# Shotley Bridge Primary School

## Writing Progression Grid

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Word Structure** | Content to be introduced:<br><br>· regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)<br><br>· suffixes that can be added to verbs (e.g. helping, helped, helper)<br><br>· how the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) | Content to be introduced:<br><br>· formation of nouns using suffixes such as -ness, -er<br><br>· compound nouns<br><br>· formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix)<br><br>· use of the suffixes -er and -est to form comparisons of adjectives and adverbs<br><br>· the use of -ly to turn adjectives into adverbs | Content to be introduced:<br><br>· formation of nouns using a range of prefixes, such as super-, anti-, auto-<br><br>· use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)<br><br>· word families based on common words | Content to be introduced:<br><br>· the grammatical difference between plural and possessive –s<br><br>· standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) | Content to be introduced:<br><br>· converting nouns or adjectives into verbs using suffixes (e.g.-ate, -ise, -ify)<br><br>· verb prefixes (e.g. dis-, de-, mis-, over- and re-) | Content to be introduced:<br><br>· the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter)<br><br>· how words are related by meaning as synonyms and antonyms (e.g. big, large, little) |

| Sentence Structure | Content to be introduced: | Content to be introduced: | Content to be introduced: | Content to be introduced: | Content to be introduced: | Content to be introduced: |
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| | · how words can combine to make sentences<br><br>· how and can join words and join sentences<br><br>· joining words and joining clauses using and | · subordination (using when, if, that, because) and co-ordination (using or, and, or but)<br><br>· expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)<br><br>· sentences with different<br>· forms: statement,  question, exclamation, command | · expressing time, place and cause using:<br>-conjunctions (e.g. when, before, after, while, so, because)<br>-adverbs (e.g. then, next, soon, therefore)<br>-or prepositions (e.g. before, after, during, in, because of)<br><br>· Use a or an before a word begins with a consonant or vowel<br><br>· Use main and subordinate clauses and recognise the difference<br><br>· Use pronouns to avoid repetition. Eg he, she, they | · fronted adverbials<br><br>· use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)<br><br>· 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)<br><br>· extend the range of sentences with more than one clause by using a wider range of conjunctions, including co-ordinating and subordinating<br><br>· Use subordinate clauses which are correctly punctuated using commas. Eg, While he was sleeping, a curious thing happened.<br><br>· Use and recognise determiners within in a sentence | · relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun<br><br>· indicating degrees of possibility using modal verbs (e.g. might, should, will, must)<br><br>· indicating degrees of possibility using adverbs (e.g. perhaps, surely)<br><br>· use a wide range of simple, compound and complex sentences punctuated accurately.<br><br>· ensure correct subject and  verb agreement when using singular and plural.<br><br>· use adverbials to describe when, where and how.<br>use expanded noun phrases including the use of prepositional phrases. | · use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)).<br>· the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech)<br>use adverbs (when, where, how, how often, how much), preposition phrases and expanded noun phrases effectively to add detail and precision |

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| **Text Structure** | Content to be introduced:<br>· sequencing sentences to form short narratives | Content to be introduced:<br>· the consistent use of present tense versus past tense throughout texts<br>· use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) | Content to be introduced:<br>· introduction to paragraphs as a way to group related material<br>· headings and sub-headings to aid presentation<br>· use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play) | Content to be introduced:<br>· use of paragraphs to organise ideas around a theme<br>· appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition<br>use a range of verb forms – simple past/present, -progressive, -Perfect | Content to be introduced:<br>· linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)<br>use a wide range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials, pronouns, synonyms, ellipsis.)<br>use the correct tense throughout a piece of writing and use different verb forms accurately including, simple, progressive and perfect tense.<br>use some organisational and presentational devices to structure text and to guide the reader (e.g. subheadings and bullet points.) | Content to be introduced:<br>· linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis<br>· layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text<br>use verb tenses consistently and correctly throughout my writing<br>choose words and grammar 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) |
| **Punctuation** | Content to be introduced:<br>· separation of words with spaces<br>· introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences<br>· capital letters for names of people, places, days of the week and for the personal pronoun I | Content to be introduced:<br>· capital letters, full stops, question marks and exclamation marks to demarcate sentences<br>· commas to separate items in a list<br>· apostrophes to mark contracted forms in spelling<br>· apostrophes to mark singular possessions in nouns | Content to be introduced:<br>· introduction to inverted commas to punctuate direct speech<br>·apostrophe for singular possession | Content to be introduced:<br>· use of 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!")<br>· apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names) | Content to be introduced:<br>· brackets, dashes or commas to indicate parenthesis<br>· use of commas to clarify meaning or avoid ambiguity<br>· use semi-colons and colons accurately in a list. | Content to be introduced:<br>· use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)<br>· use of the colon to introduce a list and use of semi-colons within lists<br>· punctuation of bullet points to list information<br>· how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover) |

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| **Terminology** | Terminology to be introduced:<br>· word<br>· sentence<br>· letter<br>· capital letter<br>· full stop<br>· punctuation<br>· singular<br>· plural<br>· question mark<br>· exclamation mark | Terminology to be introduced:<br>· verb<br>· tense (past, present)<br>· adjective<br>· noun<br>· noun phrase<br>· adverb<br>· statement<br>· question<br>· exclamation<br>· command<br>· apostrophe<br>· comma<br>· compound<br>· suffix | Terminology to be introduced:<br>· word family<br>· conjunction<br>· adverb<br>· preposition<br>· direct speech<br>· inverted commas<br>· prefix<br>· consonant<br>· vowel<br>· clause<br>· subordinate clause | Terminology to be introduced:<br>· pronoun<br>· possessive pronoun<br>· adverbial<br>· determiner | Terminology to be introduced:<br>· relative clause<br>· modal verb<br>· relative pronoun<br>· parenthesis<br>· bracket<br>· dash<br>· cohesion<br>· ambiguity | Terminology to be introduced:<br>· active and passive voice<br>· subject and object<br>· hyphen<br>· synonym<br>· antonym<br>· colon<br>· semi-colon<br>· bullet points<br>· ellipsis |
| **Transcription** | · Form lower-case letters in the correct direction, starting and finishing in the right place<br><br>· Form capital letters<br><br>· Form digits 0-9 correctly.<br><br>· Finger spaces left between words. | · Use spacing between words that reflects the size of the letters.<br><br>· Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters<br><br>· Use the diagonal and horizontal strokes needed to join some letters. | · Use joined up handwriting with more confidence. | · Consistently use joined handwriting. | · Produce legible joined handwriting fluently with increased speed. | · Maintain neat, clear and joined handwriting when writing at speed. |
| **Audience, Purpose and Structure** | · Write simple narratives and retellings told/written in first or third person. These simple narratives are told/ written in past tense<br><br>· Events are sequenced<br><br>· 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing<br><br>· Begin to write for different purposes: narratives, poetry, instructions, letter. | · Write for different purposes with an awareness of an increased amount of fiction and non-fiction.<br><br>· Write about real events, recording these simply and clearly.<br><br>· Write simple, coherent narratives about personal experiences and those of others (real or fictional).<br><br>· Write for a range of purposes. | · Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write to in order to understand and learn from its structure, vocabulary and grammar.<br><br>· Use the structure of a wider range of text types<br><br>· Create simple settings, characters and a basic plot in narrative, using some direct speech<br><br>· Begin to use dialogue to convey a character | · Write a range of narratives and non-fiction pieces using consistent and appropriate structure (including genre-specific layout devices eg: text boxes, bullet points...)<br><br>· Write a range of narratives that are well-structured and well-paced<br><br>· Create details settings, characters and plot in narratives to engage the reader and add atmosphere.<br><br>· Use dialogue to convey a character and to start to advance the action. | · Identify the audience and purpose for a piece of writing.<br><br>· Produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.<br><br>· Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.<br><br>· Use dialogue to convey a character and to advance the action. | · Write for a range of purposes and audiences, selecting 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)<br><br>· Distinguish between the language of speech and writing and to choose the appropriate level of formality.<br><br>· Select vocabulary and grammatical structures that reflect what the writing requires (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). |

| Contexts for Writing | Fiction: | Fiction: | Fiction: | Fiction: | Fiction: | Fiction: |
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| | · Writing to entertain- Narrative<br>· Writing to entertain- Character Description<br>· Writing to entertain- Poetry (acrostic, xxx, xxx)<br><br>Non-Fiction:<br>· Writing to inform- Labels/lists<br>· Writing to inform- Fact File<br>· Writing to inform- Recount<br>· Writing to inform- instructions<br>· Writing to inform/entertain- letter/postcard<br>· Writing to inform- Recount<br><br>· Writing to Persuade: Poster | · Writing to entertain: Character Description<br>· Writing to entertain: Setting description<br>· Writing to entertain: Narrative (3 part)<br>· Writing to entertain: Adventure story<br>· Writing to entertain – Poetry (shape poems, repeated pattern poems, rhyming poems)<br><br>Non-Fiction:<br>· Writing to inform: Informal letter<br>· Writing to inform: Newspaper Report<br>· Writing to inform: Recount<br>· Writing to inform:        Diary<br>· Writing to inform: Non-Chronological Report<br>· Writing to inform: Instructions<br>· Writing to inform: Information Leaflet<br><br>· Writing to Persuade: Poster | · Writing to entertain: Setting description<br>· Writing to entertain: Character description<br>· Writing to entertain: Narrative (3 part)<br>· Writing to entertain: Dialogue<br>· Writing to entertain: Recount<br>· Writing to entertain: Poetry (kennings, quatrains, classic poetry)<br><br>Non-Fiction:<br>· Writing to inform: Instructions<br>· Writing to inform: Diary entry<br>· Writing to inform: Recount<br>· Writing to inform: Biography<br>· Writing to inform: Non-Chronological report<br>· Writing to inform: Newspaper report<br><br>· Writing to Persuade: Persuasive letter | · Writing to entertain: Setting description<br>· Writing to entertain: Character description<br>· Writing to entertain: 5-part narrative<br>· Writing to entertain: Playscript<br>· Writing to entertain: Poetry (haiku, figurative language, simile/metaphor)<br><br>Non-Fiction:<br>· Writing to inform: Diary entry<br>· Writing to inform: Biography<br>· Writing to Inform: Informal Letter<br>· Writing to inform: Non-Chronological report<br>· Writing to inform: Newspaper report<br>· Writing to Inform: Biography<br>· Writing to Inform: Explanation Text<br><br>· Writing to Persuade: Persuasive advert<br>· Writing to Persuade: Persuasive speech<br>· Writing to Persuade: Persuasive brochure | · Writing to entertain: Setting description<br>· Writing to entertain: Character description<br>· Writing to entertain: 5-part narrative<br>· Writing to entertain: Suspenseful narrative<br>· Writing to entertain: Poetry (classic poetry, tanka, nonsense poems)<br><br>Non-Fiction:<br>· Writing to inform: Diary entry<br>· Writing to inform: Explanation text<br>· Writing to inform: Non-Chronological report<br>· Writing to inform: Newspaper report<br>· Writing to Inform: Biography<br><br>· Writing to Persuade: Persuasive brochure<br>· Writing to Persuade: Persuasive letter<br><br>· Writing to Discuss: Balanced Argument | · Writing to entertain: Blog posts/postcards<br>· Writing to entertain: Setting description<br>· Writing to entertain: Twisted tale (narrative)<br>· Writing to entertain: 5-part narrative<br>· Writing to entertain: Suspenseful narrative<br>· Writing to entertain: Poetry (reverse, narrative, range of poetry)<br><br>Non-Fiction:<br>· Writing to  Inform: Informal Letter<br>· Writing to inform: Non-Chronological report<br>· Writing to inform: Newspaper report<br>· Writing to Inform: Biography<br>· Writing to inform: Diary entry<br>· Writing to inform: Explanation<br><br>· Writing to Persuade: Persuasive brochure<br>· Writing to Persuade: Persuasive speech<br><br>· Writing to Discuss: Biased Argument |
| Editing and Improving | · Re-reading what they have written to check that it makes sense.<br><br>· Discuss what they have written with the teacher and other pupils. | · Evaluate their writing with the teacher and other pupils.<br><br>· Re-read to check that their writing makes sentence and that verbs are used correctly and consistently.<br><br>· Make simple additions, revisions and proof-reading corrections to their own writing. | · Assess the effectiveness of their own and other's writing suggesting improvements.<br><br>· Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.<br><br>· Proof-read for spelling and punctuation errors | | · Assess the effectiveness of their own and others' writing.<br><br>· Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.<br><br>· Ensure that consistent and correct use of tense throughout a piece of writing.<br><br>· Ensure correct subject and very agreement when using singular and plural.<br><br>· Proof-read for spelling and punctuation errors. | |