Progression in:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	See separate planning						
Handwriting	See separate planning						
Composition		*Write sentences by: • saying out loud what they are going to write about • composing sentences orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check it makes sense. *Discuss what they have written with teachers or other pupils. •read their writing aloud, clearly enough to be heard by their peers and the teacher	*Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes. *Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence. *Make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and	*Plan their writing by: • 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. *Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures set out below • organising paragraphs around a theme. • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices e.g. headings and sub-headings *Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements.	*Plan their writing by: • 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. Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures set out below • organising paragraphs around a theme. • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices e.g. headings and sub-headings *Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements.	*Plan their writing by: • 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. *Draft and write by: • 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	*Plan their writing by: • 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. *Draft and write by: • 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

Punctuation			consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly *Read aloud what they have written with appropriate intonation to make the meaning clear.	• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. *Proofread for spelling and punctuation errors. *Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. *Proofread for spelling and punctuation errors. *Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining *Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. *Proofread for spelling and punctuation errors. *Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining *Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. *Proofread for spelling and punctuation errors. *Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Punctuation	*Full stop *Lower case *Capital letter	*Separation of words with spaces. *Beginning to demarcate sentences to using: - **Capital letters** - **Full stops** - **Question marks** - **Exclamation marks** *Capital letters for names and for the personal pronoun I.	*Use of **capital letters, full stops, question marks and exclamation marks** to demarcate sentences *Commas to separate items in a list. *Apostrophes to mark where letters are missing in spelling (contraction)	*Inverted commas to punctuate direct speech. All punctuation taught in KS1	*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 (e.g.	*Brackets, dashes, or commas to indicate parenthesis. *Use of commas to clarify meaning or avoid ambiguity. *Beginning to use hyphens to avoid ambiguity.	*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 of semi-colons within lists. *Bullet points to list information.

			and to mark singular possession in nouns [for example, the girl's name]		the girl's name, the girls' names) *Commas after fronted adverbials.		*Use of hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Word	*Nouns may form part of simple phrases and sentences that can be read by others (ELG) *Verbs may form part of simple phrases and sentences that can be read by others (ELG)	*Regular plural noun suffixes – regular plural noun suffixes -s or -es including the effect these suffixes have on the meaning of the nouns *Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) *How the prefix un – changes the meaning of verbs and adjectives (negation, for example, unkind or undoing; untie the boat	*Use the present and past tenses correctly and consistently, including the progressive form throughout writing. **Present Progressive (Continuous)** I am walking / He is walking / They are walking **Past Progressive (Continuous)** I was walking / He was walking / They were walking **Simple Present** I walk / He walks / they walk **Simple Past** I walked / He walked	*Formation of nouns using a range of prefixes (e.g. super-, anti, auto-) *Use of the forms a or an according to whether the next word begins with a consonant or a 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 Engilsh forms for verb inflections instead of local 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) Use of verb prefixes e.g. dis–, de–, mis–, over– and re–]	*The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in - enter *How words are related by meaning as synonyms and antonyms e.g. big, large, little
Sentence Structure	ELG – Write simple phrases and sentences that can be read by others. Write recognizable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	*How words can combine to make sentences. *Joining words and joining clauses using 'and'.	*Subordination (using when, if, that, because) *Co-ordination (using or, and, but) *Expanded noun phrase e.g. the blue butterfly, plain flour, the man in the moon *How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	*Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because *Adverbs e.g. then, next, soon, therefore *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, when, whose, that, or an omitted relative pronoun. *Indicating degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must	*Use of the passive to affect the presentation of information in a sentence e.g. 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 e.g.

							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
Text Structure	ELG – Write simple phrases and sentences that can be read by others. Write recognizable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	*Sequencing **sentences** to form short narratives. (And short non-fiction pieces to inform)	*Correct choice and consistent use of **present tense** and **past tense** throughout writing. *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 **sub-headings** to aid presentation. *Use of the **present perfect** form of **verbs** instead of the 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 *Linking 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, or as a consequence and **ellipsis**. ***Layout devices** e.g. headings, sub-headings, columns, bullets, or tables, to structure text
Terminology	Phoneme, digraph, trigraph Sentence Common exception words / star words Lower case and capital Full stop	Letter, capital letter Word, singular, plural Sentence Punctuation, full stop, question mark, exclamation mark	Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	Preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter. Inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points