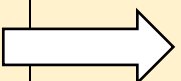
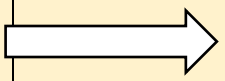
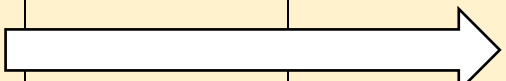
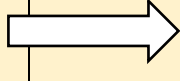
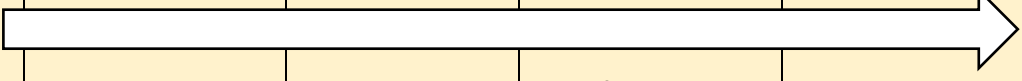
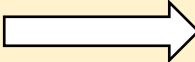



Progression in writing knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using tenses	Use past, present and future forms accurately when <b>talking</b> about events that have happened or are to happen in the future	Orally use past, present and future forms.	 <p>Correct choice and consistent use of present and past tense throughout writing.</p> 		Use standard verb forms e.g. <b>We were NOT we was, I did NOT I done</b>	 <p>Use of modal verbs; '<i>would have noticed</i>', '<i>she will reach safety</i>' '<i>she would be back</i>' (<i>can, might, should, could, would, ought, shall, must</i>)</p> <p>Use of past perfect as a cohesive device '<i>she had calculated</i>', '<i>she had only found</i>'</p> 	<p>Use of passive form '<i>she was cut off</i>', '<i>she was hurled back against the rock</i>', '<i>covered at once by the sea.</i>'</p> <p><b>Y6 GDS</b> – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense), '<i>She would be back, she insisted, when she had finished collecting enough shells</i>'. '<i>She would have noticed the white horses gathering out at sea</i>'</p>
Present tense			Use simple present tense for actions happening now, ' <i>I eat my tea. He eats his tea.</i> '			Use of present perfect with modals, ' <i>We could have done that</i> '	

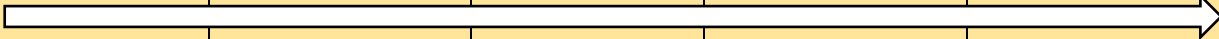
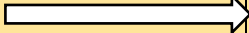

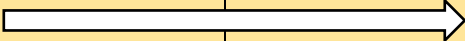
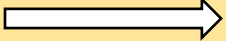
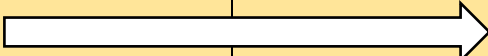
			Use present progressive tense for ongoing actions happening now, <i>'I am eating my tea. They were eating their tea.'</i>			<i>earlier. I should have finished.'</i>	
<b>Past tense</b>			Use simple past tense for actions that have been completed, <i>'I ate my tea. He ate his tea.'</i>  Use past progressive tense for ongoing actions in the past, <i>'I was eating my tea. They were eating their tea.'</i>	Use the present perfect to write about events in the past that are relevant now, <i>'I have eaten my tea. She has seen her before. I have been here before.'</i>		Use of the past perfect tense to link back to previous events, <i>'She had seen her before.'</i>	The present and past perfect tense can be used to write more formally.
<b>Noun phrases</b>	Simple sentences <i>'the cloud'</i>	Joining clauses using 'and' <i>'the shells and the rocks'</i>	Write expanded noun phrases using adjectives e.g. <i>the ball the blue ball the shiny, blue ball</i>	Provide detail with preposition phrases <i>'the white horses gathering out at sea'</i>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases <i>'the dark grey bank of cloud rolling in from the Atlantic'. 'The blue ball with</i>	Add detail using relative clauses <i>'the winding track that would take her up to the cliff path and safety' 'the sea, sucked back into the Atlantic for a brief moment, revealed...'</i>	Expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity) <i>'beast-like waves pounded the sharp-edged rocks below the surface of the ocean'</i>

				Provide detail with prepositions, conjunctions or adverbs – say ‘when’, ‘where’ and ‘how’	<i>red stripes... the bouncy ball under the bed.’</i>		<b>Y6 GDS:</b> selection of e.g. literary language; exercise control over formality by manipulating vocabulary
<b>Vocabulary</b>	Use vocabulary linked to experiences  Extend vocabulary in imaginative ways  Develop and broaden vocabulary when reading	Use new vocabulary from their reading (e.g. nouns and adjectives)	Build a varied and rich vocabulary e.g. adverbs, conjunctions and prepositions  Use new vocabulary from their reading.	Build a varied and rich vocabulary e.g. choice of appropriate nouns (and related synonyms)	Selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning	Selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning	More formal vocabulary e.g. go in – enter; use of hyphens re-cover / recover or man eating / man-eating Precise use of vocabulary Possible use of literary language <b>Y6 GDS:</b> precise use of vocabulary (verbs, nouns, adverbs); literary language
<b>Developing paragraphing</b>	Orally develop own narratives and explanations by connecting ideas and events	Sequence sentences to form short narratives		<b>Begin</b> to use paragraphs that are group related ideas (linked to sub-headings appropriately in nonfiction); use conjunctions, adverbs and prepositions to provide information about ‘when’ ‘where’ and ‘how’ things happen	Paragraphs are used to <b>organise</b> ideas (detail provided by noun phrases) around a theme; cohesion <b>within</b> paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition	Use a wide range of devices to build cohesion <b>within</b> a paragraph (e.g. adverbs then, at last, later) and <b>link ideas across paragraphs</b> using adverbials of time, place and number or tense choices ‘had’	Use a <b>wider range</b> of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials such as on the other hand, in contrast or as a consequence) and ellipsis; different layout devices are used to structure text in non-fiction

							<b>Y6 GDS</b> – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)
	<b>Maintaining coherence:</b> Use tense, person and punctuation appropriately to aid the sense of writing						
<b>Cohesion</b>	Orally develop own narratives and explanations by connecting ideas and events	Joining words and clauses using 'and'; sequencing sentences to form short narratives	Use of subordination and co-ordination (to join clauses) <i>'she did look up then and saw that the sea was angry, but saw no threat in that and did not look back'</i>	Use conjunctions, adverbs and prepositions to express time; group related material in paragraphs <b>'When the clouds cut off the warmth from the sun <i>as</i> evening came on <i>and</i> the sea turned grey, she shivered with cold'</b> <b><i>'dug feverishly'</i></b>  Use conjunctions, adverbs and prepositions to say 'when, where and how' to develop the use of adverbials	Extend the range of multi-clause sentences; organise paragraphs around a theme; use commas after fronted adverbials <i>'for many moments,' 'in a confusion of wonder and fear,'</i>  Use nouns or pronouns for cohesion and avoid repetition <i>sea, tide, Atlantic, ocean, surf, wave, great surge of green water</i>  Move some adverbial	Use a wide range of devices to build cohesion within a paragraph (e.g. adverbs then, at last, later) and link ideas across paragraphs using adverbials of time, place and number or tense choices <i>'that <b>had</b> gathered... out in the Atlantic' 'she knew her moment <b>had</b> come'</i>  Build cohesion within paragraphs, e.g. adverbs such as, then, after that, this, firstly	Use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis <i>Had she not been so immersed in her search, sifting the shells through her fingers, <b>she would have noticed</b> the dark grey bank of cloud rolling in from the Atlantic. <b>She would have noticed</b> the white horses gathering out at sea'</i> Link ideas across paragraphs using a wider range of devices: Repetition of a word or phrase Ellipsis Layout devices in nonfiction  <b>Y6 GDS</b> – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion) <i>'Then she realised <u>at last</u> that the sea <b>had</b></i>

					<p>phrases (saying when, where or how) to the beginning of sentences to link them together within paragraphs</p> <p>Appropriate choice of pronouns or noun <b>within and across sentences</b></p>	<p>Link ideas across paragraphs using adverbials of time, place and number</p> <p>Link ideas across paragraphs using tense choice, e.g. perfect tense, <i>he had seen her before, we have seen her before</i></p>	<p><i>undergone a grim metamorphosis.'</i></p>
<p><b>Progression in sentence types</b></p> <p><b>Writing simple sentences</b></p>	<p>Write simple sentences that can be read by themselves or others.</p>	<p>How words can combine to make sentences (simple) <i>The beach is golden. Warm waves crash.</i></p>					
							<p>Use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</p> <p><b>Y6 GDS</b> - 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</p>
<p><b>Joining sentences using coordination</b></p>		<p>Join clauses using 'and'</p>	<p>Join clauses using</p>				

			coordination FANBOYS				Use semi-colons or colons to mark the boundary between independent clauses.
<b>Adding further information to sentences using subordination</b>			Use subordination (when, if, that, because)	Expressing time, place and cause using conjunctions, adverbs and prepositions <i>Warm water laps quietly at your feet and a breeze whips across your face.</i> Use conjunctions to say 'when, where and how'	Move some subordinate clauses to the beginning of sentences  Use of fronted adverbials <i>As the sun rises, warm water laps at your feet.</i>	Use relative clauses to add information about the noun e.g. who, which, where, when, whose, that or an omitted pronoun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes <i>The warm water, which laps at your feet, gently tickles your toes.</i>	Use semi-colons or colons to mark the boundary between independent clauses
<b>Changing sentence structure</b>			Write: Statements Questions Commands Exclamations				
<b>Punctuation</b>	To write simple sentences	Introduction to capital letters, full stops, question					

		marks and exclamation marks to demarcate sentences					
		Use capital letters for 'I', names, place names, days					
			Use commas in a list		Use commas after fronted adverbials	Use commas, brackets or dashes to indicate parenthesis	
				Introduction of inverted commas (speech marks) to punctuate speech	Use of inverted commas (speech marks) and other punctuation to indicate direct speech and commas to separate the reporting clause	Use commas to clarify meaning or to avoid ambiguity (e.g. to separate clauses)	Use semi-colons and colons or a dash to separate independent clauses
							
			Apostrophes for missing letters (contractions) and to mark singular possession in nouns		Use apostrophes for plural possession		
							Punctuate bullet points consistently. Use of a colon to introduce a list and semi-colons within lists

							<p>Use hyphens to avoid ambiguity e.g. between 2 adjectives</p> <p><b>Y6 GDS</b> - use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p>
<p><b>Editing Aspects</b></p> <p><b>Re-reading work</b></p>	Write simple sentences which can be read by themselves and others.	Re-reading what they have written to check that it makes sense	<p>Re-reading to check that their writing makes sense</p> <p>Evaluating their writing with the teacher and other pupils</p>	Assessing the effectiveness of their own and others' writing and suggesting improvements	Assessing the effectiveness of their own and others' writing and suggesting improvements	Assessing the effectiveness of their own and others' writing	Assessing the effectiveness of their own and others' writing
<b>Working collaboratively</b>			Make simple additions, revisions and corrections to their own writing	Proposing changes to grammar and vocabulary to improve consistency	Proposing changes to grammar and vocabulary to improve consistency	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

<b>Tense and verb focus</b>			Verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Standard English forms for verb inflections instead of local spoken forms (e.g. we were, not we was, and we did, not we done)	Standard English forms for verb inflections instead of local spoken forms (e.g. we were, not we was, and we did, not we done)	Ensuring the consistent and correct use of tense throughout a piece of writing  Ensuring correct subject and verb agreement when using singular and plural	Ensuring the consistent and correct use of tense throughout a piece of writing  Ensuring correct subject and verb agreement when using singular and plural
<b>Other</b>				The accurate use of pronouns in sentences	The accurate use of pronouns in sentences	Distinguishing between the language of speech and writing and choosing the appropriate register	Distinguishing between the language of speech and writing and choosing the appropriate register
<b>Proof-reading</b>			Proof-read to check for errors in spelling, grammar and punctuation	Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors
<b>Progression in characterisation</b>	Represent their own ideas, thoughts and feelings through ... role play and stories; demonstrate understanding by answering questions including 'how'	Sequence sentences to form short narratives [may include character]	Expanded noun phrases for description ' <b>small, brown hands</b> ' ' <b>a big energetic man...</b> '	Introduction to direct speech and create character in narratives	Create character in narratives using direct speech; " <b>I am past helping. The gulf did for me.</b> " noun phrases with modifying adjectives, nouns and	Relative clauses [to provide information about a character] ' <b>mumbling, bent, bone-weary old bodies who shook their heads and clutched their old shawls around</b>	Describe character; integrate dialogue to convey character.  <b>Y6 GD: write effectively ... drawing independently on what they have read as models for their own writing (literary language and characterisation)</b>

	and 'why' about stories and events. [including characters]				preposition phrases ' <b>pigeon-chested peasant in a straw hat</b> '	<b>them, even though the day was hot.'</b> Describe character; integrate dialogue to convey character	
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