

## Progression in writing (punctuation and grammar)

Reception				
Text structure	Sentence construction	Word structure/language	Punctuation	Terminology
<p><b><u>Introduce:</u></b></p> <p>Planning: Planning Tool: Story map / story mountain</p> <p>Whole class retelling of story</p> <p>Structure: Understanding of structure beginning/ middle/ end of a story</p> <p>Retell simple 5- part story:</p> <p><u>5 parts to a story:</u></p> <ol style="list-style-type: none"> <li>1. Once upon a time...</li> <li>2. First/ Then/ Next</li> <li>3. But</li> <li>4. So</li> <li>5. Finally.....happily ever after</li> </ol>	<p><b><u>Introduce:</u></b></p> <p>Simple sentences <i>e.g. I went to the park.</i></p> <p>Simple connectives: <i>and, who, until, but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using coordinating conjunctions <i>and, but</i> <i>e.g. The children played on the swings <u>and</u> slid down the slide.</i> <i>Ants can be small <u>but</u> they are very strong</i></p> <p>'ly' openers: <i>Luckily, Unfortunately</i></p> <p>Repetition for rhythm: <i>e.g. He walked and he walked</i></p> <p>Repetition in description <i>e.g. a lean cat, a mean cat</i></p>	<p><b><u>Introduce:</u></b></p> <p>Determiners: <i>the, a, my, your, an, this, that, his, her, their, some, all</i></p> <p>Prepositions: <i>up, down, in, into, out, to, onto</i></p> <p>Adjectives: <i>e.g. old, little, big, small, quiet</i></p> <p>Adverbs: <i>e.g. luckily, unfortunately, fortunately</i></p> <p>Similes - using 'like'</p>	<p><b><u>Introduce:</u></b></p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b><u>Introduce:</u></b></p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile - 'like'</p>

Year 1

Text structure	Sentence construction	Word structure/language	Punctuation	Terminology
<p><b><u>Introduce:</u></b></p> <p><b>Fiction:</b></p> <p><b>Planning:</b> Planning Tools: Story map / story mountain</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p><b>Structure:</b> Understanding of structure <i>beginning, middle, end to a story</i></p> <p><b><u>5 parts to a story:</u></b> 1. Opening <i>Once upon a time...</i></p> <p>2. Build-up <i>One day...</i></p> <p>3. Problem / Dilemma <i>Suddenly... Unfortunately...</i></p> <p>4. Resolution <i>Fortunately...</i></p> <p>5. Ending <i>Finally....</i></p>	<p><b><u>Introduce:</u></b></p> <p><b>Simple sentences</b> <i>e.g. I went to the park. The castle is haunted.</i></p> <p><b>Embellished simple sentences</b> using adjectives <i>e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Simple conjunctions:</b> <i>and, or, but, so, because, so, that, then, while, when, where.</i></p> <p><b>Compound sentences</b> using coordinating conjunctions <i>e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i></p> <p><b>Complex sentences:</b> Use of 'who' (relative clause) <i>e.g. Once upon a time there was a little old woman who lived in a forest.</i></p>	<p><b><u>Introduce:</u></b></p> <p><b>Determiners:</b> <i>the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these.</i></p> <p><b>Prepositions:</b> <i>up, down, in, into, out, to, onto</i></p> <p><b>Adjectives:</b> <i>e.g. old, little, big, small, quiet, The old house... The huge elephant...</i></p> <p><b>Adverbs:</b> <i>e.g. luckily, unfortunately, fortunately</i></p> <p><b>Similes - using 'like' or 'as'</b> <i>e.g. as tall as a house as red as a radish</i></p> <p><b>Prepositions:</b> <i>inside, outside, towards, across, under.</i></p> <p><b>Precise, clear language to give information</b> <i>e.g. First, switch on the red... Next, wait for the green light to flash...</i></p> <p><b>Regular plural noun suffixes -s or -es</b> <i>e.g. dog, dogs; wish, wishes</i></p> <p><b>Suffixes that can be added to verbs</b></p>	<p><b><u>Introduce:</u></b></p> <p>Finger spaces Full stops Capital letters Capital letter for names Capital letter for the personal pronoun I Question marks Exclamation marks Speech bubble Bullet points</p>	<p><b><u>Introduce:</u></b></p> <p>Finger spaces Letter Word Sentence Full stops Capital letter Simile - 'like' 'as' Punctuation Question mark Exclamation mark Singular/ plural Adjective Verbs Conjunction Alliteration</p>

	<p>There are many children who like to eat ice cream.</p> <p>'ly' openers: Luckyly, Unfortunately,</p> <p>Repetition for rhythm: e.g. He walked and he walked</p> <p>Repetition in description e.g. a lean cat, a mean cat</p>	<p>e.g. helping, helped, helper</p> <p>How the prefix un- changes the meaning of verbs and adjectives e.g. unkind, or undoing, e.g. untie the boat</p>		
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Year 2				
Text structure	Sentence construction	Word structure/language	Punctuation	Terminology
<p>Consolidate Y1 list</p> <p><u>Introduce:</u></p> <p>Fiction</p> <p>Planning:</p>	<p>Consolidate Y1 list</p> <p><u>Introduce:</u></p> <p>Types of sentences: Statements Questions Exclamations</p>	<p>Consolidate Y1 list</p> <p><u>Introduce:</u></p> <p>Prepositions: behind, above, along, before, between, after</p>	<p>Consolidate Y1 list</p> <p><u>Introduce:</u></p> <p>Demarcate sentences:</p>	<p>Consolidate Y1 list</p> <p><u>Introduce:</u></p> <p>Apostrophe (contractions and</p>

<p>Secure use of planning tools:  Story map / story mountain / story grids/ 'Boxing up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p><b>Structure:</b>  <u>Understanding 5 parts to a story with more complex vocabulary:</u></p> <ol style="list-style-type: none"> <li>Opening  e.g. <i>In a land far away... One cold but bright morning.....</i></li> <li>Build-up  e.g. <i>Later that day,</i></li> <li>Problem / Dilemma e.g. <i>To his amazement</i></li> <li>Resolution  e.g. <i>As soon as...</i></li> <li>Ending  e.g. <i>Luckily, Fortunately, (Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.)</i></li> </ol>	<p>Commands</p> <p><b>-ly' starters</b>  e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p><b>Vary openers to sentences</b></p> <p><b>Embellished simple sentences using: adjectives/adverbs</b>  e.g. <i>The boys peeped inside the dark cave.</i>  e.g. <i>Tom ran quickly down the hill.</i></p> <p><b>Secure use of compound sentences (Coordination) and, but, so, or</b></p> <p><b>Secure use of compound sentences (Subordination) when, if, that, because</b></p> <p><b>Exposure to relative clause: who/which e.g. Sam, who was lost, sat down and cried.</b></p> <p><b>Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until</b>  e.g. <i>While the animals were munching breakfast, two visitors arrived</i></p> <p><b>Use long and short sentences</b>  Long sentences to add description or information.</p>	<p><b>Alliteration</b>  e.g. <i>wicked, witch, slimy, slugs,</i></p> <p><b>Similes using...like...</b>  e.g. <i>... like sizzling sausages ...hot like a fire</i></p> <p><b>Two adjectives to describe the noun</b>  e.g. <i>The scary, old woman... Squirrels have long, bushy tails</i></p> <p><b>Adverbs for description</b>  e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b>  e.g. <i>Lift the pot carefully onto the tray. The river quickly flooded the town.</i></p> <p><b>Generalisers for information,</b>  e.g. <i>Most dogs.... Some cats....</i>  Formation of nouns using suffixes such as -ness, -er</p> <p><b>Formation of adjectives using suffixes</b>  such as -ful, -less</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Capital letters  Full stops  Question marks  Exclamation marks</p> <p>Commas  <i>to separate items in a list</i>  <i>after -ly opener</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession  e.g. <i>the cat's name</i></p>	<p><i>singular possession)</i></p> <p>Commas for lists</p> <p>'Speech marks' (<i>inverted commas</i>)</p> <p>Suffix  Verb  Adverb</p> <p>Statement  Question  Exclamation  Command (bossy verbs/Imperative verbs)</p> <p>Tenses (present, past, progressive form - <i>she is drumming, he was shouting</i>)</p> <p>Noun phrases  Expanded noun phrases</p> <p>Subordination  <i>When, if, that, because)</i>  Coordination  <i>(or, and, but)</i></p> <p>Standard English</p>
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	<p>Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat.</p>			
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Year 3				
Text structure	Sentence construction	Word structure/language	Punctuation	Terminology
<p>Consolidate Y2 list</p> <p><u>Introduce</u></p> <p>Fiction</p> <p>Planning: Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time</p>	<p>Consolidate Y2 list</p> <p><u>Introduce</u></p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p>Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along</p>	<p>Consolidate Y2 list</p> <p><u>Introduce</u></p> <p>Prepositions Next to, by the side of, In front of, during, through, throughout, because of.</p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to</p>	<p>Consolidate Y2 list</p> <p><u>Introduce</u></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials e.g. Later that</p>	<p>Consolidate Y2 list</p> <p><u>Introduce</u></p> <p>Word family Conjunction Preposition Direct speech Inverted commas Prefix Consonant/Vowel Clause Subordinate clause Determiner Synonyms</p>

<p>of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p><b>Structure:</b> Extended vocabulary to introduce 5 story parts:</p> <ol style="list-style-type: none"> <li>1. Introduction - should include detailed description of setting or characters</li> <li>2. Build-up - build in some suspense towards the problem or dilemma.</li> <li>3. Problem / Dilemma - include detail of actions / dialogue.</li> <li>4. Resolution - should link with the problem</li> <li>5. Ending - clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</li> </ol>	<p><i>the floor of the cave.... Amazingly, small insects can...</i></p> <p><b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box. At the back of the eye, is the retina.</i></p> <p><b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination) using conjunctions:</b> <i>and, or, but, so, for, nor, yet (coordinating conjunctions)</i></p> <p><b>Develop complex sentences (Subordination) with range of subordinating conjunctions</b> <i>-ing' clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i></p> <p><b>Exposure to relative clause:</b> <i>who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair.</i></p> <p><b>Sentence of 3 for description</b> <i>e.g. The cottage was almost invisible, hiding under a thick layer</i></p>	<p><b>add detail</b> <i>e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><b>Nouns formed from prefixes</b> <i>e.g. auto... super...anti...</i></p> <p><b>Word Families based on common words</b> <i>e.g. teacher -teach, beauty - beautiful</i></p> <p><b>Use of determiners</b> a or an according to whether next word begins with a vowel <i>e.g. a rock, an open box</i></p>	<p><i>day, I heard the bad news.</i></p>	<p>Relative clause Relative pronoun Imperative verb Reporting clause</p>
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	<p><i>of snow and glistening in the sunlight.</i></p> <p><i>Dialogue - powerful reporting clause</i>  <i>e.g. "Hello," she whispered.</i></p>			
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Year 4				
Text structure	Sentence construction	Word structure/language	Punctuation	Terminology
<p><b>Consolidate Y3 list</b></p> <p><b><u>Introduce</u></b></p> <p><b>Fiction</b></p> <p><b>Planning:</b>  Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids</p> <p>Plan opening using:  Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time.</p> <p><b>Structure:</b>  Build in suspense writing to introduce the dilemma.</p>	<p><b>Consolidate Y3 list</b></p> <p><b><u>Introduce</u></b></p> <p>Standard English for verb inflections instead of local spoken forms</p> <p><b>Long and short sentences:</b>  Long sentences to enhance description or information  Short sentences to move events on quickly..</p> <p><b>Starting sentences with a simile</b>  <i>e.g. As curved as a ball, the moon shone brightly in the night sky.</i>  <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Secure use of simple / embellished simple sentences (see Y3)</b></p>	<p><b>Consolidate Y3 list</b></p> <p><b><u>Introduce</u></b></p> <p><b>Prepositions</b>  <i>at, underneath, since, towards, beneath, beyond.</i></p> <p><b>Comparative and superlative adjectives</b>  <i>e.g. small...smaller...smallest</i>  <i>good...better...best</i></p> <p><b>Proper nouns refers to a particular person or thing</b>  <i>e.g. Monday, Jessica, October, England</i></p> <p><b>The grammatical difference between plural and possessive -s</b></p> <p><b>Standard English forms for verb inflections instead of local spoken forms</b>  <i>e.g. we were instead of we was, or I did instead of I done</i></p>	<p><b>Consolidate Y3 list</b></p> <p><b><u>Introduce</u></b></p> <p>Commas to mark clauses</p> <p>Commas after fronted adverbials</p> <p>Full punctuation for direct speech.</p> <p>New line, new speaker.</p> <p>Comma between direct speech and reporting clause  <i>e.g. "It's late," gasped Cinderella</i></p> <p>Apostrophes to</p>	<p><b>Consolidate Y3 list</b></p> <p><b><u>Introduce</u></b></p> <p>Pronoun  Possessive pronoun  Adverbial  Fronted adverbial  Apostrophe - plural possession</p>

<p>Developed 5 parts to story:  1. Introduction  2. Build-up  3. Problem / Dilemma 4.  Resolution  5. Ending</p> <p>Clear distinction between resolution and ending.</p> <p>Ending should include reflection on events or the characters.</p>	<p>Secure use of compound sentence (Coordination) using coordinating conjunctions:  and, or, but, so, for, nor, yet</p> <p>Develop complex sentences: (Subordination)  Main and subordinate clauses with a range of subordinating conjunctions.</p> <p>-'ed' clauses as starters  e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i></p> <p>Expanded -'ing' clauses as starters  e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i></p> <p>Drop in -'ing' clause  e.g. <i>Jane, laughing at the teacher, fell off her chair.</i></p> <p>Sentence of 3 for action  e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i></p> <p>Dialogue - verb + adverb - "Hello," she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</p>		<p>mark singular and plural possession  e.g. <i>the girl's name, the boys' boots</i></p>	
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Year 5

Text structure	Sentence construction	Word structure/language	Punctuation	Terminology
<p><b>Consolidate Y4 list</b></p> <p><u>Introduce</u></p> <p>Fiction</p> <p>Planning: Secure independent use of planning tools e.g. Story mountain /grids/flow diagrams/'Boxing-up' grids</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary devices used within paragraphs to build cohesion into a paragraph</p> <p>Use change of place, time and action to link ideas across paragraphs.</p> <p>Structure Use 5 part story structure.</p> <p>Writing could start at any of the 5 points. This may include flashbacks. 1. Introduction -should</p>	<p><b>Consolidate Y4 list</b></p> <p><u>Introduce</u> Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</p> <p>Drop in -'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for</p>	<p><b>Consolidate Y4 list</b></p> <p><u>Introduce</u> Metaphor Personification Onomatopoeia</p> <p>Empty words e.g. someone, somewhere was out to get him</p> <p>Developed use of technical language</p> <p>Using suffixes (e.g. - ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p><b>Consolidate Y4 list</b></p> <p><u>Introduce</u> Rhetorical question Dashes Brackets Dashes Commas for parenthesis Colons Semi colons Use of commas to clarify meaning or a</p>	<p><b>Consolidate Y4 list</b></p> <p><u>Introduce</u> Relative clause Pronoun Modal verb Parenthesis Bracket Dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question</p>

<p>include action / description -character or setting / dialogue.</p> <p>2. Build-up -develop suspense techniques</p> <p>3. Problem / Dilemma -may be more than one problem to be resolved</p> <p>4. Resolution -clear links with dilemma</p> <p>5. Ending -character could reflect on events, any changes or lessons, look forward to the future, ask a question .</p>	<p><i>meaning and /or effect</i></p> <p><i>Moving sentence chunks (how, when, where) around for different effects</i> <i>e.g. The siren echoed loudly ....through the lonely streets ....at midnight</i></p> <p><i>Use of rhetorical questions</i></p> <p><i>Stage directions in speech (speech + verb + action)</i> <i>e.g. "Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p><i>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</i></p>			
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Year 6				
Text structure	Sentence construction	Word structure/language	Punctuation	Terminology
<p>Consolidate Y5 list</p> <p><u>Introduce</u></p> <p>Fiction</p>	<p>Consolidate Y5 list</p> <p><u>Introduce</u></p> <p>Secure use of simple / embellished simple sentences</p>	<p>Consolidate Y5 list</p> <p><u>Introduce</u></p> <p>Build in literary feature to create effects <i>e.g. alliteration, onomatopoeia, similes, metaphors</i></p>	<p>Consolidate Y4 list</p> <p><u>Introduce</u></p> <p>Use of the semi-colon, colon and dash to indicate a</p>	<p>Consolidate Y4 list</p> <p><u>Introduce</u></p> <p>Active and passive voice Subject and</p>

<p><b>Planning:</b> Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips, start story at any point of the 5 part structure, maintain plot consistently, working from a plan</p> <p><b>Structure:</b> Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p>	<p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences:</b> (Subordination) Main and subordinate clauses with full range of conjunctions.</p> <p><b>Active and passive verbs</b> to create effect and to affect presentation of information <i>e.g. Active: Tom accidentally dropped the glass.</i> <i>Passive: The glass was accidentally dropped by Tom.</i></p> <p><b>Developed use of rhetorical questions</b></p> <p><b>Expanded noun phrases to convey complicated information concisely</b> <i>e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i></p> <p><b>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</b> <i>e.g. 'He's your friend, isn't he?' or the use of the subjunctive in some very formal writing and speech as in 'If I were you'</i></p>	<p><b>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</b> <i>e.g. said versus reported, alleged, or claimed in formal speech or writing</i></p> <p><b>How words are related as synonyms and antonyms</b> <i>e.g. big/ large / little</i></p>	<p>stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list</p> <p>Use of semi-colons within lists.</p> <p>Punctuation of bullet points to list information</p> <p>Hyphens to be used to avoid ambiguity <i>e.g. man eating shark versus man-eating shark, or recover versus re-cover</i></p>	<p>object Hyphen Synonym Antonym Colon Semi-colon Bullet points Ellipsis</p>
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