

Springdale First School



Imagine, Believe, Achieve

Writing Progression

Year 1	
Word Focus	<ul style="list-style-type: none"> • plural noun suffixes (s and es) • suffixes added to verbs with no change (helper, helped, helping) • Prefix 'un' to verbs and adjectives (unkind, untie)
Sentence	<ul style="list-style-type: none"> • Words form together to make sentences • Joining words and joining clauses using and
Text	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives (Once upon a time, One day, Unfortunately, Luckily, In the end)
Punctuation	<ul style="list-style-type: none"> • Separation of words with spaces • Use of basic punctuation <ul style="list-style-type: none"> ○ Capital letter ○ Full stop ○ Question mark ○ Exclamation mark • Capital letters for names and personal pronoun I
Terminology	<ul style="list-style-type: none"> • letter, capital letter • word, singular, plural • sentence • punctuation, full stop, question mark, exclamation mark
Year 2	
Word Focus	<ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	<ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	<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]

Punctuation	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing (contractions) in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology	<ul style="list-style-type: none"> • noun, noun phrase • statement, question, exclamation, command • compound, suffix • adjective, adverb, verb tense (past, present) • apostrophe, comma
Year 3	
Word Focus	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example super-, anti-, auto-] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	<ul style="list-style-type: none"> • Expressing time, place and cause using: <ul style="list-style-type: none"> ○ 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]
Text	<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]
Punctuation	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech
Terminology	<ul style="list-style-type: none"> • preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech • consonant, consonant letter, vowel, vowel letter • inverted commas (or 'speech marks')
Year 4	
Word Focus	<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s (including irregular plurals)

	<ul style="list-style-type: none"> • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	<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
Punctuation	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials
Terminology	<ul style="list-style-type: none"> • determiner • pronoun, possessive pronoun • adverbial