



Writing Progression- End of Year expectations- ARE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence structure	<p>F1: Engage in extended conversations about stories, learning new vocabulary.</p> <p>F2: Write simple phrases and sentences that can be read by others.</p>	Compound sentences- using 'and'	<p>Use of coordinating (FANBOYS) and subordinating conjunctions</p> <ul style="list-style-type: none"> • Commands • Questions • Exclamation 	Reinforce learning from Year 2	<p>Reinforce learning from previous year</p> <p>Subordination- 'When the sun came out, I went to the park to play with my friends'</p> <p>Change the position of the subordinate clause</p>	<p>Reinforce learning from previous year</p> <p>Relative clauses, parenthesis to add further detail- children to choose where to put the additional information</p>	<p>Reinforce learning from previous year</p> <p>Separate clause with</p> <p>Passive voice</p> <p>Formal/ informal</p>
Cohesion	<p>F1: Use longer sentences of four to six words.</p> <p>F2: Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p>	<p>Link sentences to narratives</p> <p>Re-read sentences</p>	Use correct tense, conjunctions, punctuation, how actions are done (ly)	<p>Adverbs</p> <p>Adverbials- when, where, how</p> <p>Conjunctions</p> <p>Prepositions</p> <p>Paragraphs introduced</p>	<p>Use of pronouns and alternative nouns</p> <p>Fronted adverbials</p> <p>Paragraphs to organise ideas together</p> <p>subordination</p>	<p>Reinforce learning from previous year.</p> <p>Linking ideas across and within paragraphs</p>	<p>Use of a variety of organisational and presentational devices</p> <p>Repetition for effect</p>
Punctuation	F2: Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	Some sentences demarcated with capital letters/ full stops and an awareness of question marks and exclamation marks	<ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Exclamation marks • Commas in a list for objects • Apostrophe for contraction, singular possession 	<p>Consolidate punctuation from Year 2</p> <p>Inverted commas</p>	<p>Reinforce previous learning</p> <p>Commas after fronted adverbials</p> <p>Punctuating speech</p> <p>Plural possession</p> <p>apostrophe</p>	<p>Brackets, commas and dashes for parenthesis</p> <p>Commas for clarity</p>	<p>Use of semi colon, colon, dashes, hyphens to avoid ambiguity</p> <p>Bullet points</p> <p>Colons to introduce lists and semi colons to separate items in a lists</p>

Vocabulary/ description	F1: Use longer sentences of four to six words. F2: Learn new vocabulary. Use new vocabulary throughout the day. Use new vocabulary in different contexts.	Broaden vocabulary used by children through reading Use of specific nouns Use of verbs	Expanded noun phrase Broaden vocabulary through reading Adjectives	Reinforce vocabulary from Year 2 Rich and varied vocabulary- use of synonyms	Expanded noun phrases/ prepositional phrases Rich and varied vocabulary- synonyms	Parenthesis Selecting vocabulary for effect	Vocab for formal writing Hyphen adjectives Concise description
Tense/ Person	F1: Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. F2: Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	Use of past, present, future tenses	Simple past tense (ed) + irregular verbs Progressive past (I was) Present tense Awareness of 1 st , 2 nd and 3 rd person	Reinforce from Year 2 Present perfect tense- 'I have eaten my lunch'	<ul style="list-style-type: none"> • Simple past tense • Present perfect • Past progressive 'When I was eating my lunch, Karen walked into the room' 	Reinforce from previous learning Past perfect 'The plane had left by the time I got to the airport' Modal verbs- to indicate degrees of possibility	Reinforce from previous learning Passive form Subjunctive form
Transcription	F1: Use some of their print and letter knowledge in their early writing. For example: writing a	Form lower case letters Form capital letters	Correct letter formation Spacing between words reflects in size of letters	Reinforce Year 2- Introducing joining of letters	Teach spellings for the year Reinforce joined handwriting	Teach spellings for the year Reinforce joined handwriting	Teach spellings for the year Reinforce joined handwriting

	<p>pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately. Write some or all of their name. Write some letters accurately. F2: Form lower case and capital letters correctly. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Use 40+ phonic sounds to spell words Prefixes and suffixes</p>	<p>Spelling common exception words</p>				
Dialogue				Introduce speech marks	Punctuating dialogue correctly	Use dialogue to progress action in narratives	Reinforce learning from previous year

Greater Depth

R- Range of audiences/ purposes (EYFS/KS1)

A- Accuracy and mastery with confidence- age appropriate- see below

V- Vocabulary- ambitious

I- Independent reading and less scaffolding

E- Edits and improves effectiveness of writing

Children being able to master the skills within the Year group being taught.

Examples:

- Multiclaue sentences
- Appropriately selecting vocabulary for effect
- Sentences being linked together within paragraphs and across paragraphs in a variety of ways
- Use tenses appropriately
- Changing tense within a paragraph.

