

Progression in Revising and Editing

	Editing			Revising
Year 1	Punctuation: Full stops, capital letters for sentences and proper nouns Question marks	Grammar: Correcting errors with simple past and present tense Check for missing words and correct	Spelling: Y1 common exception words Y1 suffixes Y1 phonemes from Sounds Write programme	<ul style="list-style-type: none"> • Re-read orally to make sure the writing makes sense • Join sentences using <i>and</i>, <i>but</i>, <i>because</i>
Year 2	Punctuation: Sentence demarcation Question and exclamation marks Commas in lists Apostrophes for contractions and singular possession	Grammar: Correcting errors with past and present tense, including progressive Check for missing words and correct	Spelling: KS1 common exception words Y2 suffixes Y2 phonemes from Sounds Write programme Homophones (e.g. <i>see</i> and <i>sea</i>)	<ul style="list-style-type: none"> • Improving sentence range to ensure a variety of sentences types (simple, compound, complex) • Improving noun phrases by refining word choice (e.g. <i>the big, scary monster</i> to <i>huge, terrifying monster</i>) • Ensuring an appropriate tone and use of language in non-fiction writing (e.g. making sure recounts don't become narrative in style)
Year 3	Punctuation: Commas in lists Apostrophes for contractions and singular possession Speech marks for direct speech	Grammar: Use of <i>a</i> and <i>an</i>	Spelling: Y2 suffixes Prefixes pre-, mis-, dis-, re-, sub-, tele-, super-, auto Homophones (e.g. <i>see</i> and <i>sea</i>) Words on the Y3/4 word list	<ul style="list-style-type: none"> • Improving sentence structure by using a <i>range</i> of co-ordinating and subordinating conjunctions to form a variety of compound and complex sentences • <i>Controlling</i> time, place and cause through effective choice of adverbs, prepositions and conjunctions • Use of direct speech and show not tell to show characterisation • Refine language choices
Year 4	Punctuation: Use commas after fronted adverbials Apostrophe for plural possession	Grammar: Use a variety of verb and tense forms appropriately (simple, progressive, perfect)	Spelling: Suffixes: - beginning with vowels to words of more than one syllable ('-ing', '-n', '-er', 'ed') - exceptions for the -ly suffix e.g. y changed to i, le ending changed to ly, ic ending changed to -ally -oud, -ation - words ending -ure, -ture, -tion, -sion, -ssion, -cian The /g/ sound spelt 'gu' Words on 3 /4 word list	<ul style="list-style-type: none"> • Use noun phrases expanded with modifying adjectives and prepositional phrases • Use nouns and pronouns to aid cohesion and avoid repetition • Maintain an appropriate level of formality throughout a piece of writing • Use possessive pronouns • Maintain an appropriate level of formality throughout a piece of writing • Use figurative devices (e.g. <i>simile</i>, <i>alliteration</i>, <i>onomatopoeia</i>, <i>hyperbole</i>)

Progression in Revising and Editing

Year 5	<p>Punctuation Use of hyphen Use dashes for after thoughts Use commas to separate main and subordinate clauses, including marking relative clauses Use brackets and dashes to mark parenthesis</p>	<p>Grammar Indicate degrees of possibility using adverbs</p>	<p>Spelling: Words with 'silent' letters Words on year 5/6 word list</p>	<ul style="list-style-type: none"> • Use context-specific vocabulary, interesting and relevant description and relevant grammatical features linked to audience and purpose • Use non-defining relative clauses • Write sentences with the subordinate clause at the start, middle and end of the sentence • Use a range of cohesive devices within paragraphs • Use precise phrases and vocabulary • Use figurative devices (<i>e.g. metaphor, personification, idiom, oxymoron</i>) • Use dialogue to move the action on. • Appropriate balance of action, description and dialogue
Year 6	<p>Punctuation semi colons and colons in lists semi colons and colons to mark independent clauses full range of punctuation taught at KS2 accurately</p>	<p>Grammar Use verb tenses and forms accurately (past/present tense, simple, progressive, perfect, modal forms) Adding suffixes beginning with vowels to words ending in -fer Words ending in -ant, -ance, -ancy, -ent, -ence, -ency</p>	<p>Spelling Endings that sound like /ous/ spelt -cious or -tious Words ending -tial and -cial Words from year 5/6 word list</p>	<ul style="list-style-type: none"> • Expanded noun phrases to convey complicated information precisely • Passive voice to create empathy, suspense or and a formal tone • Dialogue to convey character and advance the action and to convey characters' thoughts, relationships and personalities • Use a range of devices to build cohesion within and between paragraphs • Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning • Use figurative devices (<i>e.g. metaphor, personification, idiom, oxymoron</i>)