

Writing Progression

Year 1	A1	A1	A2	A2	Sp1	Sp1	Sp2	Sp2	S1	S1	S2	S2
Text Type	Character and setting description	Poetry	Recount	Instructions	Letter	Trad tales	Poetry	Recount	Letter	Character and setting description	Narrative	Non-chronological report
Spag Focus	Nouns for people Determiners – the, an, a Full stops and capital letters Simple statement sentences – oral composition before writing	Co-ordinate two adjectives using conjunction ‘ and’ Plural nouns - adding suffix –s Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks)	Conjunctions - Use ‘ and’ to join clauses Use adjectives to describe size	Full Stops capital letters Use verbs - action Simple statement sentences – oral composition before writing	Co-ordinate two nouns using and Plural nouns - adding suffix –s and es Suffix: -ed for verbs – simple past tense (no change to root word) Join two predicates with a co-ordinating conjunction but/and Using question marks	Capital letters for names of people and places proper nouns adding suffix –s and es verbs in 3rd person present tense understanding I and we as naming a person understanding adjectives describes a noun using and understanding exclamation marks	Understand verbs describe an action Co-ordinate two adjectives using and Distinguish between plural nouns and s suffix Use s and es to write verbs in the 3rd person present tense	Know and use the determiners a and the Understand an adjective describes a noun Adjectives describe colour Using and as a join conjunction	know and use prepositions after, at, before, behind, beside, between, down, in, inside, near, off, on, outside, up and with Use prepositions to compose adverbial phrases of time and place	Know and use determiners an Understand a verb as a single action Use a determiner before a noun – simple noun phrase Preposition for time and place when and where words	Join two predicates with a co-ordinating conjunctions but and and Join two subjects with a co-ordinating conjunction use direct speech in a sentence using the prefix - un	Use an adjective before a noun – expanded noun phrase Know and use co-ordinating conjunction but Use adjectives that describe size
By the end of each half term children should be able to:												

	<p>Write simple sentences using nouns for people and the determiners 'the', 'an', and 'a'. o</p> <p>Orally compose their sentences before writing and use capital letters and full stops accurately.</p>	<p>Orally compose and write simple statements using capital letters and full stops. Include action verbs, adjectives to describe size, and use the conjunction 'and' to join clauses.</p>	<p>Write simple sentences using plural nouns with the suffixes –s and –es, and past tense verbs with the suffix –ed.</p> <p>Coordinate two nouns or predicates using 'and' or 'but', use question marks appropriately, and apply capital letters for names and places."</p>	<p>Write simple sentences using action verbs and adjectives, including those describing colour. Coordinate two adjectives using 'and'. Use the determiners 'a' and 'the' correctly, Apply the suffixes –s and –es to distinguish between plural nouns and third person present tense verbs.</p>	<p>Write simple noun phrases using the determiners 'a', 'an', and 'the'. Use prepositions to describe time and place. Compose adverbial phrases using prepositions such as 'in', 'on', 'under', and 'before' to add detail to their writing."</p>	<p>Write expanded noun phrases using adjectives that describe size. Join two subjects or predicates using the coordinating conjunctions 'and' or 'but'. Begin to use direct speech in a sentence. Apply the prefix 'un-' to change word meaning."</p>
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Year 2	A1	A1	A2	A2	Sp1	Sp1	Sp2	Sp2	S1	S1	S2	S2
Text Type	Character and setting description	Instructions - persuasive	Narrative	Letter	Narrative	Poetry	Recount	Non-chronological report	narrative	Report	Persuasion	Non chronological report.
Spag Focus	Year 1 reap – understand a verb as a single word that describes an action Know and use adverbs of time and place – still, again, soon, tomorrow, today, here, there, home, right, north, downstairs	Use commands, exclamation and questions Writing in the present tense Understand to be and to have as verbs – be, am, is, are, was, were, to have, has, had Know and use prepositions above, across, against, along, from, onto, past, through and to	Use two adjectives before a noun Understand a noun phrase is a group of words that describe a person, place or thing Use a comma between two adjectives	Capitalise proper nouns Writing in the past tense – use past tense – ed suffix Past and present progressive tense – actions in progress – present participle ing Statements that express a fact, opinion, idea Use how, what, when, where, which, who, whose, why question words Use an adverbial clause after a main clause	Adjectives that describe character cruel, kind, wicked, brave Use subordination and co-ordination, because, if, when Start a sentence with an adverbial clause Showing omission using an apostrophe – contractions and possessive	Use adjectives to describe shape flat, round, narrow, straight Use commas in a list of nouns or noun phrases (short unit) Know and use numerical determiners	Use co-ordinating conjunctions to join two main clauses with or and so Writing in the past tense Exclamation sentences – how and what	Understand an adverb as a single word that describes how a verb happens – ly suffix adverbs of manner (how adverbs) slowly, happily, carefully, suddenly, greedily, – adverbs of manner before place and time Begin a sentence with a fronted adverbial of time, place and manner	Writing in the past tense Commas in a list – noun phrases and lists. Punctuating direct speech with inverted commas Use an apostrophe to mark singular possession Use an adverbial clause after a main clause	Re-cap four types of sentences, statement, command, question, exclamation Writing in the past tense	Uses rhetorical questions. Correct and consistent use of past and present tense. Progressive form of verbs in the past and present tense.	Showing omission using an apostrophe – contractions and possessive Writing a narrative about personal experience Writing in the past tense
By the end of each half term children should be able to:												
	Write in the present tense using action verbs and the verbs 'to be' and 'to have' (e.g. is, are, has, have). Use adverbs of time and place to add detail. Apply prepositions such as 'above', 'across', and 'through',	Write in the present tense using a variety of sentence types, including commands, questions, and exclamations. Use adverbs of time and place (e.g. still, again, here, there) and prepositions (e.g. above, across, through) to add detail.	Write sentences using adjectives to describe character and shape. Use subordination and coordination to extend ideas. Begin sentences with adverbial clauses	Use "or" and "so" to join two main clauses. Write consistently in the past tense. Create exclamation sentences starting with "What" or "How".	Write in the past tense. Use commas in lists with expanded noun phrases. Punctuate speech with inverted commas. Use apostrophes for singular possession.	Use rhetorical questions for effect. Keep tense consistent (past and present). Use progressive verbs (e.g., was running, is jumping). Use apostrophes for contractions and possession.						

	<p>Write different sentence types including commands, exclamations, and questions."</p>	<p>Demonstrate understanding of verbs as actions and use forms of 'to be' and 'to have' accurately in their writing."</p>	<p>Begin to use apostrophes for contractions and possession. Apply commas in a list. Demonstrate understanding of numerical determiners in their writing.</p>	<p>Use -ly adverbs of manner (e.g., slowly, happily) and place them before place and time. Begin sentences with fronted adverbials of time, place, or manner, using a comma after.</p>	<p>Add adverbial clauses after main clauses. Apply all four sentence types: statement, command, question, exclamation</p>	<p>Write personal narratives in the past tense.</p>
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Year 3	A1	A1	A2	A2	Sp1	Sp1	Sp2	Sp2	S1	S1	S2	S2
Text Type	Character and setting description	Instructions	Narrative	Letter	Narrative	Poetry	Recount / diary	Non – chronological report	Narrative	Report / newspaper	Persuasion	Non-chronological report
Spag Focus	Use an ing non-finite clause after a main clause, separated with a comma. Understand a preposition as a single word that starts an adverbial phrase Know and use the following: among, beneath, beyond, by, during, for, I	Use adverbs to express time and cause; then, next, soon Use nouns and pronouns to avoid repetition. Use conjunctions and connectives to express time and cause (when, so, before, after, while, because) Use inverted commas.	Joining three predicates with a comma and co-ordinating conjunction Apostrophes to mark plural possession Understand a pronoun as a single word that replaces a noun or noun phrase Know and use subjective and objective pronouns Subjective: I, you, he, she, it , we, they objective: me, you, him, her, it, us, them	Know and use adverbs of time and place – still, again, soon, tomorrow, today, here, there, home, right, north, downstairs	Separate a fronted adverbial with a comma +Understanding an adverbial clause as a type of subordinate clause that starts with a subordinating conjunction	Use adjectives that describe sound and touch Use precise nouns – elder, oak, daisy etc. Use like and as to create similes	Know and use ordinal determiners Know and use a range of reporting verbs – yelled, shrieked, murmured	Joining three predicates with a comma and co-ordinating conjunction Apostrophes to mark plural possession	Understand a clause as a structure that contains a single verb or verb phrase Understand a main clause/subordinate as a clause that may function independently as a sentence Know and use the following subordinating conjunctions after, although, before, as, just as, while	Separate an adverbial clause with a comma when it starts a sentence Understand a non finite clause as a type of subordinate clause that starts with a verb Use an ing non finite clause after a main clause, separated with a comma	Understand a preposition as a single word that starts an adverbial phrase Know and use the following: among, beneath, beyond, by, during, for, like, throughout, until Separate an adverbial clause with a comma when it starts a sentence	Use the present perfect tense using the form to have past participial (ed verb) has walked, have walked, has caught, have caught Understand a subordinate clause that does not function independently as a sentence

By the end of each half term children should be able to:

	<p>Use an -ing clause after a main clause, separated by a comma. Understand and use prepositions to start adverbial phrases. Use a range of prepositions: among, beneath, beyond, by, during, for. Use adverbs of time and cause: then, next, soon. Use nouns and pronouns effectively to avoid repetition. Use conjunctions to show time and cause: when, so, before, after, while, because. Use inverted commas to punctuate direct speech.</p>		<p>Join three predicates in a sentence using commas and co-ordinating conjunctions. Use apostrophes for plural possession. Understand and use pronouns to replace nouns and avoid repetition. Know and use subjective (I, you, he, she, it, we, they) and objective (me, you, him, her, it, us, them) pronouns correctly. Use adverbs of time and place: still, again, soon, tomorrow, today, here, there, home, right, north, downstairs.</p>		<p>Use a comma after a fronted adverbial. Understand and use an adverbial clause starting with a subordinating conjunction. Use adjectives to describe sound and touch. Choose precise nouns for clarity and detail. Create similes using like and as</p>		<p>Use ordinal determiners (e.g., first, second, third) accurately in writing. Use a range of reporting verbs to add variety to dialogue. Join three predicates in a sentence using commas and co-ordinating conjunctions. Use apostrophes to show plural possession.</p>		<p>Understand a clause as a group of words with a single verb or verb phrase. Identify and use main and subordinate clauses, recognising that main clauses can stand alone. Use a range of subordinating conjunctions: after, although, before, as, just as, while. Begin sentences with an adverbial clause, using a comma to separate it. Understand and use non-finite clauses (starting with a verb, not a conjunction). Use an -ing non-finite clause after a main clause, separated by a comma.</p>		<p>Understand a preposition as a word that starts an adverbial phrase. Know and use a range of prepositions: among, beneath, beyond, by, during, for, like, throughout, until. Begin sentences with an adverbial clause, using a comma to separate it. Use the present perfect tense with have/has + past participle. Understand that a subordinate clause cannot stand alone as a sentence.</p>	
Year 4	A1	A1	A2	A2	Sp1	Sp1	Sp2	Sp2	S1	S1	S2	S2
Text Type	Narrative – other cultures.	Report	Non-fiction letter	Narrative	Fiction-diary	Poetry	Narrative - suspense	Advertisement	Narrative adventure	Non-fiction newspaper	Balanced argument	Explanation

Spag Focus	Join three main clauses with a comma and co-ordinating conjunction Know and use subordinating conjunctions as, soon as, by the time, even though, once, unless, until When at the start of a sentence, capitalise direct speech and close with a comma, question mark or exclamation mark Understand a determiner as a single word that makes a noun more precise: my, your, his, her, its, our, their Understand a preposition as a single word that joins two nouns or noun phrases	Join three main clauses with a comma and co-ordinating conjunction Precise verbs to create shades of meaning Understand a determiner as a single word that makes a noun more precise – my, your, his, her, its, our, there.	Begin a sentence with two fronted adverbials Know and use linking adverbs – also, finally, for example, however, meanwhile, therefore Know and use possessive pronouns Join two nouns or noun phrases with a preposition to create an expanded noun phrase	Non-finite clause use a parenthetic ing non finite clause, separating with commas.	Describe a noun phrase with an appositive , separating with a comma Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases Know and use possessive pronouns mine, yours, his, hers, its, ours, theirs Understand a preposition as a single word that joins two nouns or noun phrases	Repeat - Know and use subordinating conjunctions as, soon as, by the time, even though, once, unless, until Understand a preposition as a single word that joins two nouns or noun phrases About, adjacent, despite, except, of, opposite, since, toward, upon, within, without	Understand a determiner as a single word that makes a noun more precise – my, your, his, her, its, our, there. Understand a preposition as a single word that joins two nouns or noun phrases About, adjacent, despite, except, of, opposite, since, toward, upon, within, without	Repeat – Begin a sentence with two fronted adverbials Join two nouns or noun phrases with a preposition to create an expanded noun phrase Know and use possessive pronouns mine, yours, his, hers, its, ours, theirs Non-finite clause use a parenthetic ing non finite clause, separating with commas	Know and use the following linking adverbs also, finally, for example, however, meanwhile, therefore Adjectives for taste and smell Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases Repeat - Know and use subordinating conjunctions as, soon as, by the time, even though, once, unless, until Understand a preposition as a single word that joins two nouns or noun phrases About, adjacent, despite,	Use standard verb forms Describe a noun phrase with an appositive, separating with a comma Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expl
By the end of each half term children should be able to:											
	Join three main clauses using commas and co-ordinating conjunctions. Use a wider range of subordinating conjunctions: as, soon as, by the time, even though, once, unless, until. Correctly punctuate direct speech at the start of a sentence: Capital letter for the first word End with a comma, question mark, or exclamation mark inside the inverted commas	Join three main clauses using commas and co-ordinating conjunctions. Use precise verbs to show subtle differences in meaning. Understand and use determiners to make nouns more specific: my, your, his, her, its, our, their. Begin a sentence with two fronted adverbials for effect. Use a range of linking adverbs: also, finally, for example, however, meanwhile, therefore. Know and use possessive pronouns correctly.	Begin sentences with two fronted adverbials for effect. Use a parenthetic -ing non-finite clause, separated by commas. Describe a noun using an appositive, separated by commas. Expand noun phrases with modifying adjectives, nouns, and prepositional phrases. Know and use possessive pronouns: mine, yours, his, hers, its, ours, theirs. Understand a preposition as a word that joins two	Describe a noun phrase using an appositive, separated by commas. Use a range of subordinating conjunctions: as, soon as, by the time, even though, once, unless, until to introduce subordinate clauses. Understand and use prepositions that join two nouns or noun phrases: about, adjacent, despite, except, of, opposite, since, toward, upon, within, without. Understand a determiner as a word that makes a noun more precise, and use: my, your, his, her, its, our, their.	Begin sentences with two fronted adverbials for effect. Create expanded noun phrases by joining two nouns or noun phrases with a preposition. Know and use possessive pronouns: mine, yours, his, hers, its, ours, theirs. Use a parenthetic -ing non-finite clause, separated by commas. Use a range of linking adverbs: also, finally, for example, however, meanwhile, therefore.	Expand noun phrases using modifying adjectives, nouns, and prepositional phrases. Use a range of subordinating conjunctions: as, soon as, by the time, even though, once, unless, until to introduce subordinate clauses. Understand and use prepositions that join two nouns or noun phrases: about, adjacent, despite, except, of, opposite, since, toward, upon, within, without. Use standard verb forms consistently and correctly.					

	<p>Understand and use determiners to make nouns more precise: my, your, his, her, its, our, their.</p> <p>Understand a preposition as a word that joins two nouns or noun phrases, and use a range of them: about, adjacent, despite, except, of, opposite, since, toward, upon, within, without.</p>	<p>Join two nouns or noun phrases with a preposition to create an expanded noun phrase.</p>	<p>nouns or noun phrases, using examples like: about, adjacent, despite, except, of, opposite, since, toward, upon, within, without.</p>		<p>Use adjectives for taste and smell to enhance description.</p> <p>Expand noun phrases with modifying adjectives, nouns, and prepositional phrases.</p>	<p>Describe a noun using an appositive, separated by commas.</p>
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Year 5	A1	A1	A2	A2	Sp1	Sp1	Sp2	Sp2	S1	S1	S2	S2
Text Type	Narratives – other cultures	report	Non-fiction letter	Narrative (Flashback)	Fiction - diary	Poetry	Narrative suspense	Advert	Narrative - adventure	Non fiction news report	Balanced argument	Explanation
Spag Focus	co-ordinate two -ing non-finite clauses use ellipses to show incompleteness use adjectives that describe age	Insert a reporting clause into longer speech When at the end of a sentence capitalise direct speech, separate from the sentence with a comma and close with :?!	Join two main clauses with a semi-colon Know and use linking adverbs: besides, furthermore, in conclusion, in fact	Use prepositions to compose adverbial phrases of manner Use brackets, commas, dashes to indicate parenthesis Use a parenthetic adverbial clause, separating with commas	Join two main clauses with a semi-colon co-ordinate using two different co-ordinating conjunctions Use commas, brackets and dashes for parenthesis	Understand an abstract noun as a concept idea or emotion – love, terror, religion, success, friendship Know and use demonstrative determiners – that, these, this, those	Co-ordinate two appositives separating with commas Co-ordinate two relative clauses Begin a sentence with two or three adverbial clauses	Begin a non-finite clause with a noun or noun phrase Use commas, brackets and dashes for parenthesis	Understand a relative clause as a type of subordinate clause that starts with a relative pronoun Describe a noun phrase with a relative clause, separating with commas Use adjectives to describe materials Know and use relative pronouns that, when, where, which, who, whose	Know and use linking adverbs: besides, furthermore, in conclusion, in fact To link ideas across paragraphs using time and place adverbials	Know and use subordinating conjunctions – now, that, so that, whatever, whenever, whereas, wherever, whoever co-ordinate using two different co-ordinating conjunctions	Use a colon to introduce a list Know and use modal verbs: can, could, may, might, must, shall, should, will, would

By the end of each half term children should be able to:

Co-ordinate two -ing non-finite clauses using a conjunction. Use ellipses (...) to show incompleteness or trailing thoughts. Use adjectives that describe age to add detail. Insert a reporting clause into longer speech. When direct speech ends a sentence, begin with a capital	Join two main clauses using a semi-colon. Use a range of linking adverbs to connect ideas: besides, furthermore, in conclusion, in fact. Use prepositions to form adverbial phrases of manner. Use brackets, commas, or dashes to indicate parenthesis. Use a parenthetic adverbial clause, separated by commas.	Join two main clauses using a semi-colon. Co-ordinate using two different co-ordinating conjunctions in a sentence. Use commas, brackets, and dashes to show parenthesis. Understand and use abstract nouns to express ideas, emotions, or concepts. Know and use demonstrative determiners: that, these, this, those.	Co-ordinate two appositives, separating them with commas. Co-ordinate two relative clauses in a sentence. Begin a sentence with two or three adverbial clauses. Begin a non-finite clause with a noun or noun phrase. Use commas, brackets, and dashes to indicate parenthesis.	Understand a relative clause as a type of subordinate clause that begins with a relative pronoun. Describe a noun phrase using a relative clause, separated by commas. Use adjectives to describe materials. Know and use relative pronouns: that, when, where, which, who, whose.	Use a range of subordinating conjunctions: now that, so that, whatever, whenever, whereas, wherever, whoever. Co-ordinate using two different co-ordinating conjunctions in a sentence. Use a colon to introduce a list, and bullet points to clearly present items. Know and use modal verbs to express possibility, ability, permission, or obligation:
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	letter, separate it with a comma, and close with . ? !				Use linking adverbs to connect ideas: besides, furthermore, in conclusion, in fact. Link ideas across paragraphs using time and place adverbials	can, could, may, might, must, shall, should, will, would.
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Year 6	A1	A1	A2	A2	Sp1	Sp1	Sp2	Sp2	S1	S1	S2	S2
Text type	Narrative – other cultures	Non – chronological report	Non-fiction letter	Narrative – (flashback)	Fiction - diary	Poetry	Narrative - suspense	Advert	Narrative – adventure / mystery	Non-fiction newspaper	Balanced argument	Explanation
SPAG focus	Co-ordinate three ing non-finite clauses Co-ordinate four non-finite clauses	Use semi-colons in a complex list Adjectives to describe origin Use the subjunctive mood with the subordinating conjunction if, as if Use the subjunctive mood in formal writing	Know and use subordinating conjunctions as it, as long as, as much as, if only, in case, provided that, since	Distinguish between essential (not separated by commas) and non-essential (separated by commas) relative clauses Use an ed non-finite clause separating with commas Co-ordinate three ing non-finite clauses	Use hyphens to avoid ambiguity Begin a sentence with three adverbial clauses Use phrasal verbs (verb plus a preposition or an adverb) in informal writing, but not formal Understand an object of a clause as a noun or noun phrase that is the recipient of the action and typically follows the verb	Use an ed non-finite clause separating with commas Know and use a range of indefinite pronouns: another, both, enough, less, more, nobody, nothing, plenty, others, several, someone	o-ordinate three appositives separating with commas Combine an appositive with a non-finite clause Combine an appositive with a relative clause	Use semi-colons in a bulleted list Know and use a range of quantifying determiners: all, another, both, each, enough, every, few, less, more, know, many, more, several, so	Carefully selected vocabulary Tenses – revision Relative clauses	Co-ordinate three relative clauses Omit a relative pronoun (who, that, which) at the start of an essential relative clause Use indirect speech Form passive verbs using the form: to be + past participle – ed verb usually	Know and use linking adverbs: above all, consequentially, in contrast, instead, nevertheless, nonetheless, otherwise, subsequently Co-ordinate four predicates in a sentence	Use a colon to illustrate or expand Use a linking adverb after a semi-colon Distinguish between active and passive voice

By the end of each half term children should be able to:

Co-ordinate three or more -ing non-finite clauses for fluency and detail. Co-ordinate four non-finite clauses to add complexity and rhythm. Use semi-colons in complex lists to separate detailed items. Use adjectives to describe origin. Use the subjunctive mood with subordinating conjunctions such as if and as if.	Use a range of subordinating conjunctions: as if, as long as, as much as, if only, in case, provided that, since. Distinguish between essential and non-essential relative clauses. Use an -ed non-finite clause, separated by commas. Co-ordinate three -ing non-finite clauses for fluency and detail.	Use hyphens to avoid ambiguity in compound adjectives. Begin a sentence with three adverbial clauses for complexity and control. Use phrasal verbs (verb + preposition/adverb) in informal writing, but avoid them in formal contexts. Understand the object of a clause as the noun or noun	Co-ordinate three appositives, separating each with commas. Combine an appositive with a non-finite clause for detail and fluency. Combine an appositive with a relative clause to add layered information. Use semi-colons in a bulleted list for clarity and formality.	Use two relative clauses in a paragraph, including one with an omitted relative pronoun. Convert direct speech into indirect speech accurately. Write a sentence in the passive voice using the correct verb form. Use ambitious vocabulary in a short descriptive or narrative piece.	Use linking adverbs (e.g. above all, consequently, in contrast, instead, nevertheless, nonetheless, otherwise, subsequently) to connect ideas clearly. Co-ordinate four predicates in a single sentence using appropriate conjunctions or punctuation. Use a colon to introduce or expand on an idea (e.g. He had one goal: to win.).
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			<p>phrase that receives the action and follows the verb. Use an -ed non-finite clause, separated by commas. Know and use a range of indefinite pronouns: another, both, enough, less, more, nobody, nothing, plenty, others, several, someone.</p>	<p>Know and use a range of quantifying determiners: all, another, both, each, enough, every, few, less, more</p>	<p>Maintain consistent tense throughout a short story or recount.</p>	<p>Use a linking adverb after a semi-colon (e.g. She was tired; nevertheless, she kept going.). Distinguish between active and passive voice, identifying and using both appropriately in writing.</p>
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