



Writing Progression



Grammar Progression: Expanded, prepositional and adverbial phrases						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Use the terms ADJECTIVES, NOUN, VERB	<p>Recognise ADJECTIVES and NOUNS</p> <p>Use a noun phrase e.g. the park/a dog</p> <p>Use power of 2 adjectives to describe a noun e.g. the cold dark wood</p>	<p>Use adjectives to expand the noun phrase</p> <p>Use power of 3 to expand a noun phrase</p> <p>Use alliteration to expand a noun phrase</p> <p>Use lists to build description e.g. it was a long, dark, leafy lane.</p> <p>Use expanded noun phrases in a list e.g. he wore old shoes, a dark cloak and a red hat</p>	Use expanded noun phrases to add precise detail	Use expanded noun phrases to build plot, character or setting	Use expanded noun phrases precisely to add detail to character or setting across a piece of writing and aid cohesion	<p>Use expanded noun phrases precisely to add detail to character or setting across a piece of writing and aid cohesion</p> <p>Develop the use of irony within phrases using quotation marks around part of the expanded noun phrase e.g. The 'luxury' hotel was on the outskirts of town.</p> <p>Use summarising vocabulary to communicate complicated information e.g. the shop was full of a</p>

						<i>wide collection of tempting treats</i>
Use adverbs for time as part of story language (orally and maybe in writing)e.g <i>once there was/after</i>	Use adverbs for time and manner as part of story language e.g. <i>once there was/after/slowly/ carefully</i>	Use adverbs for time and manner as part of story language e.g. <i>eventually/finally/ carefully/ slowly/ quickly</i> Use the double ly as story language e.g. <i>the wolf walked slowly and carefully</i>	Use adverbs for time, manner, place to add detail to a sentence Introduce fronted adverbial phrases with a comma as part of story language or a text type feature Use the term ADVERB	Use fronted adverbial phrases for time/manner/place with commas Use similes acting as a fronted adverbial phrase <i>As quick as a flick of a wing of a bat,</i> Use modifying adverbs to expand a noun phrase rather/very/nearly/ perhaps/surely	Use adverbial phrases precisely to add detail to character or setting across a piece of writing Begin to use appropriate adverbial phrases precisely to build cohesion Use drop-in ed phrase <i>e.g. Poor Tim, exhausted by so much effort, ran home or Poor Tim, exhausted, ran home.</i>	Use appropriate adverbial phrases precisely to build cohesion
			Use prepositions for place <i>in front of/next to/ by the side/ under/over/beside/ opposite/to the left/ to the right</i> Use the term PREPOSITION	Use prepositions <i>in front of/next to/ by the side/ under/over/beside/ opposite/to the left/ to the right</i> to expand a <u>noun</u> phrase (functioning as an adjective) <i>the hot potato under the wooden table</i> Use prepositions to expand the verb (functioning as an	Use prepositional phrases <i>in front of/next to/ by the side/ under/over/beside/ opposite/to the left/ to the right</i> precisely to add detail to plot, character or setting across a piece of writing	Use prepositional phrases <i>in front of/next to/ by the side/ under/over/beside/ opposite/to the left/ to the right</i> precisely to add detail to plot, character or setting across a piece of writing

				adverbial) e.g. the hot potatoes rolled under the wooden table.		
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Grammar Progression: Sentence Construction							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PUNCTUATION	Use full stops and capital letters for simple sentences.	Use full stops and capital letters mostly correctly Use question marks and exclamation marks sometimes correctly	Use capital letters, full stops, question marks, exclamation marks, apostrophes for contractions mostly correctly Use commas to list in fiction and non-fiction e.g. <i>There are rabbits, owls, squirrels and rats in the barn.</i>	Use capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contractions and for possession mostly correctly Begin to explore commas after fronted adverbial phrase in story language	Use capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contractions and for possession (singular and plural) mostly correctly Use commas after fronted adverbial phrases	Use capital letters, full stops, question marks, exclamation marks, commas for lists, commas after fronted adverbial phrases, apostrophes for contractions and for possession (singular and plural) mostly correctly Use commas for clauses including parenthesis e.g. <i>around an embedded phrase or clause</i>	Use capital letters, full stops, question marks, exclamation marks, commas for lists, commas after fronted adverbial phrases, commas for contractions and for possession (singular and plural) mostly correctly Use the oxford comma to avoid ambiguity when writing sentences with a more than one coordinating conjunction e.g. <i>There was a rabbit and a squirrel, and they were both looking rather shocked.</i> Use a colon instead of a full stop to build tension e.g. <i>It was dark: black clouds hovered in the sultry air. DE:DE</i> Use semi-colons instead of coordinating conjunctions to build tension within a sentence

							<p>e.g. I was frozen to the spot; the truck kept on coming.</p> <p>Use semi colons, dashes, colons, hyphens and commas to avoid ambiguity (oxford comma) correctly</p> <p>Use a colon to introduce a list and semi colons to separate items in the list especially if the detail in next part of the list is long and in need of commas to avoid ambiguity</p>
SIMPLE AND COMPOUND SENTENCES	<p>Write a simple phrase and sentences that can be read by others</p> <p>Orally or in written form use simple conjunctions and/but</p>	<p>Use the conjunction and to join words in a list.</p> <p>Use the conjunction and to join two main clauses to create a compound sentence e.g. I went to the park and it was fun.</p> <p>Use the coordinating conjunction but to create a compound sentence e.g. this will come through in story language.</p> <p>Use the coordinating</p>	<p>Use coordinating conjunctions and/but/so/yet/nor/for to form compound sentences</p>	<p>Write a mixture of simple and compound sentences and/but/so/yet/nor/for to add interest to a piece of writing</p>	<p>Use a mixture of simple, compound and/but/so/yet/nor/for to add interest to a piece of writing</p> <p>Write short sentences to create tension e.g. It was midnight. It was a huge mass of red.</p>	<p>Use a mixture of simple, compound and/but/so/yet/nor/for and...</p>	<p>Use a mixture of simple, compound and/but/so/yet/nor/for to communicate level of formality and build cohesion</p>

		<p>conjunction so to create a compound sentence e.g. <i>this will come through in story language.</i></p>					
<p>COMPLEX SENTENCES</p>	<p>Orally or in written form use subordination until/who/when/because</p> <p>Ask questions (teacher may model the question mark when recording)</p>	<p>Use the subordinating conjunction because to add extra information to the end of a main clause e.g. <i>this will come through in story language.</i></p>	<p>Use subordinating conjunctions because/when/if/that/ to create complex sentences</p> <p>Explore who/which e.g. <i>this will come through in story language.</i></p>	<p>Write complex sentences using a range of subordinating conjunctions because/when/if/that/which/although/while</p>	<p>Write complex sentences using a wider range of subordinating conjunctions because/when/if/that/which/although/while/however/whilst/meanwhile/</p>	<p>...Use complex sentences because/when/if/that/which/although/while/however/whilst/meanwhile/ to add interest</p> <p>Use essential relative clauses beginning with relative pronouns who, which, where, when, that and whose e.g. <i>There was the cat that had run away.</i></p> <p>Use non-essential relative clauses using relative pronouns who, which, where, when, that and whose e.g. <i>The man, who is believed to be related to the victim, is on the run.</i></p> <p>Use embedded clauses ensuring that the clause contains a SUBJECT and a VERB e.g. <i>The man, although wounded badly</i></p>	<p>Use multiple subordinating to communicate complicated information e.g. <i>If the weather hadn't been wet; the driver had been looking; if I hadn't been rushing, then this would never have happened.</i></p>

						<p>from the shoot-out, was on the run.</p> <p>Vary the position of the subordinating clause in the sentence e.g. <i>Although the man was tired, he kept on running.</i> <i>The man, although he was tired, kept on running</i> <i>The man kept on running, although he was tired</i> Use compound/complex sentences e.g. <i>I stopped worrying about the wolf and shouted at him to stop when he asked for more ginger beer.</i></p>	
<p>SENTENCE TYPES (inc. modals and passive voice)</p>		<p>Use exclamatory phrases (<i>exclamations of emotion</i>)</p> <p>Use questions</p>	<p>Write sentences with different forms – <i>questions, statements, exclamations, commands</i></p>	<p>Write sentences with different forms – <i>questions, statements, exclamations, commands</i> to suit the text type</p>	<p>Write sentences with different forms – <i>questions, statements, exclamations, commands</i> to suit the text type</p>	<p>Write sentences with different forms – <i>questions, statements, exclamations, commands</i> to suit the text type and level of formality</p>	
<p>ADDING PHRASES (for more detail see phrase progression)</p>	<p>Orally or in written form use adjectives to describe nouns</p>	<p>Use adjectives to describe nouns</p> <p>Orally or in written form use adverbs for</p>	<p>Write expanded noun phrases</p> <p>Orally or in written form use adverbs for manner and</p>	<p>Write expanded noun phrase to add precise detail</p> <p>Use adverbs for time, manner</p>	<p>Write noun phrases expanded with prepositions and modifying adverbs</p> <p>Start sentences with fronted adverbial phrases for time,</p>	<p>Add detail across a piece of writing using a range of different sentence forms and type. Including within these sentences</p> <ul style="list-style-type: none"> - Expanded noun phrases - Prepositional phrases - Adverbial phrases 	

		manner (usually ly words) e.g. <i>this will come through in story language.</i>	time (often ly words) <i>eventually/finally/carefully/slowly/quickly</i> e.g. <i>this will come through in story language.</i>	and place to add detail Use prepositions and prepositional phrases <i>under/beneath/around/ next to/</i>	manner and place, including adjectives ending in ed e.g. <i>Frightened, Tom ran straight home... and ing</i> e.g. <i>Hopping speedily, the frog</i> Write long sentences to enhance description or information e.g. <i>The lizard is three metres long, has vivid green scales with a frilled collar.</i>	- Prepositional phrases - Adverbial phrases (see phrase progression for further information)	(see phrase progression for further information)
TENSE	Speak using the correct tense (simple past and simple present)	Write using simple past tense Write using simple present tense	Write using simple past and present tense Use progressive continuous tense within story language e.g. <i>Tom was walking</i>	Write using simple past and present tense Use progressive continuous tense e.g. <i>Tom was walking</i> Use past or present perfect tense e.g. <i>had been/has been</i>	Write using simple past and present tense Use progressive past and present continuous tense Use past or present perfect tense e.g. <i>had been/has been</i>	Write using simple past and present tense Use progressive past and present continuous tense Use past and present perfect tense e.g. <i>had been/has been</i> Use modal verbs to indicate degrees of possibility <i>might/should/will/must/could or perhaps/surely</i>	Write using simple past and present tense Use progressive past and present continuous tense Use past and present perfect tense e.g. <i>had been/has been</i> Write sentences where the subject and/or the verb is implied e.g. <i>The sandwich had been eaten.</i>

<p>TERMS AND KNOWLEDGE (focused on sentence construction only)</p>	<p>Introduce the terms VERB, ADJECTIVE, NOUN</p>	<p>Use the term VERB recognising having verbs (was/have/had/be etc Use the terms ADJECTIVE, NOUN</p>	<p>Use the terms ADJECTIVE, NOUN Use the terms SUBJECT and VERB (doing/being and having)</p>	<p>Use the terms SUBJECT and VERB (doing/being and having)</p>	<p>Know the difference between a fronted adverbial phrase at the front of the sentence and a subordinate clause <i>e.g. after a while/several minutes later = fronted adverbial phrase After a while of hunting for his friend = subordination because it has a SUBJECT and a VERB</i></p>		
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