Weddington Primary School



Every Child Every Chance Every Day



Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success.

WRITING SKILLS PROGRESSION







EYFS

In EYFS, children at the expected level of development will achieve the following Early Learning Goals:

Literacy

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

	Three and Four-Year- Olds	Reception	Early Learning Goals
Phonics and Spelling Rules	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	
Common Exception Words			To write some irregular common words.

Created using information from:

Letter Formation, Placement and Positioning	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case and capital letters correctly.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.
Planning, Writing and Editing	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.	Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play.	Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.
Awareness of Audience, Purpose and Structure		Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver."	Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

		Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Sentence Construction and Tense	Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words	Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Use of Phrases and Clauses	Use longer sentences of four to six words.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Year group	Audience and Purpose	Word	Planning, writing and editing Composition	Phrases and Clauses/ Sentence	Tense	Noun phrases	Vocabulary	Paragraphing and Cohesion	Punctuation	Terminology for pupils	Handwriting Transcription
Year 1	To use a number of simple features of different text types to make relevant choices about subject matter and appropri ate vocabula ry choices. To begin to engage readers by using adjective s to describe.	To understa nd regular plural noun suffixes - s or -es (e.g. dog/dog s) and understa nd the effects of these suffixes on the meaning of the noun. To understa nd that suffixes can be added to verbs where no change	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To re-read what they have written to check that it makes sense and begin to make changes, with support. To discuss what they have written with a teacher or another pupil. To read aloud their writing clearly enough to be heard by their peers and their teacher.	To understand how words can combine to make sentences (simple sentences). Join words and join clauses using and. To leave spaces between words.	To use simple sentence structures.	To join clauses using 'and' for example: 'The dog and the cat.' To use adjectives to describe.	Teaching develops children's oral vocabulary when reading (Talk through stories)	To join words and clauses using 'and'. To sequence sentences to form short narratives	To begin to use full stops, capital letters, question mark and exclamation mark. To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. E.g. (names, days, months and places known to them).	Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	To hold a pencil comfortably and correctly, sitting correctly at a table. To begin to form lower case letters in the correct direction, starting and finishing in the right place. To understand which letters belong to which handwriting family. To form capital letters.

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English Appendix 2: Vocabulary, grammar and punctuation

Twinkl document: Deep Dive into Writing: Whole-School Curriculum Progression Map

needed					To form
in the spelling					digits 0-9.
of the					
root					
word					
(e.g.					
helping,					
helped,					
helper).					
To understa					
nd how					
the					
prefix					
un-					
changes					
the					
meaning					
of verbs					
and adjective					
S.					
3.					

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Year group	Audience and	Word	Planning, writing and editing	Phrases and Clauses/	Tense	Noun phrases	Vocabulary	Paragraphing and Cohesion	Punctuation	Terminology for pupils	Handwriting
group	Purpose		cutting	Sentence				and conesion		ioi papiis	
Year	To write	To form	To write narratives	To use	To use of	To use	To increase	To use	To use capital	Noun, noun	Using the
2	for	nouns	about: personal	subordination	present	expanded	their	subordination	letters, full	phrase,	Letter Join
	different	using	experiences and those of	(when, if, that,	tense and	noun	vocabulary	(when, if, that,	stops,	statement,	scheme of
	purposes	suffixes	others (real and	because) and	past tense	phrases for	through	because) and	question	question,	work:
	with an	such as -	fictional);	co-ordination	throughout	description	reading of	co-ordination	marks and	exclamation,	
	awarenes	ness, -er	real events; poetry and	(or, and, but)	writing	and	stories,	(or, and, but) to	exclamation	command,	To form
	s of an	and by	for different purposes	to join	mostly	specification	poems and	join clauses.	marks to	compound,	lower-case
	increased	compou		clauses.	correctly		non-fiction		demarcate	suffix,	letters of the
	amount	nding	To consider what they		and		texts and		sentences.	adjective,	correct size
	of fiction	(e.g.	are going to write before	To use	consistently.	To extend	their			adverb, verb	relative to
	and non-	whitebo	beginning by: planning or	expanded		sentences	discussions		To use	tense (past,	one another.
	fiction	ard).	saying out loud what	noun phrases	To use the	using	about it.		commas to	present)	
	structure		they are going to write	for description	progressive	adjectives			separate	apostrophe,	To begin to
	S.	To form	about and writing down	and	form of	and adverbs.			items in a list.	comma.	use some of
		adjective	ideas and or key words,	specification.	verbs in the						the diagonal
		s using	including new vocabulary		present and				To use		and
		suffixes		To understand	past tense to				apostrophes		horizontal
		such as -	To make simple	how the	mark actions				to mark where		strokes
		ful, -less.	additions, revisions and	grammatical	in progress.				letters are		needed to
			corrections to their own	patterns in a					missing in		join letters
		To use	writing by: evaluating	sentence					spelling and to		and
		suffixes -	with a teacher or pupils;	indicate its					mark singular		understand,
		er, -est	re-reading to check for	function as a					possession in		which
		in	sense and that verbs to	statement,					nouns.		letters, when
		adjective	indicate time are used	question,							adjacent to
		s and	correctly and to proof-	exclamation							one another,
		the use	read to check for errors.	or command.							are best left
		of -ly in									unjoined.
		Standard	To proofread to check for								
		English	errors in spelling,								To write
		to turn	grammar and								capital
		adjective	punctuation (e.g. to								letters and
		s into	check that the ends of								digits of the

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 1			1	T	1	T	1	1	,
	adverbs.	sentences are							correct size,
		punctuated correctly).							orientation
									and
		To read aloud what they							relationship
		have written, with							to one
		appropriate intonation to							another and
		show clear meaning.							to lower
		Show cical meaning.							case letters.
									case letters.
									To use
									spacing
									between
									words that
									reflects the
									size of the
									letters.
		1	I	I	1	I		1	l l

Year group	Audience and Purpose	Word	Planning, writing and editing	Phrases and Clauses/ Sentence	Tense	Noun phrases	Vocabulary	Paragraphing and Cohesion	Punctuation	Terminology for pupils	Handwriting
Year	То	To form	To begin to use ideas	To express	To use the	To use	To make	To begin to	Introduction	Preposition,	To use a
3	demonstr	nouns	from their own reading	time, place	present	expanded	deliberate	understand	of inverted	conjunction,	neat, joined
	ate an	using a	and modelled examples	and cause	perfect form	noun	ambitious	paragraphs as a	commas to	word family,	handwriting
	increasin	range of	to plan their writing. To	using	of verbs	phrases that	word	way to group	punctuate	prefix clause,	style with
	g	prefixes	discuss writing similar to	conjunction,	instead of	provide	choices to	related	speech.	subordinate	increasing
	understa	(e.g.	what they will be writing	adverbs or	the simple	detail and	add detail	material.		clause, direct	accuracy and
	nding of	super-,	in order to understand	prepositions.	past.	interest with	and to			speech,	speed.
	purpose	anti-,	and learn from its			preposition	consolidate	To begin to use		consonant,	
	and	auto-)	structure, vocabulary and			phrases e.g.	, develop	headings and		consonant	To continue
	audience		grammar.			'the lonely,	and build a	sub-headings to		letter vowel,	to use
	by	To use a				young girls	rich	aid		vowel letter,	diagonal and
	discussin	or an	-discussing and recording			sat down	vocabulary	presentation.		inverted	horizontal
	g writing	accordin	ideas.			next to the	in order to			commas (or	strokes that
	similar to	g to				fire.'	express	To use		'speech	are needed
	that	whether	To draft and write by:				their ideas.	conjunctions		marks')	to join
	which	the next	-composing and					(for example,			letters and
	they are	word	rehearsing sentences					when, before,			understand
	planning	begins	orally, progressively					after, while, so,			which
	to write.	with a	building a varied and rich					because),			letters, when
		consona	vocabulary and an					adverbs (for			adjacent to
		nt or a	increasing range of					example, then,			one another,
		vowel.	sentence structures.					next, soon,			are best left
								therefore) and			unjoined.
		To begin	-To begin to organise					prepositions			
		to	paragraphs around a					[for example,			
		understa	theme.					before, after,			
		nd word						during, in,			
		families	-In narratives, create					because of) to			
		based on	settings, characters and					express time;			
		common	plot					group related			
		words,						material in			
		showing	-In non-narrative					paragraphs.			
		how	material, use simple								

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words	organisational devices.	 	 	 	
are					
related	Evaluate and edit by: -				
in form	assessing the				
and	effectiveness of their				
meaning	own and others' writing				
	and suggesting				
	improvements				
	-propose changes to				
	grammar and vocabulary				
	to improve consistency,				
	including the accurate				
	use of pronouns in				
	sentences.				
	To proof-read for spelling				
	and punctuation errors				
	(with increasing				
	accuracy).				
	Read aloud their own				
	writing, to a group, using				
	appropriate intonation.				

Year group	Audience and	Word	Planning, writing and editing	Phrases and Clauses/	Tense	Noun phrases	Vocabulary	Paragraphing and Cohesion	Punctuation	Terminology for pupils	Handwriting
Vaar	Purpose	Т-	To plan by:	Sentence	т.	T	To	Tawaa	Tallia	d a t a maa i a a m	To increase
Year 4	To write a range of narrativ es and non-fiction pieces using a consiste nt and appropri ate structur e. To write a range of narrativ es that are well-structur ed and well-paced. To create	To underst and the gramma tical differen ce betwee n plural and possessi ve -s. To underst and the Standar d English forms for verb inflectio ns instead of local spoken forms e.g. 'we were' instead of local spoken forms	-discussing writing similar to what they will be writing in order to understand and learn from its structure, vocabulary and grammardiscussing and recording ideas. To draft and write by: -composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structuresTo consistently, organise paragraphs around a theme -In narratives, create settings, characters and plot -in non-narrative material, use simple organisational devices. Evaluate and edit by: -assessing the effectiveness of their	To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. To use fronted adverbials to start sentences.	To understand the Standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of we 'we was'.	To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	To consolidate , develop and build a rich vocabulary in order to express their ideas including the use of synonyms.	To use paragraphs to organise ideas around a theme. To select the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	To use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas) To use apostrophes to mark plural possession. To use commas after fronted adverbials.	determiner, pronoun, possessive pronoun, adverbial	To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch. To confidently use diagonal and horizontal joining strokes throughout their independent
			assessing the								the

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settings,	of we	and suggesting				writing to
characte	'we	improvements				increase
rs and	was'.	-proposing changes to				fluency.
plot in		grammar and vocabulary				
narrativ		to improve consistency,				
es to		including the accurate				
engage		use of pronouns in				
the		sentences.				
reader		To proof road				
and to		To proof-read consistently and amend				
and to		their own and others'				
		writing, for spelling and				
atmosph		punctuation errors				
ere.		parietaation errors				
		Read aloud their own				
		writing, to a group or the				
		whole class, using				
		appropriate intonation				
		and control the tone and				
		volume so that the				
		meaning is clear.				

Year group	Audience and Purpose	Word	Planning, writing and editing	Phrases and Clauses/ Sentence	Tense	Noun phrases	Vocabulary	Paragraphing and Cohesion	Punctuation	Terminology for pupils	Handwriting
Year 5	To consiste ntly produce sustaine d and accurate writing from different narrativ e and non-fiction genres with appropri ate structur e, organisa tion and layout devices for a range of audienc es and purpose.	To convert nouns or adjectives into verbs using suffixes (e.g ate, - ise, -ify) To use verb prefixes (for e.g. dis-, de-, mis-, over- and re-)	To plan their writing by: -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar models for their own. -In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -précising longer passages -to consistently use a wide range of devices to	To use relative clauses beginning with who, which, when, whose, that, or an omitted relative pronoun.	To indicate degrees of possibility using modal verbs (for e.g. might, should, will, must).	To indicate degrees of possibility using adverbs (for e.g. perhaps, surely). To use adverbials of time, place and number to extend sentences.	To emphasis e pupils' enjoymen t of vocabular y, especially for writing. To select precise vocabular y to develop meaning, describe a character or a setting or to create humour or suspense.	To link ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before). To use devices to build cohesion within a paragraph (for example, then, after, that, this, firstly).	To use brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or avoid ambiguity.	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	To write legibly, fluently and with increasing speed To be clear about what standard of handwriting is appropriate for the given task. -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

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ight]	То	build cohesion within	
	describe	and across paragraphs	
	settings,	-using further	
	characte	organisational and	
	rs and	presentational devices to	
	atmosph	structure text and to	
	ere with	guide the reader [for	
	carefully	example, headings, bullet points, underlining]	
	chosen	points, underlining	
	vocabul	Evaluate and edit by:	
	ary to		
	enhance	- assessing the effectiveness of their	
	mood,	own and others' writing	
	clarify		
	meaning	-proposing changes to	
	and	vocabulary, grammar and	
	create	punctuation to enhance effects and clarify	
		meaning (removes	
	pace.	unnecessary repetition	
	т-	or irrelevant details).	
	To	-ensuring the consistent	
	perform	and correct use of tense	
	their	throughout a piece of	
	own .	writing	
	composi	-ensuring correct subject	
	tions	and verb agreement	
	confiden	when using singular and	
	tly using	plural, distinguishing	
	appropri	between the language of	
	ate	speech and writing and	
	intonati	choosing the appropriate	
	on,	register	
	volume		
	and		

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	- · · · · · · · · · · · · · · · · · · ·				
moveme	-Proofread for spelling				
nt so	and punctuation errors				
that the	- Perform their own				
meaning	compositions, using				
is clear.	appropriate intonation,				
	volume, and movement				
	so that meaning is clear				
1					

Year group	Audience and Purpose	Word	Planning, writing and editing	Phrases and Clauses/ Sentence	Tense	Noun phrases	Vocabulary	Paragraphing and Cohesion	Punctuation	Terminology for pupils	Handwriting
Year	To write	То	To plan their writing by:	To use the	Y6 EXS – To	Expanded	To select	To link ideas	To use the	Subject,	To write
6	effective ly for a	underst and the	-identifying the audience for and purpose of the	passive to affect the	use passive voice 'she	noun phrases to	vocabular y to	across paragraphs	semi-colon, colon and	object, active,	legibly, fluently and
	range of	vocabul	writing, selecting the	presentation	was cut	convey	enhance	using a wider	dash to mark	passive,	with
	purpose	ary	appropriate form and using other similar	of	off', 'she	complicate	meaning.	range of	the	synonym,	increasing
	and	typical	models for their own.	information	was hurled	d		cohesive	boundary	antonym,	speed by:
	audienc	of	-To note down and	in a	back	informatio	То	devices:	between	ellipsis,	-choosing
	es,	informa	develop initial ideas,	sentence.	against the	n concisely	understan	repetition of a	independent	hyphen,	which
	selecting	I speech	drawing on reading and		rock',	(use of	d the	word or	clauses.	colon, semi-	shape of a
	the	and	research where	То	'covered at	hyphens to	vocabular	phrase,		colon,	letter to
	appropri	vocabul	necessary.	understand	once by the	avoid	y typical	grammatical	To use the	bullet	use when
	ate form	ary	-In writing narratives, considering how authors	the	sea'	ambiguity)	of	connection	colon to	points.	given
	and	appropr	have developed	difference		'beast-like	informal	(e.g. the use	introduce a		choices and
	drawing	iate for	characters and settings in	between	NC: Use of	waves	speech	of adverbials	list and use		deciding
	indepen	formal	what pupils have read,	structures	the passive	pounded	and	such as 'on	semi-colons		whether or
	dently	speech	listened to or seen	typical of	to affect	the sharp -	vocabular	the other	within lists.		not to join
	on what	and	performed	informal	the	edged	у	hand, in	Ta waa lawiilat		specific
	they	writing		speech and	presentatio	rocks	appropriat	contrast, or as	To use bullet		letters
	have	(e.g.	Draft and write by:	structures	n of	below the	e for	a	points to list		-choosing
	read as	find	-selecting appropriate	appropriate	informatio	surface of	formal	consequence')	information.		the writing
	models for their	out-	grammar and vocabulary,	for formal	n in a	the ocean'	speech	and ellipsis.	То		implement
		discove	understanding how such	speech and	sentence [for	Y6 GDS:	and writing	To use layout	understand		that is best
	own writing.	r; ask for-	choices can change and enhance meaning	writing (e.g. the use of	example, I	selection of	(e.g. find	devices (e.g.	how hyphens		suited for a
	wiiting.	request	•	question	broke the	e.g. literary	out-	headings, sub-	can be used		task
	То	; go in-	- in narratives, describing settings, characters and	tags or the	window in	language;	discover;	headings,	to avoid		
	distingui	enter)	atmosphere and	use of	the	exercise	ask for-	columns,	ambiguity.		То
	sh	critcij	integrating dialogue to	subjunctive	greenhouse	control	request;	bullets or	diffolguity.		understand
	between	То	convey character and	forms such	versus The	over	go in-	tables, to	Y6 EXS: use		when to
	the	underst	advance the action	as If I were	window in	formality	enter)	structure	of the semi-		use an un
		GIIGCISC		45 11 1 11 11		· · · · · · · · · · · · · · · · · · · ·	2.1621	31. 4014. 0	or the serin		joined style

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languag	and	-précising longer	or Were they	the	by		text).	colon, colon	e.g.
e of	how	passages	to come in	greenhouse	manipulati	Y6 GD:		and dash to	labelling a
speech	words	-using a wide range of	some very	was broken	ng	precise		mark the	diagram,
and	are	devices to build cohesion	formal	(by me)].	vocabulary	use of	Y6 EXS: Use a	boundary	writing an
writing	related	within and across	writing and			vocabular	wider range	between	email,
and to	by	paragraphs	speech)	Y6 GD -		y (verbs,	of cohesive	independent	capital
choose	meanin	-using further		exercise an		nouns,	devices to link	clauses;	letters etc).
the	g as	organisational and		assured		-	ideas across	Use of a	
appropri	synony	presentational devices to structure text and to		and		adverbs);	paragraphs,	colon to	
ate level	ms and	guide the reader [for		conscious		literary	e.g. repetition	introduce a	
of	antony	example, headings, bullet		control		language	of a word of	list and semi-	
formalit	ms (e.g.	points, underlining]		over levels			phrase,	colons within	
у.	big,			of		Write	grammatical	lists;	
	large,	Evaluate and edit by:		formality,		effectively	connections		
	little).	- assessing the		particularly		for a	(e.g. adverbials	Punctuation	
		effectiveness of their		through		range of	such as on the	of bullet	
		own and others' writing		manipulati		purposes	other hand, in	points to list	
		-proposing changes to		ng		and	contrast or as	information;	
		vocabulary, grammar and		grammar		audiences	a		
		punctuation to enhance		(tense)		selecting	consequence)	How	
		effects and clarify		'She would		the	and ellipsis;	hyphens	
		meaning		be back,		appropriat	different	(and	
		-ensuring the consistent		she		e form	layout devices	commas*	
		and correct use of tense throughout a piece of		insisted,		and	are used to	consolidation	
		writing		when she		drawing	structure text	from year 5)	
				had		independ	in non-fiction.	can be used	
		-ensuring correct subject and verb agreement		finished				to avoid	
		when using singular and		collecting		ently on	Y6 GD –	ambiguity.	
		plural, distinguishing		enough		what they	exercise an		
		between the language of		shells'		have read	assured and	Use of	
		speech and writing and		'She would		as models	conscious	speech	
		choosing the appropriate		have		for their	control over	punctuation	
				noticed the				including	

The National Curriculum in England: English Programmes of Study
English Appendix 2: Vocabulary, grammar and punctuation
Twinkl document: Deep Dive into Writing: Whole-School Curriculum Progression Map

register	white	own	levels of	other
i egistei	horses			punctuation
		writing.	formality,	·
-Proofread for spelling	gathering		particularly	when
and punctuation errors	out at sea'		through	including
and to propose changes			manipulating	advancing
to vocabulary, grammar			grammar	the action.
and punctuation to			(cohesion)	
enhance effects and				Y6 GD - use
meaning for clarity.				the range of
- Perform their own				punctuation
compositions, using				taught at key
appropriate intonation, volume, and movement				stage 2
so that meaning is clear				correctly
30 that meaning is clear				(e.g. semi-
				colons,
Y6 EXS – write				dashes,
effectively for a range				colons,
of purposes and				hyphens)
audiences selecting				and, when
language that shows a				necessary,
good awareness of the				use such
reader				punctuation
				precisely to
Understand the				enhance
difference between				meaning and
structures typical of				avoid
informal speech and				ambiguity.
those appropriate for				
formal speech and				
writing				
Y6 GDS – exercise an				
assured and conscious				

control over levels o					
formality, particular					
through manipulatir	g				
grammar and					
vocabulary to achiev	e				
this					
Choose the					
appropriate register					