



## Burton Joyce Primary School – Writing Progression Document

National curriculum statements    *\*non-statutory guidance*    examples/show progression through year groups

Autumn    
 Spring    
 Summer    
 Continuous

c	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Spelling</b></p> <p><b>See RWI and spelling shed coverage doc</b></p>	<ul style="list-style-type: none"> <li>- Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>- Write some irregular common words. - Some words are spelt correctly and others are phonetically plausible.</li> <li>- Use Set 1, 2 and 3 (<i>some chill</i>) phonics and RED words in writing.</li> </ul>	<ul style="list-style-type: none"> <li>-Using the spelling rule for adding –s or –es as the plural marker for nouns</li> <li>-Using the prefix un-</li> <li>-Using –ing, -ed, -er, and –est where no change is needed in the spelling of root words</li> <li>-The days of the week</li> <li>-Name the letters of the alphabet in order</li> <li>-Common exception words</li> <li><i>*segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s)</i></li> <li><i>* Misspellings of words that pupils have been taught to spell should be corrected;</i></li> <li><i>*Writing simple dictated sentences that include words taught so far gives pupils opportunities to</i></li> </ul>	<ul style="list-style-type: none"> <li>-Learning the possessive apostrophe</li> <li>-Learning to spell words with contracted forms</li> <li>-Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</li> <li>-Learning to spell common exception words</li> <li>-Distinguishing between homophones and near homophones</li> <li><i>*The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order.</i></li> <li><i>*Misspellings of words that pupils have been taught to spell should be corrected</i></li> </ul>	<ul style="list-style-type: none"> <li>- Spells words with prefixes un-, dis-, mis-, in-, re-.</li> <li>- Adds suffixes beginning with vowel letter to words of more than one syllable.</li> <li>- Spells words using the suffix –ation.</li> <li>- Spells words using the ending –sion.</li> <li>- Spells words using the suffix –ly.</li> <li><i>*Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</i></li> <li><i>*Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Spells words with prefixes sub-, inter-, super-, anti-, auto-.</li> <li>- Spells words with endings –sure, –ture.</li> <li>- Spells words using the suffix –ous</li> <li>Spells words with endings –tion, -sion, -ssion, -cian</li> <li>- Correct choices for homophones and near homophones.</li> <li><i>*Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</i></li> <li><i>*Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Spells words with –cial and –tial endings</li> <li>- Spells words ending in –able, -ably, -ible, -ibly</li> <li>- Adds suffixes beginning with vowel letters to words ending in –fer</li> <li>- Spells words with the /i:/ sound spelt ei after c</li> <li>- Spells words with the letter-string ough</li> <li><i>*As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i></li> </ul>	<ul style="list-style-type: none"> <li>- spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>- cious or tious endings</li> <li>- cial or tial ending</li> <li>- ant/ance/ancy, ent, ence, ency</li> <li>- words with silent letters</li> <li><i>*As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i></li> </ul>



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		<i>apply and practise their spelling.</i>	<i>*Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. *They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</i>				
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	Writes own name – copywrite / writes from memory  Write labels which can be read by themselves and others.  Write captions that can be read by themselves and others.  Write simple sentences which can be read by themselves and others.	-Write from memory simple sentences dictated by the teacher	-Write from memory simple sentences dictated by the teacher including common exception words and punctuation taught so far	-Write from memory simple sentences dictated by the teacher including common exception words and punctuation taught so far -Use first two or three letters of a word to check its spelling in a dictionary	-Write from memory simple sentences dictated by the teacher including common exception words and punctuation taught so far -Use first two or three letters of a word to check its spelling in a dictionary	-use dictionaries to check spelling and meaning of words -Use the first three or four letters of a word to check spelling/meaning -use a thesaurus	-use dictionaries to check spelling and meaning of words -Use the first three or four letters of a word to check spelling/meaning -use a thesaurus
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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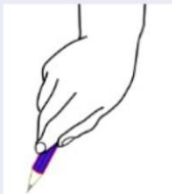


Handwriting	Autumn	Spring	Summer	Continuous	Year 1	Year 2	Year 3	Year 4
<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use RWI letter formation rhymes, daily letter formation in Set 1 sessions. Formation checking from Set 2 onwards when spelling.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Children move through the stages of pencil grips and learn to develop the pincer grip.</p>	<p>-Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>-Begin to form lower case letters in the correct direction, starting and finishing in the right place, in a cursive style, following the school's handwriting policy</p> <p>-Form capital letters</p> <p>-Form digits 0-9</p> <p><i>*Pupils should be able to form letters correctly and confidently.</i></p> <p><i>*The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand.</i></p>	<p>-Form lower case letters of the correct size relative to one another</p> <p>-Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are better</p> <p>- All children are expected to write in a cursive style (unjoined) by the end of the year</p> <p><i>*Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</i></p>	<p>- Letters correctly formed and sized.</p> <p>- Writing mostly joined correctly.</p> <p><i>*Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</i></p>	<p>- Letters correctly formed and sized</p> <p>Writing mostly joined correctly</p> <p><i>*Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling</i></p>	<p>- Letters correctly formed and sized</p> <p>Writing is joined correctly</p> <p><i>*Pupils should continue to practise handwriting and be encouraged to increase the speed of it</i></p> <p><i>*They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</i></p>	<p>- Letters correctly formed and sized</p> <p>Writing is joined correctly</p> <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter</p> <p>- maintain legibility in joined handwriting when writing at speed</p> <p><i>*Pupils should continue to practise handwriting and be encouraged to increase the speed of it</i></p> <p><i>*They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</i></p>		



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	<p>To develop proprioception (Knowing how much pressure is needed) by using small tools</p>						
	 <p><b>Fisted Grasp and</b></p> <p><b>Fistgrip.</b> Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p>	 <p><b>Palmer Grasp and</b></p> <p><b>Four-finger grip.</b> As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small items.</p>	 <p><b>Five finger Grasp and</b></p> <p><b>Pincer grip.</b> Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p>	 <p><b>Tripod Grasp (Three finger)</b></p> <p>Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p>			
	<b>FS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Contexts for writing</b>	<ul style="list-style-type: none"> <li>- Real life experiences</li> <li>- Visitors into school (ParTake Theatre)</li> <li>- Links to topics</li> <li>- School trips (Sherwood Pines)</li> <li>News Books – home/school.</li> </ul>	<ul style="list-style-type: none"> <li>- Real life experiences</li> <li>- Visitors into school</li> <li>- Links to topics</li> <li>- School trips</li> </ul>	<ul style="list-style-type: none"> <li>-Writing narratives about personal experiences and those of others (real and fictional)</li> <li>-Writing about real events</li> <li>-Writing poetry</li> <li>-Writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>-Writing narratives about personal experiences and those of others (real and fictional)</li> <li>-Writing about real events</li> <li>-Writing poetry</li> <li>-Writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>-Writing narratives about personal experiences and those of others (real and fictional)</li> <li>-Writing about real events</li> <li>-Writing poetry</li> <li>-Writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>-Writing narratives about personal experiences and those of others (real and fictional)</li> <li>-Writing about real events</li> <li>-Writing poetry</li> <li>-Writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>-Writing narratives about personal experiences and those of others (real and fictional)</li> <li>-Writing about real events</li> <li>-Writing poetry</li> <li>-Writing for different purposes</li> </ul>



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	Autumn	Spring	Summer	Continuous			
	-Linked to stories, traditional tales, non-fiction and animations.				- Links to topics - School trips	- Links to topics - School trips	- Links to topics - School trips
<b>Composition</b>	<b>FS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Planning Writing</b>	-Saying out loud what they are going to write about -Composing a sentence orally before writing it -Story mapping using pictures/drawings - Working in small groups	-Saying out loud what they are going to write about -Composing a sentence orally before writing it <i>*Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</i>	-Saying out loud what they are going to write about <i>*Pupils should understand, through the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</i>	- Plans/models used to start to group related material - Uses familiar structure to create a story plot - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas	- Plans/models used to start to organise paragraphs around theme (change in setting, time, character) - Uses familiar structure to create a story plot - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas	- Writing is independently organised into paragraphs - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	-precising longer passages -using a wide range of devices to build cohesion within and across paragraphs - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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<b>Drafting Writing</b>	Assign meaning to marks made.  Read writing to an adult.	-Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense	-Writing down ideas and/or key words, including new vocabulary -Encapsulating what they want to say, sentence by sentence	-Compose and rehearse sentences orally, building varied and rich vocabulary using a range of sentence structures -in narratives create setting, characters and plot -in non-narrative use simple organisational devices such as headings and subheadings <i>*Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.</i>	-Compose and rehearse sentences orally, building varied and rich vocabulary using a range of sentence structures - in narratives create setting, characters and plot -in non-narrative use simple organisational devices such as headings and subheadings <i>*Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.</i>	- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Editing Writing</b>	Purple pencil 1:1 feedback with teacher.	-Discuss what they have written with the teacher or other pupils	-Evaluating their writing with the teacher and other pupils	- With prompting, proof-reads own work to check spelling/punctuation.	- Starting to independently proof-read own work to check for errors	- assessing the effectiveness of their own and others' writing	- assessing the effectiveness of their own and others' writing	



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				<ul style="list-style-type: none"> <li>- Self assessment (purple pen)</li> </ul>	<ul style="list-style-type: none"> <li>- Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.</li> <li>- Proofreading to check for errors in spelling, grammar and punctuation.</li> <li>- Peer assessment (orange crayon)</li> <li>- Self assessment (purple pen)</li> </ul>	<ul style="list-style-type: none"> <li>- Proposes change to own and others' work to develop grammar/vocabulary.</li> <li><i>*Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Proposes change to own and others' work to develop grammar/vocabulary.</li> <li>- Assess the effectiveness of their own and others' writing and suggest improvements. <i>*Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</i></li> </ul>	<ul style="list-style-type: none"> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof read for spelling and punctuation errors</li> </ul>
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
<b>Performing Writing</b>	<ul style="list-style-type: none"> <li>- To express themselves effectively, showing awareness of listeners' needs.</li> <li>- To speak confidently in a familiar group, will talk about their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Read their writing aloud clearly enough to be heard by their peers and teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Read what they have written with appropriate intonation to make the meaning clear</li> <li><i>*Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for</i></li> </ul>	<ul style="list-style-type: none"> <li>- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so the meaning is clear</li> <li><i>*purposeful audiences</i></li> </ul>	<ul style="list-style-type: none"> <li>- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so the meaning is clear</li> <li><i>*purposeful audiences</i></li> </ul>	<ul style="list-style-type: none"> <li>- Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>- Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</li> </ul>		



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<b>Vocabulary</b>	<p>Powerful Knowledge banks (weekly)</p> <p>Weekly vocab with actions during Drawing Club</p>	<p>-Leaving spaces between words</p> <p>-Joining words and joining clauses using "and"</p> <p><i>*Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.</i></p> <p><i>*Pupils should begin to use some of the distinctive features of Standard English in their writing.</i></p>	<p>-Expanded noun phrases to describe and specify. In fiction and non fiction</p> <p><i>*Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</i></p> <p><i>*The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</i></p>	<p>- Effective vocabulary used to bring characters to life.</p> <p>- Effective language used to help reader picture a setting</p> <p><i>*Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</i></p> <p><i>*At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for</i></p>	<p>- Deliberate vocabulary choices and description of actions to bring characters to life</p> <p>- Deliberate language choices, including use of imagery, used to create clear and vivid settings.</p> <p><i>*Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</i></p> <p><i>*At this stage, pupils should start to learn about some of the</i></p>	<p>- Beginning to select vocabulary and grammatical structures for effect</p> <p><i>*Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</i></p>	<p>- Selecting vocabulary and grammatical structures for maximum effect</p> <p><i>*Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</i></p>





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					example, in writing dialogue for characters].	differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters]	
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	RWI Ditty sheets RWI Story Time RED Words	-Regular plural noun suffixes (-s, -es) -Verb suffixes where root word is unchanged (-ing, -ed, -er) -Un- prefix to change meaning of adjectives/adverbs -To combine words to make sentences, including using <b>and</b> -uses <b>because</b> to provide reasoning -Sequencing sentences to form short narratives -use time words to aid sequencing- <b>first, next, finally, then</b>	-Sentences with different forms: <b>statement, question, exclamation, command</b> -The present and past tenses correctly and consistently including the progressive form of verbs to mark actions in progress (e.g. she is drumming, he was shouting) -Subordination (using <b>when, if, that, or because</b> ) and co-ordination (using <b>or, and, or but</b> ) -Some features of written Standard English -Suffixes to form new words (-ful, -er, -ness)	- Most sentences are cohesive and make sense. - Past and present tenses used correctly and consistently -1 <sup>st</sup> or 3 <sup>rd</sup> person used consistently - Mostly correct use of the determiner <b>a/an</b> . -extend the range of sentences with more than one clause using a wider range of co-ordinating conjunctions- <b>but, or, and so</b> - Uses a range of subordinating conjunctions <b>when, before, after, until, if, while, so that, because</b>	- Sentences are cohesive and make sense -present perfect form of verbs in contrast to the past tense (e.g <b>he has gone out to play/he went out to play</b> ) - Correct use of standard English for past and present tense - Correct use of the determiner <b>a/an</b> -extend the range of sentences with more than one clause using a wider range of conjunctions- <b>when, if, because, although, when, before, after, so, because, as whenever, until</b>	- Correct use of standard English for verb agreements/tense – use of past perfect and maintains tense consistently - Accurately using a wide range of subordinating conjunctions of increasing sophistication <b>WHITEBUS</b> - Varies the position of conjunctions within a sentence - Some use of accurately punctuated relative clauses beginning <b>with who, when, where, whose, that</b>	- Maintains tense consistently and move between past, present and future -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using passive verbs to affect the presentation of information in a sentence -using the perfect form of verbs to mark relationships of time and cause



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		<p>Using adjectives to add details to nouns –  <b>sharp claws, a long bus ride, golden hair, a small blob</b></p>	<p>-Apostrophes for omission &amp; singular possession</p> <p>-some variation of sentence openings (not always starting with the subject)</p> <p>Expanded noun phrases for description and specification – <b>the blue butterfly, the man in the moon, our little rowing boat</b></p>	<p>- Uses adjectives in expanded noun phrases  <b>the small, ugly gnome, the whole school, the boy down the street</b></p> <p>- Beginning to use a range of nouns and pronouns to avoid repetition.</p> <p>- <b>Adverbials</b> - <b>Express time- conjunction</b> (when, before, after, since) <b>prepositions</b> (during, in, after, before, since) <b>adverbs</b> (later, first, then, as soon as, as long as)</p> <p>-<b>Express place- conjunctions</b> (<b>where</b>) <b>prepositions</b> (<b>on, in, behind, on top of, outside, inside</b>) <b>adverbs</b> (<b>above, below, inside, everywhere</b>)</p> <p>-<b>Express cause- conjunctions</b> (<b>so, so that, because, on condition that</b>) <b>prepositions</b> (<b>because of, instead of</b>) <b>adverbs</b> (<b>in order to, as a result of</b>)</p>	<p>- Uses expanded noun phrases, including modifying adjectives, nouns and prepositions. <b>the strict maths teacher with curly hair, the chief gnome with the longest beard stepped forward to speak, the dark gloomy cupboard under the stairs</b></p> <p>- Uses a range of nouns and pronouns to avoid repetition</p> <p>- Uses a range of <b>Fronted adverbials</b></p> <p>- <b>Express time- conjunction</b> (when, before, after, since) <b>prepositions</b> (during, in, after, before, since) <b>adverbs</b> (later, first, then, as soon as, as long as)</p> <p>-<b>Express place conjunctions</b> (<b>wherever, where</b>) <b>prepositions</b> (<b>on, in, behind, on top of, outside, inside</b>) <b>adverbs</b> (<b>above, below, inside, everywhere</b>)</p>	<p>- Use of expanded noun phrases with modifiers before and after the noun  <b>The vague outline of a ship, icy fingers with sharp nails, boxes of possessions</b></p> <p>- Uses a range of cohesive devices, including various adverbials, within paragraphs - [<b>for example, then, after that, this, firstly</b>]</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices – <b>later, nearby, secondly, he had seen her before</b></p> <p>- Uses modal verbs or adverbs to indicate degrees of possibility - <b>might, will, should must, perhaps and surely</b></p> <p>Pronouns to avoid repetition.</p> <p>Using <b>FANBOYS</b> and <b>WHITEBUS</b></p>	<p>- using expanded noun phrases to convey complicated information concisely  <b>The energy field of the vessel, Star Command HQ, The Parched Traveller</b></p> <p>-using modal verbs or adverbs to indicate degrees of possibility – <b>adverbs - perhaps and surely</b> modal verbs – <b>might, should, will and must</b></p> <p>Uses a variety of simple, compound and complex sentences.</p> <p>Use of range of devices to build cohesion – conjunctions, adverbials of time and place, pronouns and synonyms</p> <p><b>Additional points – furthermore, as well as this, for example., opposite points – however, despite this</b></p>
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## Burton Joyce Primary School – Writing Progression Document

National curriculum statements    *\*non-statutory guidance*    examples/show progression through year groups

Autumn      Spring      Summer      Continuous

	Autumn	Spring	Summer	Continuous				
				Commas in lists		punctuation mostly accurate. (a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") new speaker, new line	possession (singular and plural).  - Accurately uses all speech punctuation, including split speech, for dialogue.	- Uses colons to introduce a list
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Grammatical Vocabulary	RWI Set 1 RWI Set 2 RWI Set 3	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma continues to use terminology from previous year groups	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas continues to use terminology from previous year groups	determiner, pronoun, possessive pronoun, adverbial continues to use terminology from previous year groups	modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity continues to use terminology from previous year groups	subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points continues to use terminology from previous year groups	