



Writing: Grammar and Punctuation Progression								
	Sentence structure	Punctuation	Composition	Text structure	Conjunctions	Sentence/Phrase Types (A.Peat examples written in blue)	Author's Technique	Terminology
EYFS	Write simple sentences which can be read by themselves and others (part of ELG)	Separate words with spaces Use a capital letter and a full stop	Compose a sentence orally before writing Read writing to check that it makes sense to themselves and to an adult	Write a simple sentence	and			Letter, word, capital letter, full stop, sentence



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Y1	<p>Combine words to make sentences</p> <p>Join words and sentences using the coordinating conjunction and</p> <p>Use simple sentences that are accurately punctuated with a capital letter and full stop</p> <p>Form compound sentences</p> <p>Write a question</p> <p>Write an exclamation</p>	<p>Separate words with spaces</p> <p>Use a capital letter and a full stop</p> <p>Use a capital letter for: -names - places - the days of the week - the personal pronoun I</p> <p>Start to use a question mark</p> <p>Start to use an exclamation mark</p>	<p>Orally rehearse sentences before writing</p> <p>Read writing to check that it makes sense to themselves and to an adult</p> <p>To begin to independently make a change to writing to improve it</p> <p>Discuss writing with teacher and peers</p>	<p>Sequencing sentences to form short narratives</p>	<p>and</p>		<p>Onomatopoeia e.g. Crash, bang, fizz etc.</p> <p>Rhyme e.g. Julia Donaldson etc.</p>	<p>Letter, word, capital letter, sentence punctuation, full stop, question mark, exclamation mark, coordinating conjunction, compound sentence, noun, verb, main clause, simple sentence</p>



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Y2	<p>Form a simple sentence</p> <p>Form a compound sentence</p> <p>Form a complex sentence</p> <p>Use coordinating conjunctions (using or, and, or, but)</p> <p>Use subordinating conjunctions (using when, if, that, because)</p> <p>Use expanded noun phrases to describe and specify (e.g. the blue butterfly)</p>	<p>Use a capital letter and full stop</p> <p>Use a question mark</p> <p>Use an exclamation mark to demarcate</p> <p>Use commas to separate items in list</p> <p>Use apostrophes to mark where letters are missing in spelling (contracted forms)</p>	<p>Plan or say out loud what they are going to write about</p> <p>Sequence what they want to say sentence by sentence</p> <p>Make simple additions, revisions and corrections by evaluating the writing with the teacher</p> <p>Read to check that writing makes sense and that the correct tense is used throughout with the help</p>	Write simple, coherent narratives about personal experiences and those of others (real and fictional)	<p>Coordinating: or, and, but</p> <p>Subordinating: when, if, that, because,</p> <p>Time: first, next, after that, finally</p>	<p>All the W's Would...? Who....? What...? Why...?</p> <p>Short Oh no! She stopped. The door opened. How funny that was!</p>	<p>Alliteration e.g. The sly snake slithered into the rushes.</p> <p>Similes e.g. The waves were as cold as ice.</p> <p>Senses to describe e.g. The sound of the waves were crashing against the rocks.</p>	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, present tense, past tense, apostrophe, comma, expanded noun phrase



	<p>Form sentences in different forms: - statement -question -exclamation -command</p> <p>Use the present and past tense mostly correctly and consistently</p> <p>Use of the progressive form of forms in the present and past tense to mark actions in progress (e.g. Sally was drumming</p>	<p>Use apostrophes to mark singular possession in nouns</p>	<p>of an adult where necessary</p> <p>Check for errors in spelling, grammar and punctuation with the help of an adult where necessary</p>					
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Y3	<p>Express time, place, and cause using:</p> <ul style="list-style-type: none"> -conjunctions (e.g. when, so, before, after, while, because) -adverbs (e.g. then, next, soon, therefore) - prepositions (e.g. before, after, during, in because) Use determiners 'a' and 'an' Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play) 	<p>Begin to use inverted commas to punctuate direct speech</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Use ideas from reading and modelled examples to plan writing</p> <p>Compose and rehearse sentences orally</p>	<p>Begin to use paragraphs as a way to group related material</p> <p>In narratives, begin to create settings, characters and plot</p> <p>In non-narrative materials, begin to use simple organisational devices such as headings and sub-headings</p>	<p>Coordinating: so</p> <p>Subordinating: before, while, after, as, although, since, with, until</p>	<p>Adverbs As...ly adverb <i>As the wind screamed wildly, the lost giant lumbered along the path.</i></p> <p>Double ly ending <i>He swam slowly and falteringly.</i></p> <p>Preposition <i>Running near the beach, he halted as the ground gave way.</i></p> <p>Position + place, subject + action <i>At the top of the tallest tree, the monkey sat and gobbled down his banana.</i></p> <p>With a(n) action, more action</p>	<p>Personification of weather e.g. The sky turned dreary as the glum clouds enveloped it.</p> <p>Metaphor e.g. His eyes were a black hole sucking me inside.</p>	<p>Preposition, conjunction, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, letter, inverted commas, direct speech (speech marks) determiners articles</p>



	<p>contrasted with He went out to play)</p> <p>Start to identify and use the First and Third person</p>					<p>With a deep breath, Charlie Small walked towards the gorilla.</p>		
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Y4	<p>Use noun phrases expanded by the addition of modifying adjectives</p> <p>Use noun phrases expanded by the addition of modifying nouns</p> <p>Use noun phrases expanded by the addition of modifying preposition phrase</p> <p>Form fronted adverbials</p> <p>Appropriate choice of</p>	<p>Use inverted commas to punctuate direct speech. e.g new line for a new speaker and punctuation within inverted commas</p> <p>Use apostrophes to mark plural possession.</p> <p>Consistently use apostrophes for singular possession</p> <p>Consistently use apostrophes</p>	<p>Continue to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures</p>	<p>Use paragraphs to organise ideas around a theme</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative materials, use simple organisational devices such as headings and sub-headings</p>	<p>Coordinating: for</p> <p>Subordinating: However, whoever, unless, so that, even if, now that, whenever</p>	<p>Expanded noun phrases <i>He was a tall, awkward man with an old, crumpled jacket.</i></p> <p>Fronted adverbials <i>Desperate, she screamed for help.</i></p> <p>Nouns and pronouns for clarity and cohesion <i>Running, Sally almost tipped over her own feet.</i></p> <p><i>Tiptoeing, he tried to sneak out across the landing without waking anybody up.</i></p> <p>Wide range of conjunctions</p>	<p>Simple sentence for impact e.g. The sound was creeping closer.</p> <p>Repetition for impact e.g. We will not, we will not let it affect us.</p> <p>Personification of objects e.g. The chair groaned under the weight of Vernon Dursley.</p>	<p>Determiner pronoun, possessive pronoun, plural, adverbial, expanded noun phrase</p>



	<p>pronouns and noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use standard English verb inflections accurate. e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'</p> <p>Use the First and Third person</p>	<p>for plural possession</p> <p>Use a comma after a fronted adverbial</p>	<p>Proofread and amend writing, correctly errors in grammar, punctuation and spelling and adding noun/pronouns for cohesion</p>			<p>If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time.</p>		
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Y5	<p>Use relative clauses beginning with the relative pronouns: - who -which -where - where -why -whose</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely)</p> <p>Indicate degrees of possibility using modal verbs (e.g. might, should, will, must)</p>	<p>Use commas for a relative clause</p> <p>Use brackets to indicate parenthesis</p> <p>Use dashes to indicate parenthesis</p> <p>Use commas to indicate parenthesis</p> <p>Use commas to clarify meaning</p>	<p>Plan writing by beginning to identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Consider, when planning narratives, how authors have developed characters and settings and use these as a basis for structuring their own writing</p>	<p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Consistently use paragraphs to organise ideas around a theme.</p> <p>Link ideas across paragraphs using:</p> <ul style="list-style-type: none"> - adverbials of time (e.g. later) - place (e.g. nearby) - number (e.g. secondly) - tense choice (e.g. he had 	<p>Coordinating: yet</p> <p>Subordinating: meanwhile, furthermore, as long as, even though, whereas, as a result</p>	<p>3 ed starter <i>Frightened, terrified, exhausted, they ran from the dragon.</i></p> <p>Relative clauses <i>Cakes, which taste delicious, are not so good for your health.</i></p> <p><i>Tom, who was a little shorter than the others, still made it into the football team.</i></p> <p>Description, which +simile <i>Jane slicked back her brown ponytail, which hung down her back like a thick, plaited rope.</i></p> <p>2 pair sentence</p>	<p>Show, don't tell e.g. Ron punched the wall and scowled at Harry.</p> <p>Emotive language e.g. Will you abandon this poor puppy to a life in filthy kennels?</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, brackets, dash cohesion, ambiguity</p>



	<p>Use appropriate choice of pronoun or noun across sentences.</p> <p>Write the correct subject and verb agreement when using singular and plural</p>		<p>Select appropriate grammar and vocabulary, and start to explain how these choices can change and enhance meaning.</p> <p>Proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements</p>	<p>seen her before).</p> <p>In narratives, continue to describe settings, characters and start to describe atmosphere</p> <p>Use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p>		<p>Quickly and quietly, silently and carefully he tiptoed out of the house.</p> <p>3 bad – dash question? Greed, jealousy, hatred-which of these is most evil?</p> <p>Name- adjective pair Bobby Brown-weak and nervy-was actually a secret superhero.</p> <p>Emotion-consequence The professor was inconsolable-he wept for days on end.</p> <p>Outside. (inside.) She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p>		
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						I was delighted (but I felt scared that something was about to go wrong).		
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Y6	<p>Use the passive voice to affect the presentation of information in a sequence</p> <p>Demonstrate an understanding of the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags or the use of subjunctive forms such as I were or Were they to come in some very</p>	<p>Use a colon</p> <p>Use a semi colon</p> <p>Use a dash</p> <p>Use bullet points</p> <p>Use hyphens to avoid ambiguity</p>	<p>Plan writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note down and develop initial ideas, drawing on reading and research where necessary</p> <p>Consistently proofread for spelling and punctuation errors</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices: - repetition of word phrases -grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) -ellipsis</p> <p>Continue to use appropriate layout devices to structure text, such as:</p> <ul style="list-style-type: none"> - headings - sub-headings -columns 	<p>Coordinating: nor</p> <p>Subordinating: subsequently, consequently, nonetheless, moreover, as much as, in order that, by the time, as if</p>	<p>Description: detail sentence <i>The vampire is a dreadful creature: It kills by sucking all the blood from its victims.</i></p> <p><i>Snails are slow: They take hours to cross the shortest of distance.</i></p> <p>Tell: show 3 examples <i>The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield.</i></p> <p>The question is: <i>Jack disappeared.</i> The question is: <i>where did he go?</i></p> <p>Some; others</p>	<p>'Irony' sentences e.g. Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap yard and a rubbish tip.</p> <p>Shifts in formality E.g. He's your friend, isn't he?</p> <p>Flashback</p>	<p>Subject, object, active voice, passive voice, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>



	<p>formal writing and speech)</p>		<p>Make changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning</p> <p>Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing</p>	<p>- bullets - tables</p> <p>In narratives, describe settings, characters and atmosphere, and integrate dialogue to convey character and advance the action</p>		<p>Some people like football; others hate it. Some days are full of enjoyment; others are long and boring.</p> <p>Imagine 3 examples Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet.</p> <p>The more, the more The more it rained, the more depressed he became.</p> <p>The more the crowd cheered, the more he looked forward to the race.</p>		
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