PROGRESSION OF WRITING SKILLS

WORD STRUCTURE							
NURSERY	**RECEPTION**	**YEAR ONE**	**YEAR TWO**	**YEAR THREE**	**YEAR FOUR**	**YEAR FIVE**	**YEAR SIX**
	Read, Write Inc Programme	Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Formation of nouns using suffixes such as –ness, -er Formation of adjectives using suffixes such as –ful, -less Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Formation of nouns using a range of prefixes, such as super-, anti-, auto- Use of the forms a or an according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of spoken forms (e.g. we were instead of we was, or I did instead of I done)	Converting nouns or adjectives into verbs using suffixes (e.g. –ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over-, re-)	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said verses reported, alleged, or claimed in formal speech writing) How words are related by meaning such as synonyms or antonyms (e.g. big, little, large)

				SENTENCE STRUCTURE			
NURSERY	**RECEPTION**	**YEAR ONE**	**YEAR TWO**	**YEAR THREE**	**YEAR FOUR**	**YEAR FIVE**	**YEAR SIX**
	Write words and phrases that can be read and understood by others	How words and phrases can combine to make sentences How and can join words and join sentences	Subordination (when, if, that, because) and coordination (or, and, but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man on the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command	Expressing time and cause using conjunctions (e.g. when, before, after, while, because, so), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because, of)	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 (e.g. Later that day, I heard the bad news)	Relative clauses beginning with who, which, where, why, or whose or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke a window in the greenhouse versus The window in the greenhouse was broken (by me)) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)

TEXT STRUCTURE							
NURSERY	**RECEPTION**	**YEAR ONE**	**YEAR TWO**	**YEAR THREE**	**YEAR FOUR**	**YEAR FIVE**	**YEAR SIX**
	Write a simple sentence that can be read by themselves and others	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense versus past tense throughout verbs Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting	Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Use of the present tense perfect form of verbs instead of simple past (e.g. 'he has gone out to play' contrasted with 'he went out to play')	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	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linked ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. He had seen her before)	Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as, on the other hand, in contrast, as a consequence), and ellipses Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

PUNCTUATION							
NURSERY	**RECEPTION**	**YEAR ONE**	**YEAR TWO**	**YEAR THREE**	**YEAR FOUR**	**YEAR FIVE**	**YEAR SIX**
	Introduction to their name starting with a capital letter Introduction to capital letters and full stops once on Green Level of Read, Write Inc	Separation of words within spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where the letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after a reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!") Apostrophes to mark plural possession (e.g. the boys' boots) Use of commas after fronted adverbials (e.g. Later that day, I heard the news.)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) Use of the colon to introduce a list and use semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)

TERMINOLOGY							
NURSERY	**RECEPTION**	**YEAR ONE**	**YEAR TWO**	**YEAR THREE**	**YEAR FOUR**	**YEAR FIVE**	**YEAR SIX**
	word, letter, sound	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	verb, tense (past and present), adjective, adverb, noun, noun phrase, suffix, apostrophe, comma, statement, question, exclamation command	word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), consonant letter, vowel letter, clause, subordinate clause	pronoun, possessive pronoun, adverbial, determiner	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity	active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipses