

Primary Phase Progression Map: Writing Composition and Grammar

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WRITING COMPOSITION							
Planning, Writing and Editing	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>To say short sentences aloud before writing.</p> <p>To read short sentences themselves to check for sense.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose and plan simple sentences to form a short narrative or information text.</p> <p>To discuss what they have written with the teacher or other pupils in order to edit and make improvements.</p> <p>To read their writing aloud, clearly enough to be heard by their peers/teacher.</p>	<p>To write simple, coherent narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events, recording these simply and clearly.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To use taught language and some simple organisational features of text-types in their writing.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating writing with the teacher and other pupils.</p> <p>To re-read writing to check that it makes sense, ensuring the correct tense is used throughout.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>Writing is structured appropriately for the context.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>Improvements and changes are made following discussion or marking.</p> <p>In narrative writing: -sections are organised to support meaning. Paragraphs may be used to signal a change in setting for example. -narrative writing has a clear beginning, middle and end with a growing sense of balance across sections.</p> <p>In non-narrative writing: similar information is grouped using devices, such as: headings and sub-headings to guide the reader through the text.</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p> <p>Proof-reading process is focused on impact and effect.</p> <p>Narrative writing is organised into clear sequences with more than a basic beginning, middle and end.</p> <p>Paragraphs are used to signal a change in event, time or place.</p> <p>In non-narrative texts, paragraphs have a topic sentence which introduces the content of the paragraph. The structure of the selected non-narrative text type is sustained throughout.</p>	<p>Plan writing by identifying the audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To proof-read work to precis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs. Within paragraphs, ideas are developed.</p> <p>To proof-read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>In narrative writing: Consider, when planning narratives, how authors have developed characters' and settings in what pupils have read, listened to or seen performed. The plot is well-developed, paced and sequenced.</p> <ul style="list-style-type: none"> - Characters are developed with description, dialogue and actions. - Settings are used to create atmosphere and indicate a change. - Paragraphs are used to mark changes of time, setting or event. 	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>Models from reading may be manipulated or inserted into writing.</p> <p>Viewpoint is well-controlled and convincing and may be that of the writer's, narrator's or characters, showing a strong awareness of writers' voice.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

WRITING COMPOSITION							
<p>Awareness of audience, purpose and effect</p>	<p>To read short sentences themselves to check for sense.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To create a variety of texts for a wide range of writing purpose, showing an awareness of fiction and non-fiction writing structures.</p> <p>To use new vocabulary from their reading, discussions (1-1 and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Purpose and audience is sustained throughout the text.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate, ambitious word choices to add detail.</p> <p>To begin to create setting, characters and plot in narratives. Relevant detail is used to create a picture for the reader or to clarify information.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>Narratives include a clear plot, detailed settings and characters.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. Characters are developed through show not tell techniques.</p> <p>Non-narrative has a clear purpose and provides the reader with relevant information.</p> <p>To begin to read aloud their own writing, to a group or the whole-class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure etc.). This may be deliberately manipulated for effect.</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality. Recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informalities and colloquial expressions) are less likely in writing and are able to select alternative vocabulary and grammar.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how the information is presented; using modal verbs to suggest degrees of possibility).</p>

VOCABULARY, GRAMMAR & PUNCTUATION							
<p>Sentence Construction and Tense</p>	<p>To read short sentences to check for sense.</p>	<p>To use simple sentence structures.</p> <p>Can use grammatical terminology in discussing their writing (subject, noun, pronoun, verb, adjective, singular, plural, suffix, prefix, word, clause, sentence).</p> <p>Leaves clear finger spaces between words.</p> <p>Uses full stops, capital letters, question marks and exclamation marks.</p> <p>Begin to form compound sentences using the conjunction 'and.'</p>	<p>To use simple sentence structures, recognising the object, subject and verb.</p> <p>Begin to form compound sentences using the conjunction 'and.'</p> <p>Now writing at greater length, most sentences are demarcated with capital letters and full stops.</p> <p>Uses present and past tenses mostly correctly and consistently.</p> <p>Can use grammatical terminology in discussing their writing (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense).</p>	<p>To maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. Use of progressive forms.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Use of first and third person is mostly sustained.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately e.g. 'we were' rather than 'we was' or 'I did' rather than 'I done.'</p>	<p>To use a range of modal verbs and adverbs to indicate degrees of possibility, e.g. surely, perhaps, should, might etc. Show an awareness of how these change the meaning of a sentence.</p> <p>To ensure the correct and consistent use of tense throughout all pieces of writing.</p>	<p>To ensure the correct and consistent use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>To use the perfect form of verbs to mark relationships of time and place (e.g. He <u>had met</u> her before the party).</p> <p>To use modal verbs and adverbs to indicate certainty or possibility and to position an argument.</p> <p>Passive verbs are used to affect how information is presented in a sentence.</p> <p>Uses the subjunctive form in formal writing to suggest hypothetical situations or demands/wishes.</p>

VOCABULARY, GRAMMAR & PUNCTUATION							
<p>Use of phrases and clauses</p>	<p>Through 'talk', children will begin to express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>To use the conjunction 'and' to link ideas and sentences.</p> <p>To begin to form simple, compound sentences.</p>	<p>To use co-ordination (and, or, but) to create compound sentences.</p> <p>To use some subordination (when, if, that, because) to create complex sentences.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>Simple and compound sentences are used accurately.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although.</p> <p>Sentence opening are varied – models from reading are evident.</p> <p>Conjunctions, adverbs and prepositions are used to sequence and to express place and cause.</p> <p>Detail is added by the expansion of noun phrases before and after the noun with the use of adverbials.</p> <p>Use of fronted adverbials to add detail and build a picture for the reader.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions which are sometimes in varied positions within sentences.</p> <p>Simple, compound and complex sentences are used effectively to convey complicated or detailed information and ideas.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases e.g. <i>the heroic soldier with an unbreakable spirit</i>. (Details mostly add interest, create effects and engage the reader).</p> <p>Pronouns are used to avoid repetition and may also support cohesion across the text.</p> <p>Fronted adverbials of place, time and manner are used effectively; sentences are often opened in different ways to create effect.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun (who, which, where, when, those, that and omitted relative pronouns), e.g. <i>Tutankhamun's tomb, which was discovered by Howard Carter, lay in the Valley of the Kings</i>.</p>	<p>Expanded noun phrases used to convey complicated information precisely.</p> <p>Use of the perfect form of verbs to mark relationships of time and place.</p> <p>Relative clauses are used to add information or detail.</p> <p>Punctuation used to mark boundaries between independent clauses, e.g. semi-colons, colons or dashes.</p>

VOCABULARY, GRAMMAR & PUNCTUATION							
<p>Punctuation</p>	<p>To begin to recognise that a sentence starts with a capital letter and ends with a full stop.</p> <p>To have an understanding that capital letters should not be found in the middle of words.</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I.'</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at KS1 mostly correctly, including:</p> <ul style="list-style-type: none"> • Capital letters, full stops, question marks and exclamation marks • Commas to separate lists • Apostrophes to mark singular possession and contraction. 	<p>Punctuation to mark end of sentences is mostly accurate.</p> <p>Capital letters used accurately for proper nouns.</p> <p>Apostrophes for contractions are used correctly.</p> <p>Apostrophes for possession are used with increasing accuracy, including in words with regular plurals (e.g. boys', girls', babies') and in words with irregular plurals, (e.g. children's, men's, mice's).</p> <p>Introduction of speech marks (inverted commas).</p> <p>Commas sometimes used to mark clauses and phrases e.g. after a fronted adverbial.</p>	<p>Commas mostly used for fronted adverbials.</p> <p>To consistently use apostrophes for singular and plural possession.</p> <p>Inverted commas and punctuation within them are used correctly.</p> <p>A comma is used to separate the reporting and reported clause.</p>	<p>To use commas to clarify meaning or to avoid ambiguity.</p> <p>To use commas to separate clauses and phrases.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To use a colon to introduce a list.</p> <p>Inverted commas and other punctuation to indicate direct speech used accurately.</p>	<p>To use the full range of punctuation taught across both Key Stages.</p> <p>Commas used to separate items in a list; to separate clauses and phrases and to clarify meaning; to avoid ambiguity.</p> <p>Hyphens used to avoid ambiguity.</p> <p>Colon used to introduce a list or to separate clauses.</p> <p>Bullet points punctuated accurately.</p> <p>Use of brackets, dashes or commas to indicate parenthesis and an awareness of how to manipulate these for effect.</p> <p>Use of semi-colons, colons or dashes to mark boundaries between clauses.</p>
<p>Use of terminology</p>		<p>To recognise and use the terms: letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>	<p>To recognise and use the terms: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophes and comma.</p>	<p>To recognise and use the terms: preposition, conjunction, word family, prefix, suffix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (speech marks).</p>	<p>To recognise and use the terms: determiner, pronoun, possessive pronoun, adverbial.</p>	<p>To recognise and use the terms: modal verb, modal adverb, relative pronoun, relative clause, parenthesis, brackets, dashes, cohesion, ambiguity.</p>	<p>To recognise and use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>