

Writing Progression

A collection of resources around progression in writing

HIAS English Team
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Overview

In this document you will find a collection of resources that can be used when creating a writing progression within a school. It contains progression tables for different areas in the writing curriculum:

- Sentence Structure
- Punctuation
- Word level
- Dialogue
- Cohesion
- Paragraph Skills
- Editing



A spiral curriculum

The English curriculum is both cumulative and recursive

Pupils use the same basic skills every time they write:

Sentence structure

- Progression focuses on aspects such as varying sentence form, sentence type, using a range of conjunctions and developing complex structures

Punctuation

- Progression through the use of simple to complex sentence punctuation and deliberate, controlled use

Word level

- Emphasis on improving vocabulary through noun phrases, precise language choices, technical vocabulary

Text structure and organisation

- Cohesion within and across paragraphs, cohesive devices, layout suitable for purpose etc



Progression in sentences - NC

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Pupils should be taught to:

How words can combine to make sentences

Subordination (using when, if, that, because) and co-ordination (using or, and, but)

Joining words and joining clauses using and

Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],

adverbs [for example, then, next, soon, therefore],

or prepositions [for example, before, after, during, in, because of]

Extending the range of sentences with more than one clause by using a wider range of conjunctions

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Fronted adverbials [for example, Later that day, I heard the bad news.]

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using adverbs [for example, perhaps, surely]

Or modal verbs [for example, might, should, will, must]

Use expanded noun phrases to convey complicated information concisely

Use of the passive to affect the presentation of information in a sentence

The difference between structures typical of informal speech and structures appropriate for formal speech and writing eg use of subjunctive forms

What is a sentence

Increasing accuracy and choice

Range of sentence types

Choices to change and enhance meaning

Progression in punctuation - NC

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Pupils should be taught to:

Separation of words with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

Capital letters for names and for the personal pronoun 'I'

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

Introduction to inverted commas to punctuate direct speech

Use of inverted commas and other punctuation to indicate direct speech

Apostrophes to mark plural possession

Use of commas after fronted adverbials

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Use of the semi-colon, colon and dash to mark the boundary between independent clauses

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity

Introduction

Securing

Commas and dialogue

Full range

Progression in dialogue skills and knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Write simple sentences beginning with personal pronouns</p> <p>Write simple sentences starting with nouns/proper nouns</p> <p>Compose a sentence orally before writing it</p> <p>Use simple word choice that helps to convey information and ideas</p>	<p>Write questions beginning with who, where, when, which and how etc</p> <p>Write commands using imperative verbs</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Selection of content shows an awareness of purpose and emerging awareness of audience</p>	<p>In narrative, create setting, characters and plot</p> <p>Use some variation in sentence types (statement, command, question, exclamation)</p> <p>Use inverted commas to punctuation direct speech</p>	<p>Use inverted commas and other punctuation to indicate direct speech, eg a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Viewpoint is consistently maintained, eg word choice indicates a child's viewpoint</p>	<p>Use of the appropriate register, including colloquial language within dialogue</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p>	<p>Assured and conscious control over levels of formality</p> <p>The difference between structures of informal speech (eg question tags) and structures appropriate for formal speech and writing</p> <p>In narrative, integrate dialogue to convey character and advance action</p>



Progression in word level skills

Year 1

Use capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Year 2

Use expanded noun phrases to describe and specify [for example, the blue butterfly]

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Use –ly to turn adjectives into adverbs – slow/ slowly

Use some features of written Standard English

Year 3

Use adverbs and prepositions to express time, place and cause

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'

Use further prefixes and suffixes and understand how to add them

Year 4

Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Year 5

Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'

Use expanded noun phrases to convey complicated information concisely

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

use knowledge of morphology and etymology in spelling

Year 6

Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

use knowledge of morphology and etymology in spelling

General

Specific

Formality

Choices to change and enhance meaning

Progression in cohesion

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Joining **words** and joining **clauses** using *and*

Subordination (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)

Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Introduction to paragraphs as a way to group related material

Fronted adverbials [for example, *Later that day, I heard the bad news.*]

Use of paragraphs to organise ideas around a theme

Appropriate choice of **pronoun** or **noun** within and across sentences to aid cohesion and avoid repetition

Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, *he had seen her before*]

Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**

Between clauses

Between sentences

Within paragraphs

Across paragraphs

Progression in paragraph skills

Year 1

Joining **words** and joining **clauses** using *and*

Year 2

Subordination (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)

Year 3

Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Introduction to paragraphs as a way to group related material

Year 4

Fronted adverbials [for example, *Later that day, I heard the bad news.*]

Use of paragraphs to organise ideas around a theme

Appropriate choice of **pronoun** or **noun** within and across sentences to aid cohesion and avoid repetition

Year 5

Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Year 6

Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**

Between clauses

Between sentences

Within paragraphs

Across paragraphs

Progression in editing - NC Composition

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Pupils should be taught to:

Re-reading what they have written to check that it makes sense

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Check for sense

Proof read

Assess effectiveness

Enhance effects and clarify meaning

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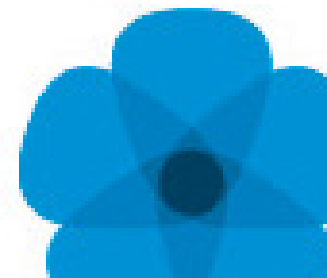
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