

Progression in Mastery: Year 1 to Year 6



WRITING

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar - Word	<p>Use plural noun suffixes - s and -es</p> <p>Add suffixes to verbs where no change is needed to the root</p> <p>Change the meaning of verbs and adjectives by adding prefix un-</p>	<p>Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant</p>	<p>Recognise the grammatical difference between plural and possessive <i>-s</i></p> <p>Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>! did</i> instead of <i>! done</i>]</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>

Grammar - Sentence		Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>]		Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)	Use relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	
Cohesion: Detail						
Grammar - sentence	Combine words to make sentences	Use subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>)	Express time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i> , <i>if</i> , <i>because</i> , <i>although</i>	Use relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	
Cohesion: Varying sentence types	<p>Leave spaces between words</p> <p>Join words and clauses using <i>and</i></p> <p>Sequence sentences to form short narratives</p>	Write sentences with different forms: Statement, question, exclamation or command				

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar			Group related ideas into paragraphs	Use paragraphs to organise ideas around a theme	Organise paragraphs around a theme with a focus on more complex narrative structures	Use layout devices
Cohesion: Paragraph			Use headings and sub-headings to aid presentation			
Grammar			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]	
Cohesion: Within paragraphs						
Grammar			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]	Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]	Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]
Cohesion: between Paragraphs						

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Grammar Cohesion: Tenses		Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	Use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]		Link ideas using tense choices Use modal verbs [for example, <i>might, should, will, must</i>] or adverbs [for example, <i>perhaps, surely</i>] to indicate degrees of possibility	Use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. Use subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech
Grammar - Punctuation	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	Use inverted commas to punctuate direct speech	Use commas after fronted adverbials Indicate apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]	Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>it's raining; I'm fed up</i>] Use the colon to introduce a list and use semi-colons within lists Punctuate bullet points consistently Use hyphens to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]

NC Focus	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Writing composition	Write sentences:	Develop positive attitudes towards and stamina for writing:	Plan writing:	Plan writing:
	Say out loud what is going to be written about	Write narratives about personal experiences and those of others (real and fictional)	Plan writing by discussing the structure, vocab and grammar of similar writing	Identify the audience for and purpose of writing
	Compose a sentence orally before writing it	Write about real events	Discuss and record ideas	Note and develop initial ideas, drawing on reading and research
	Sequence sentences to form short narratives	Write poetry	Draft and write:	Draft and write:
	Re-read and check sense	Write for different purposes	Compose and rehearse sentences orally	Enhance meaning through selecting appropriate grammar and vocabulary
	Discuss what has been written with the teacher or other pupils	Plan or say out loud what is going to be written about	Build a varied and rich vocabulary	Describe settings, characters and atmosphere
	Read writing aloud clearly enough to be heard by peers and the teacher	Write down ideas, key words, new vocabulary	Build an increasing range of sentence structures	Integrate dialogue to convey character and advance the action
		Encapsulate what is to be written, sentence by sentence	In narratives, create settings, characters and plot	Précis longer passages
		Make simple additions, revisions and corrections:	In non-narrative use simple organisational devices such as heading, sub-headings	Use a wide range of devices to build cohesion
		Evaluate writing with the teacher and other pupils	Evaluate and edit:	Use organisational and presentational devices
	Re-read to check sense	Assess the effectiveness of own and others' writing	Evaluate and edit:	
	Proof-read to check for errors in spelling, grammar and punctuation	Propose changes to grammar and vocabulary to improve consistency	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
	Read aloud with intonation	Proof-read for spelling and punctuation errors	Use consistent and correct tense	
		Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Subject and verb agreement when using singular and plurals	
			Distinguish between the language of speech and writing	
			Choose the appropriate register	
			Proof-read for spelling and punctuation errors	