English Writing Progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Minimum expectations	Continue to apply previously taught skills.	Continue to apply previously taught skills.	Continue to apply previously taught skills.	Continue to apply previously taught skills.	Continue to apply previously taught skills.	Continue to apply previously taught skills.
Planning to Write						
Compose a phrase or sentence orally before writing it.	Write sentences by saying out loud what they are going to write about.

Write sentences by composing a sentence orally before writing it. | Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.

Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.

Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. | Plan their writing by discussing and recording ideas. | Plan their writing by discussing writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar. | Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary (evidence)

Identifying the audience for and purpose of the writing, selecting language that shows good awareness of the reader.

In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. | 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. |

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Drafting and Writing						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understand the Reception grammatical terminology and use when discussing their writing: - word - sentence - segment - phoneme - grapheme - digraph	Understand the Year 1 grammatical terminology and use when discussing their writing: - letter - capital letter - word - singular - plural - sentence - punctuation - full stop - question mark - exclamation mark - phoneme - grapheme - Digraph - Trigraph - Verb - adjective	Understand the Year 2 grammatical terminology and use when discussing their writing: - noun - noun phrase - statement - question - exclamation - command - compound - suffix - adjective - adverb - verb - tense (past, present) - apostrophe, comma	Understand the Year 3 grammatical terminology and use when discussing their writing: - adverb - preposition - conjunction - fronted adverbial phrase - word family - prefix - clause - subordinate clause - direct speech, consonant - consonant letter vowel vowel letter - inverted commas (or 'speech marks') - bullet points	Understand the Year 4 grammatical terminology and use when discussing their writing: - determiner - pronoun - possessive pronoun - adverbial	Understand the Year 5 grammatical terminology and use when discussing their writing: - modal verb - relative pronoun - relative clause - parenthesis - bracket - dash - cohesion - ambiguity - synonym - antonym - hyphen - colon - semi-colon	Understand the Year 5 grammatical terminology and use when discussing their writing: - subject - object - active - passive - Ellipsis - Subjunctive form
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. Write simple phrases and sentences that	Sequence sentences to form short narratives.	Develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes	Composing and rehearsing sentences orally (including dialogue). Organise paragraphs around a theme e.g. paragraphs to reflect the general	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (using the VGP outlined) Use paragraphs for a variety of purposes e.g. change in time,	Write effectively for a range of purposes and audiences, selecting grammar and language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Draft and write by selecting	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Use paragraphs for impact and effect e.g. dramatic effect, length of

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can be read by others.			structure of a story (opening, build-up, dilemma, resolution and ending) and paragraphs to group similar information in a non-fiction text. In narratives, creating settings, characters and plot. Examples include: •creates a plot for stories e.g. opening, dilemma/conflict/problem, resolution, ending •end texts effectively •uses some detail in the description of settings or characters e.g. expanded noun phrases for impact. •begins to use figurative language, such as similes, metaphors and personification.	person, topic, place. In narratives, creating settings, characters and plot. Examples include: •creates and sequences events clearly (plot) and shows how one event leads to another using appropriate conjunctions and adverbials (cohesion). •develops mood and atmosphere using a range of vocabulary, including figurative language (similes, metaphors,	appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning for the intended impact e.g. to shock. Use paragraphs for a variety of purposes with control and discuss the use of paragraphs for impact and effect. Recognise and begin to use vocabulary and structures that are appropriate for informal and formal speech and writing. In narratives, describing settings, characters and atmosphere and integrating dialogue in	paragraph, pace of change. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character (e.g. more subtle examples through show not tell) and advance the action. Linking ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.

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			In non-narrative material, use simple organisational devices including numbered lists, bullet points, headings and sub-headings. Discuss different poetic forms e.g. haikus, rhymes, free-verse and begin to imitate these styles in their own writing.	personification), and sentence structures for effect on audience (e.g. short sentences for impact). •includes descriptive detail to evoke a setting and make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including simile, metaphor and personification. •includes detailed character descriptions within narratives through narration and dialogue. •uses a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity e.g. appropriate pronoun or noun to	narratives to convey character e.g. choice of adverbs, choice of verbs (bawled, whimpered). Using a range of devices to build cohesion within paragraphs e.g. conjunctions, adverbials of time and place, pronouns to avoid repetition, synonyms, relative clauses, parenthesis for clarity, concise noun phrases, revisiting themes. Linking ideas across paragraphs using adverbials of time e.g. *later*, place e.g. *nearby*, number e.g. *secondly* or tense choices e.g. he had seen her before.	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). Précising longer passages.

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				avoid repetition and adverbs to express time or cause. Discuss different poetic forms and specific language choices (e.g. figurative language) and begin to use these to write poetry.	Use further organisational and presentational devices to structure text and to aid conciseness and guide the reader [for example, headings, bullet points, underlining, numbering, bold text and italics]	
VGP to be taught and applied across all relevant contexts (see genre progression)						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Begin to use full stops and capital letters. Begin to leave spaces between words.	Join words to make sentences. Join clauses using 'and'. Punctuate sentences correctly using a capital letter and a full stop, question	Continue to punctuate sentences correctly using full stops and capital letters. Punctuate correctly using exclamation marks, question marks, commas correctly for lists and use apostrophes correctly for	Ensure appropriate choice of nouns and pronouns to ensure consistency. Write sentences with more than one clause, using coordinating and subordinating conjunctions accurately, including when,	Choose nouns and pronouns appropriately within and across sentences to aid cohesion and to avoid repetition Extend the range of sentences using multi-clause sentences (coordinating and subordinating	Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely. Use modal verbs (e.g. might, should, will, must) or	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens, speech punctuation) and, when necessary, use such punctuation precisely to enhance meaning

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mark or exclamation mark.

Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.

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

How the prefix un– changes the meaning of verbs and adjectives | contracted forms and the Possessive in nouns (singular).

Understand (through grammatical patterns) and use sentences with different forms: statement, question, exclamation, command.

Expanded noun phrases to describe and specify [for example, the blue butterfly].

The use present and past tenses correctly and consistently.

The use of the progressive form of verbs in the present and past tense to mark actions in | before, after, while, so, because.

Use the present perfect form of verbs instead of the simple past (for example, He has gone out to play instead of He went out to play).

Use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore) and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to express time, place and cause.

Use expanded noun phrases to describe, specify (the blue butterfly) as well as | conjunctions) as well as vary the position of clauses within sentences e.g. moving the subordinate clause at the beginning, middle or end.

Use conjunctions (e.g. because, when, before, after, while, even so), adverbs (e.g. often, quickly, very, then next, soon, therefore) and prepositions (e.g. next to, before, during, after, in, because of, underneath, with) to not only add detail but for cohesion.

Use standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of | adverbs (e.g. perhaps, surely) to indicate degrees of possibility.

Use relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun.

Use verb tenses consistently and correctly throughout their writing.

Ensuring the consistent and correct use of tense throughout a piece of writing.

Ensuring correct subject and verb agreement when using singular and plural. | and avoid ambiguity.

Distinguishing between the language of speech (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) and writing and choosing the appropriate register.

Exercise an assured and conscious control over levels of formality (including the use of question tags; *He's your friend, isn't he?* and subjunctive forms such as *if I were* or *were they to come*-), particularly through manipulating |

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	[negation, for example, unkind, or undoing: untie the boat]	progress [for example, she is drumming, he was shouting]. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less. Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.	for impact e.g. he had a gaunt face and lifeless eyes. Use inverted commas to punctuate direct speech. Securely use apostrophes for contractions and singular possession, and begin to use apostrophes with plural nouns e.g. the girls' names Use and understand word families based on common words, showing how words are related in form and meaning e.g. *solve, solution, solver, dissolve, insoluble*. Form nouns using a range of prefixes e.g. super-, auto-.	'we was', or 'I did' instead of 'I done'. Use 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*'. Use fronted adverbials and uses commas to separate them from the rest of the sentence e.g. *Later that day, I heard the bad news* Use inverted commas and other punctuation to indicate direct speech e.g. comma after the reporting clause; end with inverted commas: The	Use a range of punctuation correctly and accurately including: 💬 - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - using semi-colons within lists - punctuate correctly when using bullet points to list information - using commas to clarify meaning or avoid	grammar and vocabulary to achieve this. To understand the relationship between synonyms and antonyms and use them effectively within my writing to strengthen intended impact e.g. the specific description used to convey character.

nishkamprimaryschool

birmingham

Faith-Inspired

Virtues-led

Aspiring for
Excellence

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		Use apostrophes for contractions and singular possession in nouns (for example, the girl's name).	Use a or an correctly according to the beginning sound of the noun that follows.	conductror shouted, "Sit down!" Use a new line for a new speaker when writing direct speech. Use securely, apostrophes for possession with plural nouns e.g. The girls' names. Use -s accurately for plural and possessive e.g. The boys…, boys' bikes, The boy's bike.	ambiguity in writing - using hyphens to avoid ambiguity in writing e.g. man eating shark versus man-eating shark, or recover versus re-cover. Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify. Use verb prefixes e.g. dis-, de-, mis-, over- and re-. To understand the relationship between synonyms and antonyms and use them effectively within my writing	

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Evaluating and Editing						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Begin to re-read what they have written to check that it makes sense.	Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] reading aloud what they have written	Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proof-reading for spelling and punctuation errors in their own work. - ensuring the correct pronouns, person and vocabulary choices are consistent e.g. adjectives for a villain consistently show that they are evil. - reading aloud their own writing, to a group or the whole class,	Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements against the intended impact. - proof-reading for Y4 spelling and punctuation errors in their own and other's writing. - proposing changes to grammar and vocabulary to improve consistency (pronouns, person and vocabulary choices). - reading aloud their own	Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to achieve the impact and justify their choices. - proof-reading for Y5 spelling and punctuation errors in my own and other's writing. - performing their own compositions, using appropriate intonation, volume, and movement so	Evaluate and edit by: - assessing the effectiveness of their own and others' writing by identifying language and grammar choices that show good awareness of the reader and achievement of impact. - proposing changes to vocabulary, grammar and punctuation to enhance impact, clarify meaning and improve cohesion within and across paragraphs. - proof-reading for Y6 spelling and

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		with appropriate intonation to make the meaning clear.	using appropriate intonation.	writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the impact and meaning is clear to the audience.	that meaning is clear.	punctuation errors in my own and other's writing.