



# Writing Progression in Mastery: Year 1 to Year 6

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Grammar - Word</b></p>	<p>Use plural noun suffixes -s and -es</p> <p>Add suffixes to verbs where no change is needed to the root</p> <p>Change the meaning of verbs and adjectives by adding prefix un</p>	<p>Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and <i>-by</i> by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant</p>	<p>Recognise the grammatical difference between plural and possessive <i>-s</i></p> <p>Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>
<p><b>Grammar - Sentence</b></p> <p><b>Cohesion: Detail</b></p>		<p>Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p>		<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p>	<p>Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p>	

<p><b>Grammar - sentence</b></p> <p><b>Cohesion: Varying sentence types</b></p>	<p>Combine words to make sentences</p> <p>Leave spaces between words</p> <p>Join words and clauses using <i>and</i></p> <p>Sequence sentences to form short narratives</p>	<p>Use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>	<p>Express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></p>	<p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p>	
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NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Grammar</b></p> <p><b>Cohesion: Paragraph</b></p>			<p>Group related ideas into paragraphs</p> <p>Use headings and sub headings to aid presentation</p>	<p>Use paragraphs to organise ideas around a theme</p>	<p>Organise paragraphs around a theme with a focus on more complex narrative structures</p>	<p>Use layout devices</p>
<p><b>Grammar</b></p> <p><b>Cohesion: Within paragraphs</b></p>			<p>Expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p> <p>Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</p>	<p>Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p>	

<p><b>Grammar</b></p> <p><b>Cohesion: Between paragraphs</b></p>			<p>Expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p>	<p>Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]</p>
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<p><b>Grammar</b></p> <p><b>Cohesion: Tenses</b></p>		<p>Use present and past tenses correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>		<p>Link ideas using tense choices</p> <p>Use modal verbs [for example, <i>might, should, will, must</i>] or adverbs [for example, <i>perhaps, surely</i>] to indicate degrees of possibility</p>	<p>Use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>Use subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech</p>

<p><b>Grammar - Punctuation</b></p>	<p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Use inverted commas to punctuate direct speech</p>	<p>Use commas after fronted adverbials</p> <p>Indicate apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p>	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>it's raining; I'm fed up</i>]</p> <p>Use the colon to introduce a list and use semi-colons within lists</p> <p>Punctuate bullet points consistently</p> <p>Use hyphens to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
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NC Focus	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<p><b>Writing composition</b></p>	<p><u>Write sentences:</u> Say out loud what is going to be written about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read and check sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher</p>	<p><u>Develop positive attitudes towards and stamina for writing:</u> Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u> Evaluate writing with the teacher and other pupils</p> <p>Re-read to check sense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p>	<p><u>Plan writing:</u> Plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>Discuss and record ideas</p> <p><u>Draft and write:</u> Compose and rehearse sentences orally Build a varied and rich vocabulary</p> <p>Build an increasing range of sentence structures</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative use simple organisational devices such as heading, sub-headings</p> <p><u>Evaluate and edit:</u> Assess the effectiveness of own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Plan writing:</u> Identify the audience for and purpose of writing</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p><u>Draft and write:</u> Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Précis longer passages</p> <p>Use a wide range of devices to build cohesion</p> <p>Use organisational and presentational devices</p> <p><u>Evaluate and edit:</u> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use consistent and correct tense</p> <p>Subject and verb agreement when using singular and plurals</p> <p>Distinguish between the language of speech and writing</p> <p>Choose the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>