

St. Mary's Catholic Primary School  
Whole School Progression in Writing



WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION							
		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sentence Structure</b>	Write simple sentences that can be read by themselves and others.	<p>To understand how words can combine to make sentences.</p> <p>To join words and sentences using and.</p>	<p>To use co-ordination (or/and/but). To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p>	<p>To express time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of)</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases (e.g., the teacher expanded to: the strict maths teacher with the curly hair).</p> <p>To use fronted adverbials (e.g. <u>Later that day</u>, I heard bad news).</p> <p>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>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.</p> <p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p>	<p>To use the passive voice to affect the presentation of information in a sentence.</p> <p>To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If <u>I were</u> or <u>Were they</u> to come in some very formal writing and speech]</i></p>

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<b>Text Structure</b>	<p>To sequence sentences to form short narratives.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To use the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p>To start using paragraphs as a way to group related material.</p> <p>To use headings and sub-headings to aid presentations.</p> <p>To use 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.)</p>	<p>To use paragraphs to organise ideas around a theme.</p> <p>To ensure appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>To use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>To link ideas across paragraphs using time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p>	<p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis.</p> <p>To use layout devices such as headings, sub-headings, columns, bullets, tables, to structure text.</p>
	<b>Punctuation</b>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>-capital letters, full stops, question marks and exclamation marks;</li> <li>-commas to separate lists;</li> <li>-apostrophes to mark singular possession and contractions.</li> </ul>	<p>To begin to use inverted commas to punctuate direct speech.</p>	<p>To use inverted commas and other punctuation to indicate direct speech.</p> <p>To use apostrophes to mark plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>

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		To begin to use question marks and exclamation marks.			To use commas after fronted adverbials.		To punctuate bullet points to list information.  To understand how hyphens can be used to avoid ambiguity.
<b>Terminology</b>		To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To 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).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.