



Bentley High Street- Writing Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Composition	<ul style="list-style-type: none"> • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils 	<p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to • understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively • building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate • intonation and controlling the tone and volume so that the meaning is clear. 	<p>plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, • distinguishing between the language of speech and writing and choosing the appropriate register • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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Grammar	<ul style="list-style-type: none"> Identify the start and end of a sentence. Identify rhymes and alliteration Joining in with rhyming patterns 	<ul style="list-style-type: none"> Compose a sentence that is grammatically correct. Use 'and' to join ideas. Use standard verb forms e.g. go/went Write from memory simple sentences dictated by the teacher 	<ul style="list-style-type: none"> Subordination- when, if that, because Co-ordination- or, and, but Expanded noun phrases to describe and specify e.g. the blue butterfly Understand: statement, question, exclamation and command. Present and past tense correctly and consistently used Progressive form of verbs in present and past 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Form nouns using prefixes Extending the range of sentences with more than one clause using a wider range of conjunctions e.g. When, if, because, although Know when to use a or an as a determiner Identify word families from root words Use adverbs (e.g. then, next, soon, therefore) Use prepositions (e.g. before, after, 	<ul style="list-style-type: none"> Understand grammatical difference between plural and the possessive -s. Use standard English forms of verb inflections Use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials (Vary sentence structure to include different openers) Make correct choice of pronoun or noun 	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs or modal verbs Use devices to build cohesion between paragraphs e.g. then, after that, this, firstly Link ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) Ensure consistent and correct use of tense across a text 	<ul style="list-style-type: none"> Understand the difference between formal and informal speech (such as the use of questions e.g. He's is your friend, isn't he?) Understand how words are related by meaning as synonyms and antonyms Use the passive to affect the presentation of information in a sentence Use expanded noun phrases to convey complicated information concisely Understand how to use the subjunctive form (e.g. if I were... or Were they) Understand the structures of typical informal speech Link ideas across paragraphs using a wider range of cohesive devices Use layout devices e.g. headings, subheading, columns, tables etc to structure a text
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<p>Punctuation</p>	<ul style="list-style-type: none"> • Finger spaces • Capital Letters • full stops • Form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. • Use of finger spaces • Begin to punctuate sentences using: Capital letters, Full stops, Question marks, Exclamation marks 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently. • Use commas in lists • Use apostrophes for omission 	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Possessive apostrophe for regular and irregular plurals • indicating possession by using the possessive apostrophe with plural nouns • Use inverted commas and other punctuation correctly in direct speech • Use commas after fronted adverbials 	<ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Use the semi-colon, colon and dash to mark the boundary between main clauses • Use the colon to introduce a list • Use bullet points to list information • Understand how hyphens can be used to avoid ambiguity • Understand when to use an ellipsis
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Text	<ul style="list-style-type: none"> • Write simple sentences which can be read by themselves and others. • Write own name correctly 	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] • Writing under headings (as an introduction to paragraphs) 	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, after], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Terminology	<ul style="list-style-type: none"> • Rhyme • Sentence • Capital letters • Full stops • Phonics specific vocabulary – grapheme, phoneme, special friends, Fred Talk 	<ul style="list-style-type: none"> • Letter • Capital letter • Word • Singular • Plural • Sentence • Punctuation • Full stop • Question mark • Exclamation mark. • Verb • Noun • Adjective 	<ul style="list-style-type: none"> • Noun • Noun phrase, • Conjunction • Statement • Question • Exclamation • Command • Compound, • Suffix • Adjective • Adverb • Verb • Tense (past, present) • Apostrophe • Comma 	<ul style="list-style-type: none"> • Preposition • Conjunction • Word family • Prefix • Clause • Subordinate clause, • Direct speech • Consonant • Vowel • Inverted commas 	<ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial • Expanded noun phrase 	<ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion, • Ambiguity. 	<ul style="list-style-type: none"> • Subject • Object • Active, • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semicolon • Bullet points

<p>Genres</p>	<ul style="list-style-type: none"> • Simple sentences 	<ul style="list-style-type: none"> • Narrative • Recount • Poetry 	<ul style="list-style-type: none"> • Narrative • Recount • Poetry • Instructions • Report 	<ul style="list-style-type: none"> • Narrative • Recount • Poetry • Instructions • Informal letter • Formal writing • Information writing • Diary writing • Write formal debates 	<ul style="list-style-type: none"> • Narrative • Recount • Poetry • Instructions • Explanation • Non-chronological report • Informal letter • Formal letter giving • Diary writing 	<ul style="list-style-type: none"> • Narrative • Recount • Poetry • Instruction • Report • Explanation • Informal Letter • Formal letter of complaint • Formal letter of Persuasion • Information writing • Diary writing • Play scripts • Autobiographies • Debates 	<ul style="list-style-type: none"> • Narrative • Recount • Poetry • Instructions • Explanation • Informal letter • Formal letter giving information • Formal letter of complaint • Formal letter of persuasion • Information writing • Diary writing • Play scripts • Discussion • Biographies • Debates • Précising longer passages
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