



Writing Progression & Skills Document



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	<p>Full stop Lower case Capital letter</p>	<p>Capital letters Full stops Question marks Exclamation marks</p> <p>Separation of words with spaces.</p> <p>Capital letters for names and for the personal pronoun 'I'.</p>	<p>Capital letters, Full stops, question marks Exclamation marks.</p> <p>Commas (separate items in a list)</p> <p>Apostrophes (to mark where letters are missing in spelling and to mark singular possession in nouns).</p>	<p>All punctuation taught in KS1 plus:</p> <p>Inverted commas to punctuate direct speech.</p>	<p>Inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas – The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession.</p> <p>Commas after fronted adverbials.</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Commas to clarify meaning or avoid ambiguity.</p> <p>Beginning to use hyphens to avoid ambiguity.</p>	<p>Semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Bullet points to list information.</p> <p>Use of hyphens to avoid ambiguity [e.g., operate eating shark, contrasted with, man-eating shark or recover contrasted with re-cover].</p>
Nouns	<p>Nouns may form part of simple phrases and sentences that can be read by others (ELG).</p>	<p>Regular plural noun suffixes</p> <p>Regular plural noun suffixes –s or –es including the effect these suffixes have on the meaning of the nouns.</p>	<p>Noun, noun phrase</p> <p>E.g. tree = noun / the tree = noun phrase.</p>	<p>Nouns, which use a range of prefixes.</p> <p>Formation of nouns using a range of prefixes e.g. super, anti-, auto-, etc.</p>	<p>Pronoun, possessive pronoun</p>	<p>Relative Pronoun</p>	<p>How words are related by meaning as synonyms and antonyms</p>

Verbs

Verbs may form part of simple phrases and sentences that can be read by others.

Use **suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

Simple Present: I walk / He walks / They walk

Simple Past: I walked / He walked

Use of the **present** and **past tenses correctly and consistently**, including the **progressive form**.

Present Progressive (Continuous) I **am** walking / He **is** walking / They **are** walking

Past Progressive (Continuous) I **was** walking / He **was** walking / They **were** walking

Use of the **present perfect** form of **verbs** instead of the simple past.

Present Perfect He has gone out to play – contrasted with – He went out to play.

Standard English forms for **verb inflections** instead of local spoken forms.

Verb inflections

We **were** instead of we **was**, or *I did* instead of *I done*.

Using **modal verbs** to indicate degrees of possibility.

Modal verbs – indicating degrees of possibility [e.g. *might, should, could, will, must*].

Use of **verb prefixes** [e.g. –*ate, -ise, -ify*].

Use of **verb suffixes** [e.g. *dis-, de-, mis-, over- and re-*].

Recognising vocabulary and structures that are appropriate for formal speech and writing, including **subjunctive forms**.

Using **passive verbs** to affect the presentation of information in a sentence.

Subjunctive form

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [e.g. the use of subjunctive forms such as *If I were* or *Were they* to come in some very formal writing and speech.

Active and Passive Voice

Use of the passive to affect the presentation of information in a sentence [e.g. *I broke the window in the greenhouse (active) versus*

							The window in the greenhouse was broken by me (passive)].
Sentence Structure	<p>ELG: write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>How words can combine to make sentences.</p> <p>Joining words and joining clauses using 'and'.</p>	<p>Subordination (when, if, that, because)</p> <p>Coordination (or, and, but)</p> <p>Expanded noun phrases [e.g. 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 [e.g. when, before, after, while, so, because].</p> <p>Adverbs [e.g. then, next, soon, therefore].</p> <p>Prepositions [e.g. 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 [e.g., Later that day, I heard the bad news ...].</p>	<p>Relative clauses beginning with <i>who, which, where, when, whose</i> and <i>that</i> 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>Use of the passive to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse vs 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 [e.g. the use of question tags – <i>He is your friend, isn't he?</i> Or the use of subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech.</p>

Text Structure