

Dorothy Barley Junior Academy - Progression in Writing

Highlighting indicates the new content for each year group.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structures	<p>Use simple sentences with one clause.</p> <p>Use compound sentences with <i>but</i></p> <p>Use compound sentences with <i>so</i></p> <p>Use compound sentences with <i>and</i></p>	<p>Use simple sentences with one clause.</p> <p>Use <i>and, but, or, so</i> to create compound sentences.</p> <p>Use the subordinating conjunction <i>because</i> to create a complex sentence.</p> <p>Use the subordinating conjunction <i>that</i> to create a complex sentence.</p> <p>Use the subordinating conjunction <i>when</i> to create a complex sentence.</p> <p>Use the subordinating conjunction <i>if</i> to create a complex sentence.</p>	<p>Use simple sentences with one clause.</p> <p>Use <i>and, but, or, so</i> to create compound sentences.</p> <p>Use the subordinating conjunctions <i>when, if, that, because</i></p> <p>Use the subordinating conjunction <i>as</i></p> <p>Use adverbials of manner (for how) to begin sentences</p> <p>Use adverbials of time (for when) to begin sentences</p>	<p>Use <i>and, but, or, so</i> to create compound sentences.</p> <p>Use the subordinating conjunctions <i>as, when, because, while</i> to create subordinate clauses at the start of sentences.</p> <p>Use adverbials of manner and time to begin sentences</p> <p>Use embedded clauses using <i>who, which</i> in the middle of sentences.</p> <p>Use <i>-ing</i> words to create fronted adverbials to begin sentences</p>	<p>Use <i>and, but, or, so</i> to create compound sentences</p> <p>Use embedded clauses using <i>who, which</i> in the middle of sentences.</p> <p>Use a range of subordinating conjunctions to create subordinate clauses at the start of sentences.</p> <p>Use a range of adverbials to open sentences (where, when, how, including –ed and –ing).</p> <p>Use short, simple sentences for impact.</p>	<p>Use <i>and, but, or, so</i> to create compound sentences</p> <p>Use a range of subordinating conjunctions to create subordinate clauses at the start of sentences.</p> <p>Use embedded clauses using <i>who, which</i> in the middle of sentences.</p> <p>Use a range of adverbials to open sentences (where, when, how, including –ed and -ing).</p> <p>Use short, simple sentences for impact.</p> <p>Use relative clauses using <i>who, which, when</i> at the end of sentences.</p>
Sentence Punctuation & Types	<p>Leave spaces between words</p> <p>Use capital letters at the start of sentences</p> <p>Use capital letters for proper nouns and I.</p> <p>Use a full stop at the end of a statement.</p> <p>Use a question mark at the end of a question (may be in speech).</p> <p>Use an exclamation mark at the end of an exclamation.</p> <p>Use an exclamation</p>	<p>Leave spaces between words</p> <p>Use capital letters at the start of sentences</p> <p>Use capital letters for proper nouns and I.</p> <p>Use a full stop at the end of a statement.</p> <p>Use a question mark at the end of a question (may be in speech).</p> <p>Use an exclamation mark at the end of an exclamation.</p> <p>Use an exclamation</p>	<p>Use capital letters for proper nouns and I.</p> <p>Use exclamation marks, question marks and full stops appropriately to punctuate commands, questions, statements and exclamations.</p> <p>Use an apostrophe for all common contractions</p> <p>Use a comma to separate clauses or following adverbials</p> <p><i>In direct speech:</i></p>	<p>Use capital letters (including for proper nouns and I), exclamation marks, question marks and full stops appropriately to punctuate commands, questions, statements and exclamations.</p> <p>Use a comma to separate clauses or following adverbials</p> <p>Use an apostrophe to show contraction</p> <p>Use an apostrophe to</p>	<p>Use capital letters (including for proper nouns and I), exclamation marks, question marks and full stops appropriately to punctuate commands, questions, statements and exclamations.</p> <p>Use a comma to separate clauses or following adverbials</p> <p>Use commas, brackets and dashes as appropriate to indicate</p>	<p>Use capital letters (including for proper nouns and I), exclamation marks, question marks and full stops appropriately to punctuate commands, questions, statements and exclamations.</p> <p>Use a comma to separate clauses or following adverbials</p> <p>Use commas, brackets and dashes as appropriate to indicate</p>

	mark or a full stop at the end of a command.	mark or a full stop at the end of a command.	Use inverted commas around the words spoken Use closing punctuation before the closing speech mark Use capital letters appropriately in speech punctuation Use a new line for a new speaker	show singular possession by proper nouns Use an apostrophe to show singular possession by common nouns Use an apostrophe to show plural possession by common nouns <u>In direct speech:</u> Use inverted commas around the words spoken Use closing punctuation before the closing speech mark Use capital letters appropriately in speech punctuation Use a new line for a new speaker	parenthesis <u>In speech</u> Use speech punctuation correctly for direct speech Use adverbs and adventurous words for 'said' in direct speech <i>May not be fully secure but must be evident across a range of pieces:</i> Use reported speech in non-fiction and fiction texts	parenthesis Use a hyphen to avoid ambiguity Use speech punctuation correctly Use a semi-colon to join two linked sentences Use a colon to introduce a list Use a colon to introduce an explanation or idea
Text Structure & Use of Tenses	Use a simple story opener like <i>Yesterday, On Monday</i> Use simple <i>fronted adverbials of time</i> to indicate the order of events – <i>Then, Next, After that,</i> Write more than 4 sentences in a row that make sense and are correctly punctuated.	Write 6 sentences that make sense in a row, with correct punctuation. Use appropriate structure for the genre, such as sub-headings and numbered points. Where appropriate, use simple fronted adverbials of time (One morning, Then, After that,) to order events. Use the simple present tense e.g. I play Use the simple past tense e.g. I played	Write 8 consecutive sentences that make sense, with correct punctuation Write narratives with enough descriptive details to engage the reader Write narratives which experiment with combining description, action and dialogue Use the simple past and present tense, including using common irregular simple past tense verbs correctly e.g. <i>grew,</i>	Where appropriate, use simple fronted adverbials of time (One morning, Then, After that,) to order events. Use appropriate structure for the genre, such as sub-headings and numbered points. Use a range of tenses according to the genre including simple past & present and progressive past and present Write narratives with some detail to description and scene-	Write narratives with appropriate detail to description and scene-setting Write narratives with a balance of description, action and dialogue Use appropriate structure for the genre, such as sub-headings and numbered points. Use adverbials and subordinating conjunctions (for instance of contrast, cause & effect and addition) to link across	Use formal language in non-fiction texts, including technical vocabulary. Use language appropriate to more informal writing e.g. contractions in dialogue. Use a range of sentence types and lengths to engage the reader. Use rhetorical questions and dialogue with the reader, including flattery. Use adverbials and subordinating conjunctions (for instance of contrast, cause & effect and addition) to link across paragraphs.

		<p>Use common irregular simple past tense verbs correctly e.g. <i>grew, flew, thought, was</i>.</p> <p>Use the progressive present tense e.g. I am playing</p> <p>Use the progressive past tense e.g. I was playing</p>	<p><i>flew, thought, was</i>.</p> <p>Use the progressive present tense e.g. <i>I am playing</i> and the progressive past tense e.g. <i>I was playing</i></p> <p>Use appropriate structure for the genre, such as sub-headings and numbered points.</p> <p>Where appropriate, use simple fronted adverbials of time (One morning, Then, After that,) to order events.</p>	<p>setting</p> <p>Write narratives with some evidence of <i>all three</i> of description, action and dialogue</p> <p>Use paragraphs to show the introduction of a new idea or section</p>	<p>paragraphs.</p> <p>Use pronouns and proper nouns interchangeably to maintain cohesion.</p> <p>Use formal language in non-fiction texts, including technical vocabulary.</p> <p>Use a range of sentence types and lengths to engage the reader.</p> <p>Use rhetorical questions and dialogue with the reader, including flattery.</p>	<p>Use topic sentences to introduce the main idea of a paragraph in non-fiction writing.</p> <p>Use pronouns and proper nouns interchangeably to maintain cohesion.</p> <p>Write narratives with extensive detail to description and scene-setting, and an appropriate balance of description, action and dialogue.</p> <p>Use appropriate structural features in non-fiction texts (paragraphing, numbered points and sub-headings).</p> <p>Use devices to give an authoritative voice in non-fiction texts (passive voice, <i>it is clear that</i> etc).</p>
Language	<p>Use one adjective to describe a noun.</p> <p>Use powerful verbs for <i>said, went/walked, looked</i>.</p>	<p>Use adjectives to describe nouns, creating expanded noun phrases (e.g. the blue butterfly).</p> <p>Use 2 adjectives to describe a noun e.g. <i>the bright blue butterfly</i></p> <p>Use <i>adverbs of manner</i> to describe how a verb is done</p>	<p>Use 2 adjectives to describe a noun</p> <p>Use adverbs of manner to describe verbs</p> <p>Use powerful verbs</p> <p>Use adjectives and the prepositions <i>with, in</i> and <i>on</i> to create expanded noun phrases (both sides of the noun e.g. <i>the small house in the woods</i>).</p>	<p>Use 2 adjectives to describe a noun</p> <p>Use adverbs of manner to describe verbs</p> <p>Use powerful verbs</p> <p>Use adjectives and the prepositions <i>with, in</i> and <i>on</i> to create expanded noun phrases (both sides of the noun e.g. <i>the small house in the woods</i>).</p> <p>Use adjectives to describe two different nouns in a sentence.</p>	<p><u>With the intention to create an effect</u></p> <p>Use 2 adjectives to describe a noun</p> <p>Use adverbs of manner to describe verbs</p> <p>Use powerful verbs</p> <p>Use adjectives and the prepositions <i>with, in</i> and <i>on</i> to create expanded noun phrases (both sides of the noun e.g. <i>the small house in the woods</i>).</p> <p>Use imagery in fiction texts and poems to interest the reader (simile, metaphor, personification).</p>	<p><u>With the intention to create an effect</u></p> <p>Use 2 adjectives to describe a noun</p> <p>Use adverbs of manner to describe verbs</p> <p>Use powerful verbs</p> <p>Use imagery in fiction texts and poems to interest the reader (simile, metaphor, personification).</p> <p>Use precise nouns</p> <p>Use abstract nouns</p>

<p>Editing</p>	<p>Can re-read work to an adult Can make a correction by reading aloud before marking Can make a correction based on marking symbols (e.g. adding a missing word or a word ending) without further prompting.</p>	<p>Can re-read work to an adult Can make a correction or improve/add a word by reading aloud before marking Can make a correction based on marking symbols (e.g. adding a missing word or a word ending) without further prompting.</p>	<p>Respond to marking by correcting punctuation and grammar Respond to marking by up-levelling vocabulary Use proof-reading to up-level work prior to submitting Can make a correction or improve/add a word by reading aloud before marking</p>	<p>Respond to marking by correcting punctuation and grammar Respond to marking by up-levelling vocabulary Use proof-reading to up-level work prior to submitting Analyse strengths and weaknesses in their own writing</p>	<p>Respond to marking by correcting punctuation and grammar Respond to marking by up-levelling vocabulary Use proof-reading to up-level work prior to submitting Analyse strengths and weaknesses in their own writing Redraft sections of work effectively</p>	<p>Respond to marking by correcting punctuation and grammar Respond to marking by up-levelling vocabulary Use proof-reading to up-level work prior to submitting Re-draft sections of work effectively. Analyse strengths and weaknesses in their own writing and plan for improvements</p>
<p>Handwriting</p>	<p>Use correct letter heights for lower case letters Use correct letter heights for capital letters Form all letters in an efficient way (i.e. no unnecessary strokes/lifting)</p>	<p>Use correct letter heights for lower case and capital letters Form all letters in an efficient way (i.e. no unnecessary strokes/lifting) Use horizontal joins between appropriate letters Use diagonal joins between appropriate letters Leave a break <u>after</u> break letters.</p>	<p>Use all four joins appropriately (<i>may not always choose the correct join</i>) Use break letters appropriately Use letter heights appropriately</p>	<p>Use all four joins appropriately Use break letters appropriately Use letter heights appropriately and consistently</p>	<p><i>Should be secure with fluent joining</i></p>	<p><i>Should be secure with fluent joining</i></p>