



## Writing progression of skills



Skills Progression: Grammar	Year 3	Year 4	Year 5	Year 6
Word Structure	<p>Formation of nouns using a range of prefixes (for example super-, anti-, auto-)</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p>	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, ove-- and re-)</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover; ask for - request; go in - enter)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. big, large, little)</p>

	Year 3	Year 4	Year 5	Year 6
Sentence Structure	<p>Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because)</p> <p>Adverbs (for example, then, next, soon, therefore) or prepositions (for example, before, after, during, in, because of)</p>	<p>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)</p> <p>Fronted adverbials (for example, Later that day, I heard the bad news.)</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely)</p> <p>modal verbs (e.g. might, should, will, must)</p>	<p>Use of the passive to affect the presentation of information in a sentence (e.g. 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 (e.g. 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>

	Year 3	Year 4	Year 5	Year 6
Text Structure	<p>Introduction to 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>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. for example, nearby) and number (e.g., secondly) or tense choices (e.g. he had seen her before)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)</p>

	Year 3	Year 4	Year 5	Year 6
Punctuation	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")  Apostrophes to mark plural possession (e.g. the girl's name, the girls' names)  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 (e.g. It's raining; I'm fed up)  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 (e.g. man eating shark versus man-eating shark, or recover versus re-cover)
	Year 3	Year 4	Year 5	Year 6
Terminology	preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas	determiner pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity	subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi- colon, bullet points

All previous year's knowledge must be continually revised in addition to new learning taking place.