



## Long Term Plan Progression in Writing

Year 1			
Word	Sentence	Punctuation	Text
<p><b>Key Essential:</b>  <b>Adjectives to describe:</b>            The old house... The huge elephant...</p> <p><b>Regular plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes that can be added to verbs where no change is needed in the spelling of root words</b> (e.g. helping, helped, helper)</p> <p><b>How the prefix un– changes the meaning of verbs and adjectives</b> [negation, for example, unkind, or undoing: untie the boat]</p> <p><b>Introduce:</b>  <b>Alliteration</b> e.g. dangerous dragon slimy snake  <b>Similes using as....as...</b> e.g. as tall as a house as red as a radish  <b>Precise, clear language to give information</b> e.g. First, switch on the red button. Next, wait for the green light to flash...</p> <p><b>Prepositions:</b> inside outside towards across under  <b>Determiners:</b> the/ a/ my/ your/ an/ this/ that/ his/ her/ their/ some/ all/ lots of/ many/ more/ those/ these</p>	<p><b>Key Essential:</b>  <b>Simple Conjunctions to create compound sentences:</b>            and  <b>Simple sentences :</b>            e.g. I went to the park. The castle is haunted.  <b>Using adjectives:</b>            The giant had an <i>enormous</i> beard. Red squirrels enjoy eating <i>delicious</i> nuts.</p> <p><b>Introduce:</b>  <b>Types of sentences:</b> Statements            Questions            Exclamations  <b>Simple Conjunctions to create compound sentences:</b>            and/ or/ but/ so/ because/ so /that/ then /that/ while /when/ where</p>	<p><b>Key Essential:</b>  <b>Capital Letters:</b> Capital letter for names  <b>Capital letter for the personal pronoun I</b>  <b>Full stops</b>  <b>Question marks</b></p> <p><b>Introduce:</b>            Exclamation marks            Speech bubble            Bullet points</p>	<p><b>Key Essential:</b>            Sequencing sentences to form short narratives and factual texts</p> <p><b>Introduce:</b>            BME            Time, Character and setting            Story openers            Opening factual statement            Headings (Questions as headings in factual writing)            Bullet points            Labelled diagrams</p>
Year 2			
Word	Sentence	Punctuation	Text
<p><b>Key Essential:</b>  <b>Two adjectives to describe the noun (expanded noun phrase)</b> The scary, old woman... Squirrels have long, bushy tails.  <b>Adverbs for description and information</b> e.g. Snow fell gently and covered the cottage in the wood. Lift the pot carefully onto the tray. The river quickly flooded the town.  <b>Formation of nouns using suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]</p>	<p><b>Key Essential:</b>  <b>Types of sentences:</b> Statements/ Questions/ Exclamations/ Commands  <b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command  <b>Expanded noun phrases for description and specification</b> [for example, the blue butterfly, plain flour, the man in the moon]  <b>Subordination</b> (using when, if, that, because)  <b>Co-ordination</b> (using or, and, but, so)</p>	<p><b>Key Essential:</b>  <b>Demarcate sentences:</b>            Use of capital letters, full stops, question marks and exclamation marks  <b>Commas to separate items in a list</b>  <b>Apostrophes to mark contracted forms in spelling</b>            e.g. don't, can't</p>	<p><b>Key Essential:</b>            Correct choice and consistent use of present tense and past tense throughout writing            Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Introduce:</b>            Planning openers and stories            5 part story - Opening e.g. In a land far away.... One cold but bright morning.....</p>



### Long Term Plan Progression in Writing

<p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives</p> <p>Use of –ly in standard English to turn adjectives into adverbs</p> <p><b>Introduce:</b></p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Prepositions: behind/ above/ along/ before/ between/ after</p> <p>Alliteration e.g. wicked witch slimy slugs Similes using ‘like’</p>	<p><b>Introduce:</b></p> <p>Use of ‘ly’ starters (fronted adverbials) e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: <u>adverbs</u> e.g. Tom ran quickly down the hill.</p> <p>Drop in a relative clause: who/which e.g Sam, who was lost, sat down and cried. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p>	<p>Apostrophes to mark singular possession in nouns [for example, the girl’s name]</p> <p><b>Introduce:</b></p> <p>Comma after –ly opener e.g. Fortunately,....Slowly,....</p> <p>Speech bubbles Speech marks (inverted commas) for direct speech</p>	<p>Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately</p> <p>Paragraphs</p> <p>Headings and sub-headings</p> <p>Diagrams</p> <p>lists</p>
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### Year 3

Word	Sentence	Punctuation	Text
<p><b>Key Essential:</b></p> <p>Prepositions: Next to/ by the side of/ In front of/ during/ through throughout/ because of</p> <p>Formation of nouns using a range of prefixes [for example super–, anti–, auto</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble, teacher –teach, teaching, beauty – beautiful]</p> <p>Use of the determiners ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box, an apple, a banana]</p> <p><b>Introduce:</b></p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.</p>	<p><b>Key Essential:</b></p> <p>Expressing time, place and cause using:</p> <p>Conjunctions when, before, after, while, so, because</p> <p>Adverbs/adverbials then, next, soon, therefore, A few days ago, we discovered a hidden box.</p> <p>Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter At the back of the eye, is the retina. In a strange way, he looked at me.</p> <p>Prepositions/prepositional phrases before, after, during, in, because of, on the mat; behind the tree, in the air</p> <p><b>Introduce:</b></p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p>Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</p>	<p><b>Key Essential:</b></p> <p>Use inverted commas to punctuate direct speech</p> <p><b>Introduce:</b></p> <p>Colon before a list e.g. What you need:</p> <p>Ellipses to keep the reader hanging on Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p><b>Key Essential:</b></p> <p>Use paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p><b>Introduce:</b></p> <p>Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters</p> <p>Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>Ending – clear ending should link back to the start, show how the character is feeling,</p>



Long Term Plan Progression in Writing

	<p>Compound sentences (Coordination) using conjunctions: and/ or / but / so / for /nor / yet          Develop complex sentences (Subordination) with range of subordinating conjunctions (ISAWAWABUB)          ‘ing’ clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.          Drop in a relative clause using:          who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.          Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.          Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!          Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.          Dialogue –powerful speech verb e.g. “Hello,” she whispered.</p>		<p>how the character or situation has changed from the beginning.          Topic sentences to introduce paragraphs          Flow diagram</p>
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Year 4

Word	Sentence	Punctuation	Text
<p><b>Key Essential:</b>            The grammatical difference between plural and possessive –s            Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]  <b>Introduce:</b>            Prepositions at/ underneath/ since/ towards/ beneath/ beyond Conditional modal verbs - could, should, would Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best</p>	<p><b>Key Essential:</b>            Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)            Fronted adverbials [for example, Later that day, I heard the bad news.]            Secure use of compound sentences using coordinating and subordinating conjunctions  <b>Introduce:</b></p>	<p><b>Key Essential:</b>            Use of full punctuation to indicate direct speech [for example, a comma after the reporting clause; “It’s late,” gasped Cinderella! end punctuation within inverted commas: The conductor shouted, “Sit down!”]            Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</p>	<p><b>Key Essential:</b>            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  <b>Introduce:</b>            Paragraphs for indicating a change in place or time            Develop 5 part story            Build suspense to introduce a dilemma</p>



### Long Term Plan Progression in Writing

	<p><b>Long and short sentences:</b> Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun.</p> <p><b>Start with a simile</b> e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p><b>'ed' clauses as starters</b> e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p><b>Expanded '-ing' clauses as starters</b> e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p><b>Drop in '-ing' clause</b> e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p><b>Sentence of 3 for action</b> e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p><b>Repetition to persuade</b> e.g. Find us to find the fun</p> <p><b>Dialogue - verb + adverb</b> - "Hello," she whispered, shyly.</p> <p><b>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</b></p>	<p><b>Use of commas after fronted adverbials</b></p> <p><b>Introduce:</b> New speaker, new line for dialogue</p>	<p>Ending of stories to include reflection n events or characters</p> <p>Ending of non-fiction to include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>
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### Year 5

Word	Sentence	Punctuation	Text
<p><b>Key Essential:</b> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p><b>Introduce:</b> Metaphor Personification Onomatopoeia Developed use of technical language</p>	<p><b>Key Essential:</b> 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]</p> <p><b>Introduce:</b> Main and subordinate clauses with full range of conjunctions: Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to</p>	<p><b>Key Essential:</b> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p><b>Introduce:</b> Rhetorical question Colons Dashes</p>	<p><b>Key Essential:</b> 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]</p> <p><b>Introduce:</b></p>



Long Term Plan Progression in Writing

	<p>his knees. <b>Elaboration of starters using adverbial phrases</b> e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature. <b>Drop in – ‘ed’ clause</b> e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Use of rhetorical questions</b> <b>Speech (speech + verb + action)</b> e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p>		<p>Use change of place, time and action to link ideas across paragraphs. Story starters could include flashbacks</p> <p><b>Introduction</b> –should include action / description -character or setting / dialogue</p> <p><b>Build-up</b> –develop suspense techniques</p> <p><b>Problem / Dilemma</b> – may be more than one problem to be resolved</p> <p><b>Resolution</b> –clear links with dilemma</p> <p><b>Ending</b> –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p><b>Independent planning across all genres</b></p> <p>Secure use of range of layouts suitable to text</p> <p>Express own opinions clearly</p> <p>Summary clear at the end to appeal directly to the reader</p>
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Year 6

Word	Sentence	Punctuation	Text
<p><b>Key Essential:</b> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter -said versus reported, alleged, or claimed</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p><b>Introduce:</b> Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p>	<p><b>Key Essential:</b> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p><b>Introduce:</b> Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p>	<p><b>Key Essential:</b> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p><b>Key Essential:</b> 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</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>



### Long Term Plan Progression in Writing

<p>Spelling Progression</p>	<p>Taught discretely and through English lessons, reading and writing. Phonics progression through YR – Y2 Phonics teaching through KS2 where required. Nelson Spelling and Grammar scheme through KS2 Ongoing reflection on the development of spelling scheme to tie in closer to our progressive phonics teaching.</p>
<p>Handwriting Progression</p>	<p>Y1 – Y5 groups follow the Penpal handwriting scheme SEND children will have personalised practise/expectations depending on need. Year 6 feedback and personalised interventions due to end of KS expectations.</p>
<p>Handwriting EYFS</p>	<ul style="list-style-type: none"> <li>• To sometimes give meaning to marks as they draw and paint.</li> <li>• To realise tools can be used for a purpose.</li> <li>• To draw lines and circles using gross motor movements.</li> <li>• To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• To hold a pencil near point between first two fingers and thumb, and uses it with good control.</li> <li>• To copy some letters.</li> <li>• To give meaning to marks they make as they draw, write and paint.</li> <li>• To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• To show a preference for a dominant hand.</li> <li>• To begin to use anticlockwise movement and retrace vertical lines.</li> <li>• To begin to form recognisable letters.</li> <li>• To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> <li>• To show good control and co-ordination in large and small movements.</li> <li>• To move confidently in a range of ways, safely negotiating space.</li> <li>• To handle equipment and tools effectively, including pencils for writing.</li> </ul>
<p>Handwriting end of KS1</p>	<ul style="list-style-type: none"> <li>• To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> <li>• To sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• To form digits 0-9.</li> <li>• To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> <li>• To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• To form lower case letters of the correct size, relative to one another.</li> <li>• To use spacing between words that reflects the size of the letters.</li> <li>• To begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul>
<p>Handwriting end of KS2</p>	<ul style="list-style-type: none"> <li>• To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</li> <li>• To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> <li>• To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</li> <li>• To write legibly, fluently and with increasing speed by:             <ul style="list-style-type: none"> <li>• -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>• -choosing the writing implement that is best suited for a task.'</li> </ul> </li> </ul> <p>To recognise when to not join (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>