-narrative material, use simple organisational devices (e.g. columns)	Select appropriate grammar and vocabulary In narratives, describing settings, characters and atmosphere and integrating dialogue to advance the action Precise longer passages Use a wide range of devices to build cohesion within and across paragraphs	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 Use a range of organisational and presentational devices to structure text and to guide the reader
	Editing writing	Discuss what they have written with the teacher Re-read what they have written to check that it makes sense	Discuss what they have written with the teacher Re-read what they have written to check that it makes sense	Evaluate their writing with the teacher and other pupils Re-read what they have written to check that it makes sense and that verbs to indicate time are used correctly and consistently, including the continuous form Proofread to check for sense and for errors in spelling and punctuation	Assess the effectiveness of their own writing Proofread for sense, spelling, grammar and punctuation errors Ensure the consistent use of tense throughout a piece of writing	Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Ensure the consistent and correct use of tense throughout a piece of writing Proofread for sense, spelling, grammar and punctuation errors	Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to vocabulary, grammar and punctuation to 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 Proofread for sense, spelling, grammar and punctuation errors	Assess the effectiveness of their own and others' writing and suggest 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 Proofread for sense, spelling, grammar and punctuation errors
	Performing writing	Read their writing aloud to the teacher	Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear	Read their own writing aloud to a group using appropriate intonation and controlling the tone so that the meaning is clear.	Read their own writing aloud to the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Apply prior learning to perform to a wider audience