

Knighton Mead Super 6 Writing Progression- End of Year expectations- ARE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence structure	Simple sentences Orally rehearse Based on personal experience	Compound sentences- using 'and'	Use of coordinating (FANBOYS) and subordinating conjunctions <ul style="list-style-type: none"> • Commands • Questions • Exclamation 	Reinforce learning from Year 2	Reinforce learning from previous year Subordination- 'When the sun came out, I went to the park to play with my friends' Change the position of the subordinate clause	Reinforce learning from previous year Relative clauses, parenthesis to add further detail- children to choose where to put the additional information	Reinforce learning from previous year Separate clause with Passive voice Formal/ informal
Cohesion		Link sentences to narratives Re-read sentences	Use correct tense, conjunctions, punctuation, how actions are done (ly)	Adverbs Adverbials- when, where, how Conjunctions Prepositions Paragraphs introduced	Use of pronouns and alternative nouns Fronted adverbials Paragraphs to organise ideas together subordination	Reinforce learning from previous year. Linking ideas across and within paragraphs	Use of a variety of organisational and presentational devices Repetition for effect
Punctuation	Draw attention to punctuation in reading	Some sentences demarcated with capital letters/ full stops and an awareness of question marks and exclamation marks	<ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Exclamation marks • Commas in a list for objects • Apostrophe for contraction, singular possession 	Consolidate punctuation from Year 2 Inverted commas	Reinforce previous learning Commas after fronted adverbials Punctuating speech Plural possession apostrophe	Brackets, commas and dashes for parenthesis Commas for clarity	Use of semi colon, colon, dashes, hyphens to avoid ambiguity Bullet points Colons to introduce lists and semi colons to separate items in a lists
Vocabulary/ description	30-50 months Linked to experiences 40-60 months- more imaginative	Broaden vocabulary used by children through reading Use of specific nouns	Expanded noun phrase Broaden vocabulary through reading	Reinforce vocabulary from Year 2	Expanded noun phrases/ prepositional phrases	Parenthesis Selecting vocabulary for effect	Vocab for formal writing Hyphen adjectives

	language- going beyond experiences	Use of verbs	Adjectives	Rich and varied vocabulary- use of synonyms	Rich and varied vocabulary- synonyms		Concise description
Tense/ Person	Use of 'I'	Use of past, present, future tenses	Simple past tense (ed) + irregular verbs Progressive past (I was) Present tense Awareness of 1 st , 2 nd and 3 rd person	Reinforce from Year 2 Present perfect tense- 'I have eaten my lunch'	<ul style="list-style-type: none"> • Simple past tense • Present perfect • Past progressive 'When I was eating my lunch, Karen walked into the room' 	Reinforce from previous learning Past perfect ' The plane had left by the time I got to the airport' Modal verbs- to indicate degrees of possibility	Reinforce from previous learning Passive form Subjunctive form
Paragraphs/ Dialogue				<p>begin to use paragraphs that are group related ideas use conjunctions, adverbs and prepositions to provide information about 'when' 'where' and 'how' things happen</p> <p>Introduce speech marks</p>	<p>paragraphs are used to organise ideas (detail provided by noun phrases) around a theme; cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition</p> <p>Punctuating dialogue correctly</p>	<p>use a wide range of devices to build cohesion within a paragraph (e.g. adverbs then, at last, later) and link ideas cross paragraphs using adverbials of time, place and number or tense choices 'had'</p> <p>Use dialogue to progress action in narratives</p>	<p>use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word of phrase, grammatical connections (e.g. adverbials such as <i>on the other hand, in contrast or as a consequenc</i>) and ellipsis; different layout devices are used to structure text in non-fiction</p> <p>Reinforce learning from previous year</p>