United Curriculum for Primary Writing

Writing Progression

Teacher Pack

United Curriculum
Primary
Part of United Learning

Writing Progression

Click on the links to jump to the appropriate section.

Writing Progression – Word Classes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Classes	• Pupils know that the words we use in speech and writing belong to groups (**word classes**), which have different names and jobs. • Pupils know that a **noun** names a person, place or thing. They can identify nouns within sentences. • Pupils know that many **verbs** show an action that something or someone is doing. They can identify verbs within sentences. • Pupils know that an **adjective** can be used to describe a noun. They can identify adjectives within sentences and use adjectives to describe nouns in their own sentences.	• Pupils know that not all **verbs** show an action. They know that verbs can also express a state of being (*e.g. 'is', 'was', 'have'*) or occurrence (*e.g. 'became', 'happened'*). They can identify and use these different types of verbs within sentences. • Pupils know that there are different types of **adjectives** (*e.g. comparative, superlative, quantity, size, etc.*). They can identify different types of adjectives within sentences and select the appropriate types of adjectives to create noun phrases in their own writing. • Pupils know that an **adverb** provides more information about a verb (*often telling the reader where, when or how a verb 'took place'*). They can identify adverbs within sentences and use adverbs to describe verbs in their own writing. • Pupils know that a **phrase** is a group of words that does not contain a complete idea (*a subject and verb*). • Pupils know that a **clause** is a group of words that contains a complete idea (*a subject and a verb*). They know that some clauses (*independent/ main*) can stand alone, and others (*dependent/ subordinate*) rely on a main clause. They can identify clauses within sentences. • Pupils know that **conjunctions** are words that can be used to join clauses. They know that co-ordinating conjunctions join two equally important clauses and subordinating conjunctions introduce a subordinate clause. They correctly use the conjunctions 'and', 'but', 'or', 'when', 'if', 'that' and 'because' in their own writing. • Pupils know that a **determiner** is a word that specifies whether a noun is known (*e.g. 'the', 'this'*) or unknown (*e.g. 'a'*). They can identify common determiners and use them when creating noun phrases in their own writing.	• Pupils know that **prepositions** are words and phrases that link a noun (or pronoun) to another word in the sentence, often by showing its position, direction or time. They can identify prepositions within sentences and use prepositions in their own writing to add detail about time, place and cause. • Pupils know that **conjunctions** can be used to add detail to sentences by expressing time, place and cause. They can identify and use a wider range of conjunctions. • Pupils know that **adverbs** can be used to add detail to writing by showing time, place and cause. They can identify and use a wide range of adverbs. • Pupils know that words can belong to more than one **word class**, depending on how they are used within a sentence. • Pupils know that 'a' and 'an' are a type of determiner called **indefinite articles**. They know the correct form to use depends on the initial letter of the words that follows and apply this rule correctly in their own writing.	• Pupils know that some **nouns** can be used as **adjectives** to describe or modify another noun (*e.g. football team*). • Pupils know that **prepositional phrases** are groups of words that start with a preposition and end with a noun or noun phrase. They can identify prepositional phrases and use them in their own writing to expand noun phrases. • Pupils know that **adverbials** are words and phrases that act in the same way as an adverb by modifying or defining a verb. They know that when adverbials are moved to the head of the sentences, they are called **fronted adverbials.** They can identify and use adverbials within sentences. • Pupils know that **pronouns** are words that can substitute a noun in a sentence They can identify pronouns within sentences and explain which noun it stands in for. They can use pronouns appropriately in their writing to avoid repetition and build cohesion.	• Pupils know that **relative pronouns** are a specific type of pronoun that is used to form **relative clauses** (*a type of subordinate clause that gives the reader additional information about a noun*). They can identify relative pronouns and use them correctly in their own writing. • Pupils know that **adverbs of possibility** are a type of adverb that can be used to show how likely something is. They can identify adverbs of possibility and use them correctly in their own writing. • Pupils know that **modal verbs** are a type of verb that can be used to show how likely something is. They can identify modal verbs and use them correctly in their own writing.	• Pupils know that all sentences contain **subjects** and **verbs**, and some sentences also contain **objects**. They can identify the subject, verb and object of a sentence. They ensure correct subject-verb agreement in their own writing and they can effectively manipulate the subject verb and object of a sentence (*for example when using the passive voice*).

Writing Progression - Punctuation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	• Pupils can recognise and form **capital letters**. They know that capital letters are used at the start of sentences, for the personal pronoun 'I', and for the first letter of names of people, places and days of the week *(proper nouns)*. They use capital letters correctly in their own writing. • Pupils can recognise and form **full stops**. They know that a full stop is used at the end of a sentence to show that an idea is complete, and the reader should take a pause. They use full stops correctly in their own writing. • Pupils can recognise and form **question marks**. They know that a question mark is used in place of a full stop when a question is being asked. They use question marks correctly in their own writing. • Pupils can recognise and form **exclamation marks**. They know that an exclamation mark is used in place of a full stop when a strong emotion is being expressed *(such as anger, shock or excitement)*. They use exclamation marks correctly in their own writing.	• Pupils can recognise and form **commas**. They know that **commas** can be used to separate items in a list *(including lists of adjectives in a noun phrase)*. They use commas in lists correctly in their own writing. • Pupils can recognise and form **apostrophes**. They know that apostrophes can be used to show where a letter or letters are missing *(omission)* in a contracted word *(e.g. we'll, don't)*. They can identify which letter/letters an apostrophe is used in place of in common contractions and use **apostrophes for omission** correctly in their own writing. • Pupils know that **apostrophes** can also be used to show that something 'belongs to' someone *(possession)*. They can recognise the use of possessive apostrophes and use **apostrophes for singular possession** correctly in their own writing.	• Pupils can recognise and form **inverted commas**. They know that inverted commas *(or speech marks)* are used in pairs, around the words being spoken by a person or character, to show when someone is speaking out loud. They use inverted commas correctly to demarcate dialogue in their own writing.	• Pupils know that **commas** can be used to aid reading and use commas correctly after **fronted adverbials** in their writing. • Pupils know how to use **apostrophes for plural possession**. They recognise the grammatical difference between the use of the letter 's' for plurals and possessives and use apostrophes correctly to mark plural possession in their own writing. • Pupils know that there are additional punctuation rules for **demarcating dialogue**. They apply these additional rules correctly when demarcating dialogue in their own writing.	• Pupils know how **commas** can be used **to clarify meaning and avoid ambiguity** in writing. They recognise ambiguity within sentences and insert commas in the appropriate place to provide clarity. • Pupils know that **parenthesis** is when a word, phrase or clause is inserted into a sentence to provide additional detail without affecting the sense or meaning of the original sentence. They can recognise and form **brackets** correctly and use them accurately to demarcate parenthesis in their own writing. • Pupils can recognise and form **dashes**. They know that dashes can be used as an alternative to brackets when marking parenthesis and use them accurately to demarcate parenthesis in their own writing. • Pupils know that **commas** can be used as an alternative to brackets and dashes when marking parenthesis and use them accurately to demarcate parenthesis in their own writing.	• Pupils can recognise and form **hyphens**. They know that hyphens can be used to join two or more words **to avoid ambiguity** and use them appropriately in their own writing. • Pupils can recognise and form **semi-colons**. They know how to use them to separate items **in a list** to avoid ambiguity when the items already contain commas. They use semi-colons appropriately when writing their own lists. • Pupils can recognise and form **colons**. They know how to use them **to introduce a list** and use them correctly in their own writing. • Pupils know that **semi-colons, colons and dashes** can be used in place of a conjunction or full stop **to mark the boundary between independent clauses** in order to show the relationship between ideas whilst avoiding the overuse of conjunctions. They use them appropriately to mark boundaries in their own writing. • Pupils can recognise and form **bullet points**. They know how to punctuate bullet points **to list information** and use them correctly and consistently in their own writing.

Writing Progression – Sentence Structure

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structure	• Pupils know that **spaces between words** are required to show where one word ends and another begins so that writing can be easily read. They leave appropriately sized spaces between the words they write. • Pupils know that every sentence must make **sense** and contain a complete **idea** *(a subject and verb/ main clause)*. They can explain whether a sentence makes sense or not. With help, they can read their own writing back to check that each sentence makes sense. • Pupils can write **'one idea' sentences** *(simple/ single clause)* and **'two idea sentences'** *(compound/ multi-clause)* using the words 'and', 'but' and 'because' to join ideas. • Pupils can identify where a sentence ends, and which **end of sentence punctuation** would be most appropriate to use.	• Pupils know that sentences have different **forms** *(questions, commands, statements, exclamations)*. They know how the grammatical patterns in a sentence indicate its function. They recognise the different sentence forms and can use them effectively in their writing for different **purposes**. • Pupils can add **simple detail** to their sentences using adverbs and expanded noun phrases. • Pupils can use a small number of subordinating and co-ordinating conjunctions to add **simple detail** and **create variety** in their sentences.	• Pupils can use a wider range of conjunctions *(including when, if, because, although)* to create **multi-clause sentences**. • Pupils can add **detail** about time, place and cause to their sentences using adverbs, conjunctions and prepositions.	• Pupils can add **specific detail** to nouns using precise adjectives, nouns and prepositional phrases in their sentences. • Pupils can add **further detail and variety** to their sentences using fronted adverbials, expanded noun phrases and prepositional phrases.	• Pupils can add **further detail and variety** to their sentences using parenthesis. • Pupils can use noun phrases effectively to **convey complicated information concisely** within sentences.	• Pupils can add **further detail and variety** to their sentences by joining two independent clauses using punctuation *(semi-colons, colons and dashes)* in place of a conjunction. • Pupils can manipulate the **presentation of information** in a sentence using the passive voice. • Pupils recognise the difference between **sentence structures** typical of **informal** speech and writing *(e.g. question tags)* and those appropriate for **formal** speech and writing *(e.g. subjunctive forms)*. They adapt their own sentence structures according to the level of formality required.

Writing Progression – Text Structure & Cohesion

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure & Cohesion	• Pupils understands how words can combine to make **sentences**. • Pupils understand that for a sentence to make **sense** it needs to have the appropriate 'boundaries' that separate one sentence from the next. They can use capital letters and end of sentence punctuation to demarcate these boundaries so that the reader can follow and understand the writing clearly. • Pupils can write a **sequence of sentences** to form short texts. • Pupils can use the word **'and'** to join words and related ideas *(clauses)*. • Pupils can use the word **'but'** to show a contrast between two related ideas *(clauses)*. • Pupils can join two related ideas *(clauses)* using the word **'because'** to give a reason. • Pupils can use **simple sequencing language** *(e.g. first, next, then)* to order events within their writing.	• Pupils can use the four main **sentence types** *(statements, questions, commands and exclamations)* in their writing, using the correct end of sentence punctuation so that the reader can follow and understand the writing clearly. • Pupils use the **co-ordinating conjunctions** 'or', 'and' or 'but' and the **subordinating conjunctions** ' when', 'if', 'that' or 'because' to join related ideas correctly. • Pupils can use **sequencing language** *(e.g. conjunctions and adverbs of time)* to order events within their writing. • Pupils can use the **present** and **past tense** correctly and consistently throughout their writing.	• Pupils understand that **paragraphs** are a collection of sentences about the same thing that have been grouped together and break a text up into easy-to-read sections. • Pupils can **group related material into paragraphs** in their non-fiction writing. • Pupils can **start a new paragraph** for each section of a story *(based around a typical narrative structure)* in their narrative writing. • Pupils can use **simple organisational devices** to organise their writing and aid presentation *(e.g. heading and sub-headings)*. • Pupils can **express time, place and cause** using conjunctions, adverbs or prepositions to make links within and between sentences.	• Pupils can use **paragraphs** to **organise ideas around a theme** in non-fiction writing, beginning paragraphs with a 'topic sentence' followed by related sentences that exemplify, explain and give further information. • Pupils can **start a new paragraph** in narrative writing when there is a change in time, place or person, as well as a change in topic or event. They can signpost these changes at the start of a new paragraph *(e.g. by indenting the text and using signals such as fronted adverbials)*. • Pupils can use appropriate **pronouns or nouns** within and across sentences to aid cohesion and avoid repetition. • Pupils can **express time, place and cause** using **fronted adverbials** to make links within and between sentences.	• Pupils understand that **cohesion** is the 'glue' that holds speech or writing together and when writing lacks cohesion, it doesn't flow and can be confusing for the reader. • Pupils can use **cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **verb tenses** consistently and correctly throughout a piece of writing. • Pupils can use a **range of organisational and presentational devices** to structure a text and guide the reader.	• Pupils can use a **wide range of cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **further organisational and presentational devices** to structure texts and guide the reader.

Writing Progression – Tense & Verb Forms

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tense & Verb Forms	• Pupils know the **suffix -ed** can be added to verbs to show an action has already happened *(past tense)*. They can use the suffix -ed, where no change is needed to the root word, in their own writing.	• Pupils know that the **verb form** they use will determine the tense of their writing and that **verbs** are the only words that can be altered to show the time when an action took place. • Pupils know the **simple past tense** is used to express that something has *already happened*. They can use the simple past tense correctly in their own writing. • Pupils know the **simple present tense** is used to express that something is happening *now*. They can use the simple present tense correctly in their own writing. • Pupils know the **progressive tense** is formed by using the auxiliary, or 'helper' verb 'to be' *(am, is, are, was, were)* followed by a verb with the suffix -ing added *(present participle)*. • Pupils know the **progressive past tense** is used to refer to something that was happening in the *past* and continued over a period of time. They can use the progressive past tense correctly in their own writing. • Pupils know the **progressive present tense** shows that events are taking place *now (in the present)* and these events are continuing. They can use the progressive present tense correctly in their own writing. • Pupils can use the **past** or **present tense** correctly and consistently through a piece of writing.	• Pupils know the **present perfect tense** is formed using a present version of the verb 'to have' *(have, has)* followed by a past tense verb. They know present perfect verb forms are used to show that a prior event has an impact on the present and can use the present perfect tense correctly in their own writing. • Pupils know the **past perfect tense** is formed using a past version of the verb 'to have' *(had)* followed by a past tense verb. They know past perfect verb forms are used to show that an action started and finished in the past and can use the past perfect tense correctly in their own writing.	• Pupils know **Standard English** is the form of English that follows the 'proper' grammatical rules and is considered to be a formal, official, and polite way of speaking or writing. They can use Standard English forms for verb inflections when it is appropriate for the purpose and audience of their writing. • Pupils know **non-Standard English** is a more informal and relaxed use of language and grammar that sometimes 'breaks' some of the official rules. They can use non-Standard English forms for verb inflections when it is appropriate for the purpose and audience of their writing.	• Pupils know **modal verbs** are a specific type of auxiliary or 'helper' verb that are used with a main verb to express the possibility of its occurrence. They can use modal verbs correctly in their own writing. • Pupils can use **verb tenses** consistently and correctly throughout a piece of writing.	• Pupils know that with the **active voice** the subject appears at the start of the sentence, followed by the verb and then *(if there is one)* the object. • Pupils know the **passive voice** can be used in any tense and uses the appropriate form of the auxiliary verb 'to be' *(be, am, is, are, was, were, being, been)* followed by the past participle of the main verb. They can form the passive voice by moving the object to the head of the sentence and changing the verb form. • Pupils know the **subjunctive form** is a verb form used to express things that could or should happen and follows different rules to other verb forms. They can use the subjunctive form correctly in their own writing.

Writing Progression – Purpose & Audience

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose & Audience	• Pupils have an understanding that writing takes different forms and can be written for different reasons *(purposes)* and for different people *(audiences)*. • Pupils can make some apt **vocabulary** choices to create interest for their reader.	• Pupils are aware of how **purpose** *(reason for writing)* and **audience** *(who the writing is for)* underpins decisions about the content of writing and can write for **different purposes** *(i.e. to inform, entertain and persuade)*. • Pupils can use **vocabulary and grammar** to create a specific effect on their reader *(e.g. using interesting and powerful verbs and adjectives to entertain)*.	• Pupils show a knowledge and understanding of a **range of writing purposes** *(i.e. to inform, entertain, persuade and discuss)*. • Pupils can begin to make choices about **vocabulary, punctuation, grammar and structure** that shows an understanding of purpose and audience.	• Pupils show a knowledge and understanding of a **range of writing purposes** *(i.e. to inform, entertain, persuade and discuss)* and that some texts may have **dual purposes**. • Pupils can make choices about **vocabulary, punctuation, grammar and structure** that show an understanding of purpose and audience.	• Pupils show a knowledge and understanding of a **wider range of writing purposes** *(i.e. to inform, entertain, persuade, discuss and explain)* and that some texts may have **dual purposes**. • Pupils can make careful choices in **grammar and vocabulary** to enhance meaning and effect on the reader.	• Pupils can **select the appropriate form** for their writing to suit their purpose and audience. • Pupils can select appropriate **grammar and vocabulary**, understanding how such choices can change and enhance meaning. • Pupils show an understanding of **nuances of language in vocabulary choices** *(e.g. miniscule vs small; shuffled vs walked)* to maximise the effect on their reader. • Pupils can use vocabulary and structures that are appropriate for **informal or formal speech and writing** to suit the purpose and audience of their writing. • Pupils understand how the use of the **active or passive voice** can present information to the reader in a different way.

Writing Progression – The Writing Process

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Writing Process	• Pupils can **plan** their writing by saying out loud what they are going to write about. • Pupils can **plan** writing by composing sentences orally before writing them. • Pupils can **evaluate**, **proof-read** and **edit** by re-reading what they have written to check it makes sense. • Pupils can **evaluate**, **proof-read** and **edit** by discussing what they have written with teachers and other pupils. • Pupils can **publish** their writing according to their purpose and audience. • Pupils can **perform** by reading aloud their own writing clearly enough to be heard by peers and teachers.	• Pupils can **plan** their writing by saying out loud what they are going to write about. • Pupils can **plan** their writing by writing down ideas and/or key words, including new vocabulary. • Pupils can **plan** their writing by encapsulating what they are going to say, sentence by sentence. • Pupils can **evaluate** and **edit** by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Pupils can **proof-read** writing to check for errors in spelling, grammar and punctuation *(e.g, ends of sentences punctuated correctly).* • Pupils can **publish** their writing according to their purpose and audience. • Pupils can **perform** by reading aloud what they have written with appropriate intonation to make the meaning clear.	• Pupils can **plan** their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Pupils can **plan** their writing by discussing and recording ideas. • Pupils can **plan** their writing by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Pupils can **evaluate** and **edit** by assessing the effectiveness of their own and others' writing and suggesting improvements. • Pupils can **evaluate** and **edit** their writing by proposing changes to grammar and vocabulary to improve consistency. • Pupils can **proof-read** their writing for spelling and punctuation errors. • Pupils can **publish** their writing according to their purpose and audience. • Pupils can **perform** by reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling their tone and volume so the meaning is clear.		• Pupils can **plan** by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. • Pupils can **plan** their writing by noting and developing initial ideas, drawing on reading and research where necessary. • Pupils can **plan** their writing by considering how authors have developed characters and settings in what they have read, listened to, or seen performed. • Pupils can **evaluate** and **edit** by assessing the effectiveness of their own and others' writing. • Pupils can **evaluate** and **edit** their writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Pupils can **evaluate** and **edit** by ensuring the consistent and correct use of tense throughout their writing. • Pupils can **evaluate** and **edit** by ensuring correct subject and verb agreement throughout their writing. • Pupils can **proof-read** their writing for spelling and punctuation errors. • Pupils can **publish** their writing according to their purpose and audience. • Pupils can **perform** their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

Progression in Text Type – Narrative

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Pupils can write a **sequence of sentences** to form short narratives. • Pupils can include a **simple narrative structure** *(beginning, middle, end)* within their writing. • Pupils can use **capital letters**, **full stops**, **question marks** and **exclamation marks** to demarcate sentences. • Pupils can use **capital letters** for the personal pronoun 'I', and for the first letter of names of people, places and days of the week *(proper nouns)* correctly in their own writing. • Pupils can write **'one idea' sentences** *(simple/ single clause)* and **'two idea sentences'** *(compound/ multi-clause)* using the words 'and', 'but' and 'because' to join ideas. • Pupils can use **adjectives** to describe nouns in their sentences. • Pupils can use **simple sequencing language** *(e.g. one day, in the end)* to order events within their writing. • Pupils can make some apt **vocabulary** choices to create interest for their reader *(e.g. using sentence patterns and language from familiar stories).* • Pupils can use the **suffix -ed**, where no change is needed to the root word, to show an action has already happened *(past tense).*	• Pupils can include the **basic conventions of narrative** *(simple character and setting descriptions, and simple plot structure)* within their writing. • Pupils can use the different **sentence forms** effectively in their writing for different purposes. • Pupils can use the **past tense** and **progressive past tense** correctly and consistently through a piece of writing. • Pupils can use a small number of subordinating and co-ordinating conjunctions to add **simple detail** and **create variety** in their sentences. • Pupils can add **simple detail** to their sentences using adverbs and expanded noun phrases. • Pupils can use **sequencing language** *(e.g. conjunctions and adverbs of time)* to order events within their writing.	• Pupils can begin to describe **settings** *(e.g. location, weather, landscape, social situation, etc.)* and **characters** *(e.g. personality, behaviours and feelings)* in further detail. • Pupils can include the **basic five-part narrative plot structure** *(opening, build up, climax, resolution, ending)* within their writing. • Pupils can use the **past** and **present perfect tense** correctly and consistently through a piece of writing. • Pupils can begin to make choices about vocabulary to create a specific **mood** or **atmosphere** within their writing. • Pupils can **start a new paragraph** for each section of a story *(based around a typical narrative structure)* in their narrative writing. • Pupils can use inverted commas correctly to demarcate **dialogue** between characters in their own writing. • Pupils can use a wider range of conjunctions *(including when, if, because, although)* to create **multi-clause sentences**. • Pupils can add **detail** about time, place and cause to their sentences using adverbs, conjunctions and prepositions.	• Pupils can begin to describe **characters** to provoke an emotional response in their reader *(e.g. by making the reader like/ dislike a character by describing their behaviours).* • Pupils can begin to describe **settings** to create mood and atmosphere at different points in their narrative plot structure. • Pupils can **start a new paragraph** in narrative writing when there is a change in time, place or person, as well as a change in topic or event. They can signpost these changes at the start of a new paragraph *(e.g. by indenting the text and using signals such as fronted adverbials).* • Pupils can use appropriate **pronouns or nouns** within and across sentences to aid cohesion and avoid repetition. • Pupils can apply additional punctuation rules for **demarcating dialogue** between characters in their own writing. • Pupils can add **specific detail** to nouns using precise adjectives, nouns and prepositional phrases in their sentences. • Pupils can add **further detail and variety** to their sentences using fronted adverbials, expanded noun phrases and prepositional phrases.	• Pupils can begin to create and develop strong **characters** in their writing *(e.g. by using repetition of key words and actions to emphasise personality traits/ by describing behaviours and actions that 'show not tell' the reader character attributes and emotions/ by describing character thoughts (both stated and implied)).* • Pupils can begin to entwine vivid **setting descriptions** within action and dialogue in their writing. • Pupils can begin to describe **atmosphere** in further detail in their writing *(e.g. by using questions to capture the reader's curiosity/ using deliberately vague descriptions to create a sense of mystery/ by using foreshadowing to hint at imminent danger).* • Pupils can create **pace** and **tension** in their writing *(e.g. by using sequences of short sentences or sentence fragments/ by varying paragraph lengths).* • Pupils can use **cohesive devices** to build cohesion within and across paragraphs. • Pupils can begin to use **dialogue** to **convey character** and **advance the action** within their writing. • Pupils can use **verb tenses** consistently and correctly throughout a piece of writing. • Pupils can add **further detail and variety** to their sentences using parenthesis. • Pupils can use noun phrases effectively to **convey complicated information concisely** within sentences.	• Pupils can create and develop strong **characters**, entwine vivid **setting descriptions** within action and dialogue, and describe **atmosphere** in detail in their writing. • Pupils can use more **complex narrative structures** within their writing *(e.g. by using parallel narratives to retell events from different viewpoints).* • Pupils can use **a multi-text** approach when writing their own narratives *(e.g. interspersing diary entries, letters, snippets of conversation, text messages, emails etc. to impact on the reader in different ways).* • Pupils can use a **wide range of cohesive devices** to build cohesion within and across paragraphs. • Pupils can select appropriate **grammar and vocabulary**, understanding how such choices can change and enhance meaning. • Pupils can integrate **dialogue** to **convey character** and **advance the action** in their writing. • Pupils show an understanding of **nuances of language in vocabulary choices** *(e.g. miniscule vs small; shuffled vs walked)* to maximise the effect on their reader. • Pupils can add **further detail and variety** to their sentences by joining two independent clauses using punctuation *(semi-colons, colons and dashes)* in place of a conjunction.

Narrative

Progression in Text Type – Report

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Report/ Information Text	• Pupils can write a **sequence of sentences** to form short texts. • Pupils can use **capital letters**, **full stops**, **question marks** and **exclamation marks** to demarcate sentences. • Pupils can write **'one idea' sentences** *(simple/ single clause)* and **'two idea sentences'** *(compound/ multi-clause)* using the words 'and', 'but' and 'because' to join ideas. • Pupils can use **capital letters** for the personal pronoun 'I', and for the first letter of names of people, places and days of the week *(proper nouns)* correctly in their own writing. • Pupils can use **adjectives** to describe nouns in their sentences.	• Pupils can use the different **sentence forms** effectively in their writing for different purposes *(e.g. using questions to form headings)*. • Pupils can use the **present tense** correctly and consistently through a piece of writing *(unless writing a historical report)*. • Pupils can use the **progressive present tense** correctly and consistently through a piece of writing. • Pupils can use a small number of subordinating and co-ordinating conjunctions to add **simple detail** and **create variety** in their sentences. • Pupils can add **simple detail** to their sentences using adverbs and expanded noun phrases. • Pupil can use **apostrophes for singular possession** correctly in their own writing.	• Pupils can **group related material into paragraphs** in their non-fiction writing *(e.g. by beginning with an introductory paragraph including generalised information on their topic, followed by paragraphs with more specific detail, examples and elaboration)*. • Pupils can use the **present perfect tense** correctly in their own writing. • Pupils can use **simple organisational devices** to organise their writing and aid presentation *(e.g. heading and sub-headings)*. • Pupils can use a wider range of conjunctions *(including when, if, because, although)* to create **multi-clause sentences**. • Pupils can **express time, place and cause** using conjunctions, adverbs or prepositions to make links within and between sentences. • Pupils can begin to make choices about **vocabulary** and **grammar** that shows an understanding of purpose and audience *(e.g. applying the features of informative writing)*.	• Pupils can use **paragraphs** to **organise ideas around a theme** in non-fiction writing, beginning paragraphs with a 'topic sentence' followed by related sentences that exemplify, explain and give further information. • Pupils can use **Standard English** forms for verb inflections when it is appropriate for the purpose and audience of their writing. • Pupils can use appropriate **pronouns or nouns** within and across sentences to aid cohesion and avoid repetition. • Pupils can **express time, place and cause** using **fronted adverbials** to make links within and between sentences. • Pupils can add **specific detail** to nouns using precise adjectives, nouns and prepositional phrases in their sentences. • Pupils can make choices about **vocabulary** and **grammar** that shows an understanding of purpose and audience *(e.g. applying the features of informative writing)*.	• Pupils can use **cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **verb tenses** consistently and correctly throughout a piece of writing. • Pupils can use a **range of organisational and presentational devices** to structure a text and guide the reader. • Pupils can add **further detail and variety** to their sentences using parenthesis. • Pupils can make careful choices in **grammar and vocabulary** to enhance meaning and effect on the reader.	• Pupils can use a **wide range of cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **further organisational and presentational devices** to structure texts and guide the reader. • Pupils can add **further detail and variety** to their sentences by joining two independent clauses using punctuation *(semi-colons, colons and dashes)* in place of a conjunction. • Pupils understand how the use of the **active or passive voice** can present information to the reader in a different way. • Pupils can use vocabulary and structures that are appropriate for **informal or formal speech and writing** to suit the purpose and audience of their writing. • Pupils can select appropriate **grammar and vocabulary**, understanding how such choices can change and enhance meaning.

Progression in Text Type – Instruction

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instruction	• Pupils can write a **sequence of sentences** to form short texts. • Pupils can use **capital letters**, **full stops**, **question marks** and **exclamation marks** to demarcate sentences. • Pupils can use **capital letters** for the personal pronoun 'I', and for the first letter of names of people, places and days of the week *(proper nouns)* correctly in their own writing. • Pupils can write **'one idea' sentences** *(simple/ single clause)* and **'two idea sentences'** *(compound/ multi-clause)* using the words 'and', 'but' and 'because' to join ideas. • Pupils can use **simple sequencing language** *(e.g. first, next, then)* to order events within their writing. • Pupils can use **adjectives** to describe nouns in their sentences. • Pupils can recognise and use imperative **verbs** in their writing.	• Pupils can use the different **sentence forms** effectively in their writing for different purposes *(e.g. using commands to instruct their reader)*. • Pupils can use the **present tense** correctly and consistently through a piece of writing. • Pupils can use a small number of subordinating and co-ordinating conjunctions to add **simple detail** and **create variety** in their sentences. • Pupils can add **simple detail** to their sentences using adverbs and expanded noun phrases. • Pupils can use **sequencing language** *(e.g. conjunctions and adverbs of time)* to order events within their writing. • Pupils can use **comma**s in lists correctly in their writing.	• Pupils can **group related material into paragraphs** in their non-fiction writing *(e.g. by beginning with defining the desired goal or outcome and concluding with an evaluative statement)*. • Pupils can use **simple organisational devices** to organise their writing and aid presentation *(e.g. heading and sub-headings)*. • Pupils can use a wider range of conjunctions *(including when, if, because, although)* to create **multi-clause sentences**. • Pupils can **express time, place and cause** using conjunctions, adverbs or prepositions to make links within and between sentences. • Pupils can begin to make choices about **vocabulary, punctuation, grammar and structure** that shows an understanding of purpose and audience *(e.g. applying the features of instructional writing)*.	• Pupils can use **paragraphs** to **organise ideas around a theme** in non-fiction writing, beginning paragraphs with a 'topic sentence' followed by related sentences that exemplify, explain and give further information. • Pupils can use appropriate **pronouns or nouns** within and across sentences to aid cohesion and avoid repetition. • Pupils can **express time, place and cause** using **fronted adverbials** to make links within and between sentences. • Pupils can add **specific detail** to nouns using precise adjectives, nouns and prepositional phrases in their sentences. • Pupils can make choices about **vocabulary** and **grammar** that shows an understanding of purpose and audience *(e.g. applying the features of instructional writing)*.	• Pupils can use **cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **verb tenses** consistently and correctly throughout a piece of writing. • Pupils can use a **range of organisational and presentational devices** to structure a text and guide the reader. • Pupils can add **further detail and variety** to their sentences using parenthesis. • Pupils can use **modal verbs** or **adverbs** to indicate degrees of possibility *(e.g. you should…)*.	• Pupils can use a **wide range of cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **further organisational and presentational devices** to structure texts and guide the reader.

Progression in Text Type – Recount

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recount	• Pupils can write a **sequence of sentences** to form short texts. • Pupils can use the **suffix -ed**, where no change is needed to the root word, to show an action has already happened *(past tense)* in their own writing. • Pupils can use **capital letters**, **full stops**, **question marks** and **exclamation marks** to demarcate sentences. • Pupils can use **capital letters** for the personal pronoun 'I', and for the first letter of names of people, places and days of the week *(proper nouns)*. correctly in their own writing. • Pupils can write '**one idea' sentences** *(simple/ single clause)* and '**two idea sentences'** *(compound/ multi-clause)* using the words 'and', 'but' and 'because' to join ideas. • Pupils can use **adjectives** to describe nouns in their sentences. • Pupils can use **simple sequencing language** *(e.g. first, next, then)* to order events within their writing.	• Pupils can use the different **sentence forms** effectively in their writing for different purposes. • Pupils can use the **past tense** correctly and consistently through a piece of writing. • Pupils can use the **progressive past tense** correctly in their own writing. • Pupils can use a small number of subordinating and co-ordinating conjunctions to add **simple detail** and **create variety** in their sentences. • Pupils can add **simple detail** to their sentences using adverbs and expanded noun phrases. • Pupils can use **sequencing language** *(e.g. conjunctions and adverbs of time)* to order events within their writing.	• Pupils can **group related material into paragraphs** in their non-fiction writing *(e.g. by beginning with a concise paragraph to introduce the event/s being recounted and ending with a simple summary of the recount)*. • Pupils can use the **past perfect tense** correctly in their own writing. • Pupils can use **simple organisational devices** to organise their writing and aid presentation *(e.g. heading and sub-headings)*. • Pupils can use a wider range of conjunctions *(including when, if, because, although)* to create **multi-clause sentences**. • Pupils can **express time, place and cause** using conjunctions, adverbs or prepositions to make links within and between sentences. • Pupils can use inverted commas around words being spoken to punctuate **direct speech**. • Pupils can begin make choices about **vocabulary, punctuation, grammar and structure** that show an understanding of purpose and audience *(e.g. to inform and entertain their reader)*.	• Pupils can use **paragraphs** to **organise ideas around a theme** in non-fiction writing, beginning paragraphs with a 'topic sentence' followed by related sentences that exemplify, explain and give further information. • Pupils can use **Standard English** and **non-Standard English** forms for verb inflections when it is appropriate for the purpose and audience of their writing. • Pupils can use appropriate **pronouns or nouns** within and across sentences to aid cohesion and avoid repetition. • Pupils can **express time, place and cause** using **fronted adverbials** to make links within and between sentences. • Pupils can add **specific detail** to nouns using precise adjectives, nouns and prepositional phrases in their sentences. • Pupils can use inverted commas with consistent accuracy and the related punctuation rules to indicate **direct speech**. • Pupils can make choices about **vocabulary, punctuation, grammar and structure** that show an understanding of purpose and audience *(e.g. to inform and entertain their reader)*.	• Pupils can use **cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **verb tenses** consistently and correctly throughout a piece of writing. • Pupils can use a **range of organisational and presentational devices** to structure a text and guide the reader. • Pupils can add **further detail and variety** to their sentences using parenthesis. • Pupils can use **modal verbs** or **adverbs** to indicate degrees of possibility. • Pupils can make careful choices in **grammar and vocabulary** to enhance meaning and effect on the reader *(e.g. to inform and entertain their reader)*.	• Pupils can use a **wide range of cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **further organisational and presentational devices** to structure texts and guide the reader. • Pupils understand how the use of the **active or passive voice** can present information to the reader in a different way. • Pupils can use vocabulary and structures that are appropriate for **informal or formal speech and writing** to suit the purpose and audience of their writing. • Pupils can add **further detail and variety** to their sentences by joining two independent clauses using punctuation *(semi-colons, colons and dashes)* in place of a conjunction.

Progression in Text Type – Persuasion

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Persuasion	• Pupils can write a **sequence of sentences** to form short texts. • Pupils can use **capital letters**, **full stops**, **question marks** and **exclamation marks** to demarcate sentences. • Pupils can use **capital letters** for the personal pronoun 'I', and for the first letter of names of people, places and days of the week *(proper nouns)* correctly in their own writing. • Pupils can write '**one idea' sentences** *(simple/ single clause)* and '**two idea sentences'** *(compound/ multi-clause)* using the words 'and', 'but' and 'because' to join ideas. • Pupils can use **adjectives** to describe nouns in their sentences.	• Pupils can use the different **sentence forms** effectively in their writing for different purposes *(e.g. using commands, and presenting facts using statements to persuade their reader)*. • Pupils can use the **present tense** correctly and consistently through a piece of writing. • Pupils can use the **progressive present tense** correctly in their own writing. • Pupils use the **co-ordinating conjunctions** 'or', 'and' or 'but' and the **subordinating conjunctions** ' when', 'if', 'that' or 'because' to join related ideas correctly. • Pupils can add **simple detail** to their sentences using adverbs and expanded noun phrases. • Pupils can use **vocabulary and grammar** to create a specific effect on their reader *(e.g. repeating words and phrases for emphasis)*.	• Pupils can **group related material into paragraphs** in their non-fiction writing *(e.g. by beginning with an introductory paragraph that sums up a viewpoint, followed by related persuasive points grouped into paragraphs, concluding with a paragraph that repeats and reinforces the original viewpoint)*. • Pupils can use the **present perfect tense** correctly in their own writing. • Pupils can use **simple organisational devices** to organise their writing and aid presentation *(e.g. heading and sub-headings)*. • Pupils can use a wider range of conjunctions *(including when, if, because, although)* to create **multi-clause sentences**. • Pupils can **express time, place and cause** using conjunctions, adverbs or prepositions to make links within and between sentences. • Pupils can begin to make choices about **vocabulary, punctuation, grammar and structure** that shows an understanding of purpose and audience *(e.g. applying the features of persuasive writing)*.	• Pupils can use **paragraphs** to **organise ideas around a theme** in non-fiction writing *(e.g. by organising paragraphs around persuasive points and counter-arguments)*. • Pupils begin **paragraphs** with a 'topic sentence' followed by related sentences that exemplify, explain and give further information. • Pupils can use **Standard English** and **non-Standard English** forms for verb inflections when it is appropriate for the purpose and audience of their writing. • Pupils can use appropriate **pronouns or nouns** within and across sentences to aid cohesion and avoid repetition. • Pupils can **express time, place and cause** using **fronted adverbials** to make links within and between sentences. • Pupils can add **specific detail** to nouns using precise adjectives, nouns and prepositional phrases in their sentences. • Pupils can make choices about **vocabulary** and **grammar** that shows an understanding of purpose and audience *(e.g. applying the features of persuasive writing)*.	• Pupils can use **cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **verb tenses** consistently and correctly throughout a piece of writing. • Pupils can use a **range of organisational and presentational devices** to structure a text and guide the reader. • Pupils can add **further detail and variety** to their sentences using parenthesis. • Pupils can use noun phrases effectively to **convey complicated information concisely** within sentences. • Pupils can use **modal verbs** or **adverbs** to indicate degrees of possibility. • Pupils can make careful choices in **grammar and vocabulary** to enhance meaning and effect on the reader *(e.g. repeating particular words for emphasis; using emotive language to persuade; using exaggeration or hyperbole to shock or impress)*.	• Pupils can use a **wide range of cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **further organisational and presentational devices** to structure texts and guide the reader. • Pupils can manipulate the **presentation of information** in a sentence using the passive voice. • Pupils can adapt their own **sentence structures** according to the level of formality required *(e.g. by using the subjunctive form)*. • Pupils can add **further detail and variety** to their sentences by joining two independent clauses using punctuation *(semi-colons, colons and dashes)* in place of a conjunction. • Pupils can select appropriate **grammar and vocabulary**, understanding how such choices can change and enhance meaning. • Pupils show an understanding of **nuances of language in vocabulary choices** *(e.g. miniscule vs small; shuffled vs walked)* to maximise the effect on their reader.

Progression in Text Type – Discussion

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussion	• Pupils can write a **sequence of sentences** to form short texts. • Pupils can use **capital letters** for the personal pronoun 'I' correctly in their own writing. • Pupils can use **capital letters**, **full stops**, **question marks** and **exclamation marks** to demarcate sentences. • Pupils can use **capital letters** for the personal pronoun 'I', and for the first letter of names of people, places and days of the week *(proper nouns)* correctly in their own writing. • Pupils can write '**one idea' sentences** *(simple/ single clause)* and '**two idea sentences'** *(compound/ multi-clause)* using the words 'and', 'but' and 'because' to join ideas. • Pupils can use **adjectives** to describe nouns in their sentences.	• Pupils can use the different **sentence forms** effectively in their writing for different purposes. • Pupils can use the **present tense** correctly and consistently through a piece of writing. • Pupils use the **co-ordinating conjunctions** 'or', 'and' or 'but' and the **subordinating conjunctions** 'when', 'if', 'that' or 'because' to join related ideas correctly. • Pupils can add **simple detail** to their sentences using adverbs and expanded noun phrases.	• Pupils can **group related material into paragraphs** in their non-fiction writing *(e.g. by beginning with an introductory paragraph that introduces the topic being discussed, followed by arguments for and against grouped into paragraphs)*. • Pupils can use a wider range of conjunctions *(including when, if, because, although)* to create **multi-clause sentences**. • Pupils can **express cause** using conjunctions, adverbs or prepositions to make links within and between sentences. • Pupils can begin to make choices about **vocabulary** and **grammar** that shows an understanding of purpose and audience *(e.g. choosing language and grammar to demonstrate impartiality)*.	• Pupils can use **paragraphs** to **organise ideas around a theme** in non-fiction writing *(e.g. different sides of an argument are presented in separate paragraphs, with a final paragraph deciding on a course of action/personal stance, summarising reasons from points made previously)*. • Pupils begin **paragraphs** with a 'topic sentence' followed by related sentences that exemplify, explain and give further information. • Pupils can use **Standard English** forms for verb inflections when it is appropriate for the purpose and audience of their writing. • Pupils can use appropriate **pronouns or nouns** within and across sentences to aid cohesion and avoid repetition. • Pupils can **express cause** using **fronted adverbials** to make links within and between sentences. • Pupils can add **specific detail** to nouns using precise adjectives, nouns and prepositional phrases in their sentences. • Pupils can make choices about **vocabulary** and **grammar** that shows an understanding of purpose and audience *(e.g. choosing language and grammar to demonstrate impartiality)*.	• Pupils can use **cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **verb tenses** consistently and correctly throughout a piece of writing. • Pupils can add **further detail and variety** to their sentences using parenthesis. • Pupils can use noun phrases effectively to **convey complicated information concisely** within sentences. • Pupils can use **modal verbs** or **adverbs** to indicate degrees of possibility.	• Pupils can use a **wide range of cohesive devices** to build cohesion within and across paragraphs. • Pupils can manipulate the **presentation of information** in a sentence using the passive voice. • Pupils can adapt their own **sentence structures** according to the level of formality required *(e.g. by using the subjunctive form)*. • Pupils can add **further detail and variety** to their sentences by joining two independent clauses using punctuation *(semi-colons, colons and dashes)* in place of a conjunction.

Progression in Text Type – Explanation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explanation	• Pupils can write a **sequence of sentences** to form short texts. • Pupils can use **capital letters**, **full stops**, **question marks** and **exclamation marks** to demarcate sentences. • Pupils can use **capital letters** for the personal pronoun 'I', and for the first letter of names of people, places and days of the week *(proper nouns)* correctly in their own writing. • Pupils can write '**one idea' sentences** *(simple/ single clause)* and '**two idea sentences'** *(compound/ multi-clause)* using the words 'and', 'but' and 'because' to join ideas. • Pupils can use **adjectives** to describe nouns in their sentences.	• Pupils can use the different **sentence forms** effectively in their writing for different purposes. • Pupils can use the **present tense** correctly and consistently through a piece of writing. • Pupils use the **co-ordinating conjunctions** 'or', 'and' or 'but' and the **subordinating conjunctions** ' when', 'if', 'that' or 'because' to join related ideas correctly. • Pupils can add **simple detail** to their sentences using adverbs and expanded noun phrases.	• Pupils can **group related material into paragraphs** in their non-fiction writing. • Pupils can use the **present perfect tense** correctly in their own writing. • Pupils can use **simple organisational devices** to organise their writing and aid presentation *(e.g. heading and sub-headings)*. • Pupils can use a wider range of conjunctions *(including when, if, because, although)* to create **multi-clause sentences**. • Pupils can **express time, place and cause** using conjunctions, adverbs or prepositions to make links within and between sentences.	• Pupils can use **paragraphs** to **organise ideas around a theme** in non-fiction writing *(e.g. by beginning with an introductory paragraph that introduces what is being explained, followed by paragraphs explaining the topic in a logical order)*. • Pupils begin **paragraphs** with a 'topic sentence' followed by related sentences that exemplify, explain and give further information. • Pupils can use appropriate **pronouns or nouns** within and across sentences to aid cohesion and avoid repetition. • Pupils can **express time, place and cause** using **fronted adverbials** to make links within and between sentences. • Pupils can add **specific detail** to nouns using precise adjectives, nouns and prepositional phrases in their sentences.	• Pupils can use **cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **verb tenses** consistently and correctly throughout a piece of writing. • Pupils can use a **range of organisational and presentational devices** to structure a text and guide the reader. • Pupils can add **further detail and variety** to their sentences using parenthesis. • Pupils can use noun phrases effectively to **convey complicated information concisely** within sentences. • Pupils can use **modal verbs** or **adverbs** to indicate degrees of possibility.	• Pupils can use a **wide range of cohesive devices** to build cohesion within and across paragraphs. • Pupils can use **further organisational and presentational devices** to structure texts and guide the reader. • Pupils can manipulate the **presentation of information** in a sentence using the passive voice. • Pupils can adapt their own **sentence structures** according to the level of formality required *(e.g. by using the subjunctive form)*. • Pupils can add **further detail and variety** to their sentences by joining two independent clauses using punctuation *(semi-colons, colons and dashes)* in place of a conjunction.