



Writing Progression  
Document

## Composition

	Planning	Drafting - text level	Drafting - sentence/word level	Editing	Awareness of Audience
<b>E a r l y Y e a r s</b>	Express their ideas and feelings with support	Write basic sentences with finger spaces which can be read by others - mostly simple, but perhaps using 'but', 'and', 'so'.			
<b>Y e a r 1</b>	Say out loud what they are going to write about. Compose a sentence orally before writing it.	Sequence sentences for short narratives.	Start using compound sentences with 'and', 'but', 'or', 'so'. Use capital letters for names, places, days of the week, and the personal pronoun 'I'. Use full-stops and begin to use ? and !	Discuss what they have written with the teacher or other pupils. Reread their writing to check that it makes sense and to make changes with support.	See Reading Progression Grid.
<b>Y e a r 2</b>	Write down ideas and/or key words including new vocabulary. No longer needing to orally compose sentences before writing them.	Write: <ul style="list-style-type: none"> <li>• Fictional narratives</li> <li>• Real narratives (reports)</li> <li>• Other non-fiction texts (eg instructions, explanations)</li> <li>• Poetry.</li> </ul>	Use the present and past tense mostly correctly and consistently. Draft sentences with different forms: statement, question, exclamation and command. Use 'a'/'an' correctly on most occasions. Use expanded noun/verb phrases.	With support, make simple additions, revisions and corrections to their own writing, including spelling, punctuation grammar (eg tense)	Write for different purposes, with teacher direction.

			<p>Start using 'because', 'if', 'when'.          Use capital letters, full-stops, ? and ! to demarcate sentences.          Uses commas in lists; use apostrophes as in spelling progression.          Occasional use of more advanced punctuation, e.g. inverted commas and ellipsis for suspense</p>		
Year 3	<p>Begin to use ideas from modelled examples to plan their writing.</p>	<p>Begin to organise their writing into paragraphs around a theme.</p>	<p>Begin to use a wider range of tenses including progressives and perfects.          Use 'a'/'an' correctly throughout.          Use subordinate clauses using a wider range of conjunctions (e.g. 'since', 'while', 'after', 'before', 'until', 'although')          Introduce fronted adverbs and adverbials.          Use the full range of punctuation from previous year groups; occasional use of more advanced punctuation e.g. brackets, hyphen, colon to introduce bullet points.          Introduction to inverted commas for direct speech where the reporting clause is at the beginning or end.          Use commas for phrases e.g. after fronted adverbials.</p>	<p>Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p>	<p>Start to make conscious writing choices to engage the reader e.g. vocab/layout.</p>
Year 4	<p>Begin to use ideas from their own reading (with support)</p>	<p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures.          Consistently organise their writing into paragraphs around</p>	<p>Maintain an accurate tense throughout.          Encourage children to write more descriptive sentences (e.g. adverbials and expanded noun phrases).</p>	<p>Proofread their own work independently and start to proofread others' writing, correcting errors in grammar, punctuation and spelling and</p>	<p>Make choices and explain how their writing is designed to engage the reader.</p>

r 4		a theme to add cohesion and to aid the reader.	Use of subordinate clauses, sometimes fronted, using 'as', 'though' and 'even though'. Use formal coordinating conjunctions like 'yet', 'nor', 'for'. Start to use relative clauses. Uses commas for clauses. Use colons to introduce bullet points. Extend direct speech knowledge to include reporting clause in the middle of the sentence.	adding nouns/ pronouns for cohesion.	
Y e a r 5	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 (e.g. how authors have developed characters and settings in what pupils have read, listened to or seen performed).	Consistently link ideas across paragraphs.	Use a range of modal verbs (might, may, can, could, will, would, shall, should, ought, must). Start to use the passive voice. Use relative clauses beginning with a relative pronouns (in varied positions in the sentence). Use brackets and dashes. Use commas to clarify meaning or avoid ambiguity. Expand to include all direct speech punctuation (e.g. new speaker new line).	Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvement (e.g. cohesion)	Use genre, structure, organisation and layout for a range of audiences and purposes. Be able to explain their choices.
Y e a r 6	Make amendments and changes to plans before drafting	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs.	Creative use of tense, e.g. past tense form for present tense formality; present tense form for future tense meaning ('I am getting the bus next week...'); and present tense form for narrative storytelling. Use the subjunctive form in formal writing. Use semi-colons and colons for clauses.	Habitually proofread for spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance cohesion, tone and style.	Write effectively for a range of purposes and audiences, independently selecting the appropriate form. Distinguish between the language of speech and writing and to choose the appropriate level of formality. Select vocabulary and grammatical structures that

			<p>Use punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>Use commas for parenthesis (e.g. omitted relative pronoun in relative clauses).</p> <p>Expand to include creative direct speech punctuation (e.g. colons to introduce in newspapers, and interruptions in dialogue).</p>		<p>reflect what the writing requires (e.g. using contractions in dialogue, passive verbs, modality.)</p>
--	--	--	--	--	--

Vocabulary, Grammar and Punctuation				
	Sentence Structure and Tense	Use of Phrases and Clauses	Punctuation	Use of Terminology
<b>Early Years</b>	<p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>			
<b>Year 1</b>	<p>Use simple sentence structures.</p>	<p>Use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>Begin to form simple compound sentences.</p>	<p>Use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>Use full stops to end sentences.</p> <p>Begin to use question marks and exclamation marks.</p> <p>Separation of words with spaces.</p>	<p>Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>

<p><b>Year 2</b></p>	<p>Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation, command. Use some features of written Standard English.</p>	<p>Use co-ordination (or/and/but). Use some subordination (when/if/that/because). Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>Use capital letters, full stops and exclamation marks to demarcate sentences. Use commas to separate items in a list. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p>Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>
<p><b>Year 3</b></p>	<p>Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. Use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. Use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>Use the full range of punctuation from previous year groups. Introduction to inverted commas to punctuate direct speech.</p>	<p>Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>
<p><b>Year 4</b></p>	<p>Always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done</p>	<p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>Use inverted commas and other punctuation to indicate direct speech. Use apostrophes to mark plural possession. Use commas after fronted adverbials.</p>	<p>Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>

<p><b>Year 5</b></p>	<p>Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Ensure the consistent and correct use of tense throughout all pieces of writing</p>	<p>Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>Use brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity.</p>	<p>Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>
<p><b>Year 6</b></p>	<p>Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>	<p>Use the subjunctive form in formal writing. Use the perfect form of verbs to mark relationships of time and cause. Use the passive voice.</p>	<p>Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	<p>Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>