



St Anne's Writing Progression

Key foundational skills are identified in red

Key foundational skills that need to be automatic are identified in blue

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning	Orally plan and rehearse ideas.	Orally plan and rehearse ideas. Sequence ideas and events in non-fiction and narrative Use familiar plots for structuring the opening, middle and end of their stories	Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.	Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up. Organise paragraphs around a theme	Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry Discuss and record ideas for planning, e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan	Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify audience and purpose. Select the appropriate structure, vocabulary and grammar. Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify audience and purpose. Select the appropriate structure, vocabulary and grammar. Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Drafting	Write a simple sentence by saying out loud what they are going to write about Re-read what they have written to check that it makes sense	Write sentences by saying out loud what they are going to write about Re-read what they have written to check that it makes sense	Orally rehearse each sentence prior to writing. Develop stamina for writing in order to write at length.	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Select appropriate structure, vocabulary and grammar. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings,	Select appropriate structure, vocabulary and grammar. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings,

St Anne's Writing Progression

		Use formulaic phrases to open and close texts		In non-narrative material, use simple organisational devices [for example, headings and sub-headings] Organise paragraphs around a theme In narratives, creating settings, characters, plot and dialogue.	In non-narrative material, use simple organisational devices [for example, headings and sub-headings] Organise paragraphs around a theme In narratives, creating settings, characters, plot and dialogue.	bullet points, underlining] Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!" Use a wide range of devices to build cohesion within and across paragraphs Précis longer passages.	bullet points, underlining] Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!" Use a wide range of devices to build cohesion within and across paragraphs Précis longer passages. Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). Use active and passive voice to achieve intended effects, e.g. formal reports, explanations and mystery narrative Deviate narrative from linear or chronological sequence, e.g.
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St Anne's Writing Progression

							flashbacks, simultaneous actions, time-shifts Combine text-types to create hybrid texts, e.g. persuasive speech.
Evaluating and Editing	Discuss their writing with adults	Discuss their writing with adults and peers	Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Proofread to check for errors in spelling, grammar and punctuation Discuss and propose changes with partners and in small groups. Improve writing in light of evaluation.	Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, including the accurate use of pronouns in sentences Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation	Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors.	Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors.
Performing	Read aloud their writing audibly to adults	Read aloud their writing audibly to adults and peers.	Read aloud their writing with intonation to make the meaning clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. Use appropriate and effective intonation and volume	In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. Use appropriate and effective intonation and volume

St Anne's Writing Progression

						Add gesture and movement to enhance meaning.	Add gesture and movement to enhance meaning.
Transcription - handwriting	Hold a pencil with an effective grip Form many (more than half) letters correctly – starting and finishing in the right place, going the right way round, correctly oriented	Sit correctly at a table and hold a pencil correctly Hold a pencil with an effective grip. Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented Have clear ascenders ('tall letters') and descenders ('tails') Form digits 0-9 correctly. Practise forming letters in handwriting families: - around letters a,d,g,c,o,q - Down letters l,h,k,b,l,j,n,m, p,r,t,u,y - Curly letters e,f,s - Zigzag letters v,w,x,z	Form lower-case letters of the correct size relative to one another Orientate capital letters correctly Use capital letters appropriately, e.g. not always writing A as a capital, not using capitals within words Write capital letters and digits of the correct size relative to one another and to lower case letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined Use spacing between words which reflects the size of the letters	Form and use the four basic handwriting joins Write legibly.	Use a joined style throughout their independent writing Write with consistency in size and proportion of letters, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Write, using a joined style, with increasing speed. Choose when it is appropriate to print (lower case or upper case) rather than to join writing, e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.	Write, using a joined style, with increasing speed. Choose when it is appropriate to print (lower case or upper case) rather than to join writing, e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.
Transcription - spelling	All letters of the alphabet and the sounds they most commonly represent	All letters of the alphabet and the sounds they most commonly represent	Vowel digraphs and the sounds they most commonly represent	use further prefixes and suffixes and understand how to add	use further prefixes and suffixes and understand how to add	use further prefixes and suffixes and understand the	use further prefixes and suffixes and understand the

St Anne's Writing Progression

	m,a,s,d,t,l,n,p,g,o,c,k,u, b,f,e,i,h,r,j,v,y,w,z,x Consonant digraphs and the sounds they most commonly represent sh,th,ch,qu,ng,nk, ck, ss, ll, ff, zz The process of segmenting words into sounds before choosing graphemes to represent these sounds Some vowel digraphs and the sounds they most commonly represent ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	m,a,s,d,t,l,n,p,g,o,c,k,u, b,f,e,i,h,r,j,v,y,w,z,x Consonant digraphs and the sounds they most commonly represent sh,th,ch,qu,ng,nk Vowel digraphs and the sounds they most commonly represent ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Vowel digraphs and the sounds they most commonly represent ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious Additional sounds ue, ie, au, e-e, kn, ck, wh, ph The process of segmenting words into sounds before choosing graphemes to represent these sounds Words with adjacent consonants ff, ll, ss, zz, ck, tch, ve Division of words into syllables	ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones dge, ge, g (in words before e, i, y) (edge, age, giant)	them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou (young, touch)	them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou (young, touch)	guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ (cial, tial)	guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ (cial, tial)
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St Anne's Writing Progression

	Adding s and es to words (plural of nouns and third person singular of verbs) Adding ending ing, ed, er to verbs where no change is needed to root word Adding er and est to adjectives where no change is needed to root words ea (head, bread), oe, ie (chief, field), ore (more), ear (bear, pear) Words ending y (happy, very) Using k for the /k/ sound before e and i Adding the prefix un Compound words Common exception words (the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, he, be, we, she, me, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our) the days of the week	The /s/ sound spelt c before e, l, y The /n/ sound at the beginning of words (knee, gnaw) The /r/ sound at the beginning of words spelt wr (wrist, write) le at the end of words (kettle, apple) el spelling used after m, n, r, s, v, w and more often than not s (camel, tunnel, squirrel) al sound at end of words (metal, animal) Words ending il (pencil, nostril) The /al/ sound at the end of the word spelt y (cry, fly) Adding es to nouns and verbs ending y (change y to i and add es) (cries, flies) Adding ed, ing, er and est to root word ending y (change y to i and add suffix – not before ing) Adding endings ing, ed, er, est and y to	More prefixes (dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto) The suffix –ation The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ (measure, creature) Endings which sound like /ənʒ/ (television) The suffix –ous Endings which sound like /ʃən/, spelt –tion, –sion, –cian Words with the /k/ sound spelt ch (Greek in origin) (scheme) Words with the /ʃ/ sound spelt ch (mostly French in origin) (chef) Words ending with the /g/ sound spelt gue and the /k/ sound spelt –que (French in origin) (league, antique) Words with the /s/ sound spelt sc (Latin in origin) (science) Words with the /ei/ sound spelt ei, eigh, or ey (vein, weigh, obey)	More prefixes (dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto) The suffix –ation The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ (measure, creature) Endings which sound like /ənʒ/ (television) The suffix –ous Endings which sound like /ʃən/, spelt –tion, –sion, –cian Words with the /k/ sound spelt ch (Greek in origin) (scheme) Words with the /ʃ/ sound spelt ch (mostly French in origin) (chef) Words ending with the /g/ sound spelt gue and the /k/ sound spelt –que (French in origin) (league, antique) Words with the /s/ sound spelt sc (Latin in origin) (science) Words with the /ei/ sound spelt ei, eigh, or ey (vein, weigh, obey)	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able and –ible Words ending in –ably and –ibly Adding suffixes beginning with vowel letters to words ending in –fer (referring, referred, referral –er stressed, reference, referee – unstressed) Use of the hyphen Words with the /i:/ sound spelt ei after c (deceive) Words containing the letter-string ough (ought, rough, though, thorough) Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused (advice/advise device/devise licence/license practice/practise prophecy/prophesy)	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able and –ible Words ending in –ably and –ibly Adding suffixes beginning with vowel letters to words ending in –fer (referring, referred, referral –er stressed, reference, referee – unstressed) Use of the hyphen Words with the /i:/ sound spelt ei after c (deceive) Words containing the letter-string ough (ought, rough, though, thorough) Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused (advice/advise device/devise licence/license practice/practise prophecy/prophesy)
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St Anne's Writing Progression

		name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	words ending e with consonant before it (Drop e and add suffix – exception being) (hiking, nicest) Adding ing, er, ed, est and y to words of one syllable ending in single consonant letter after a single vowel letter (double the consonant) – patting, patted The /or/ sound spelt a before l and ll (all, ball, always) The /u/ sound spelt o (other, mother) The /ee/ sound spelt ey (monkey, donkey) a is the most common spelling for the /o/ sound after w and q (watch, quantity) The /ur/ sound spelt or after w (word, work, worm) The /or/ sound spelt ar after w (war, warm) The /3/ sound spelt s (treasure, television, usual) Suffixes ment, ness, ful, less and ly	Possessive apostrophe with plural words Homophones and near-homophones (accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's) Spell common exception words (accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear knowledge learn early earth eight/eighth enough exercise	Possessive apostrophe with plural words Homophones and near-homophones (accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's) Spell common exception words (accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear knowledge learn early earth eight/eighth enough exercise	farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future someone (e.g. Whose jacket is that?) stationary: not moving stationery: paper,	farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future someone (e.g. Whose jacket is that?) stationary: not moving stationery: paper,
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St Anne's Writing Progression

			Contractions Possessive apostrophe singular noun Words ending tion (action, station) Homophones and near homophones there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight Common exception words (door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas) write from memory simple sentences	experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women)	experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women)	envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to) Year 5 and 6 Word List accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) Notes and guidance (non-statutory) individual interfere	envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to) Year 5 and 6 Word List accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) Notes and guidance (non-statutory) individual interfere
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St Anne's Writing Progression

			dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.			interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht	interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
Vocabulary, grammar and punctuation	leaving spaces between words use capital letters and full stops to demarcate sentences Write simple sentences that can be read by themselves and others	leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Use terminology noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and	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]	The grammatical difference between plural and possessive –s 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] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Use of the passive to affect the presentation of information in a sentence [for example,

St Anne's Writing Progression

		Use terminology letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English	Expressing time, place and cause using 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] 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] Introduction to inverted commas to punctuate direct speech Use terminology preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] 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 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 Use terminology determiner pronoun, possessive pronoun adverbial	modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use terminology modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	I broke the 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 [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the semi-colon, colon and dash to mark the boundary between
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St Anne's Writing Progression

							independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use terminology subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
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