

The following document outlines our progression to writing. Whilst the criteria within each year group will be taught through English lessons and modelled through Talk for Writing stimuli, writing across the curriculum should display the taught elements.

This document is for the use of practitioners, pupils and parents. Practitioners will also benefit from using this document alongside Every Time, Fiction and Non-Fiction Toolkits.

The Sentence Types outlined in this document have been amended from Alan Peat's Exciting Sentences.

Year R				
Punctuation	Word Level	Sentence Level	Text Level	Sentence Type
Separate words with finger spaces Form lower case and upper case letters correctly (according to school font- pre-cursive)	Use phonic knowledge to write words in ways which match their spoken sounds (phonetically plausible) Use some irregular common words.	Write simple sentences which can be read by themselves and others.	Re-write familiar stories Write simple narrative using the structure of traditional tales (Once upon a time...)	I or The Sentences: a sentence which starts with I or The <i>I went to the park.</i> <i>The dog had a ball.</i> Adjective Sentences: a sentence containing at least one adjectives <i>The yellow sun shone down on the beach.</i> <i>The big yellow sun shone down on the beach</i>

Year 1				
Punctuation	Word Level	Sentence Level	Text Level	Sentence Type
<p>Separate words with finger spaces</p> <p>Use capital letters, full stops and question marks in sentences</p> <p>Use capital letters for names and 'I'</p>	<p>Use suffixes –s or –es to turn regular nouns into plurals (dog - dogs; wish - wishes)</p> <p>Use suffixes –ed, -ing and –er to add to verbs (help – helped; helping; helper)</p> <p>Use prefix un- to change the meaning of verbs and adjectives (kind – unkind; do – undo)</p>	<p>Join words to make sentences. Sentences must contain a verb (doing/action word)</p> <p>Use 'and' to join words and also sentences (salt and pepper; I like apples and I like bananas)</p> <p>Use 'but' and 'so' to join short sentences into longer sentences (The dog wagged his tail but his owner didn't give him a bone; The bus was late so the lady started to walk)</p>	<p>Sequence sentences to form short narratives (stories)</p>	<p>2A Sentences: a sentence containing 2 adjectives <i>The big, yellow sun shone down on the beach.</i></p> <p>Power of Three Sentence: a sentence containing 3 adjectives <i>The cave was cold, dark and spooky.</i></p> <p>ABS Sentences: sentences containing the conjunctions 'and', 'but' or 'so' <i>Sam went to the park and played on the swings.</i> <i>Jo likes apples but she does not like pears.</i> <i>The dog barked so the cat ran away.</i></p> <p>Time Opener Sentences: sentences which begin with a time or ordering word (first, next, then, finally) <i>First I ate my breakfast.</i> <i>Then I brushed my teeth.</i> <i>Finally I sat down to read with mummy.</i></p>

Year 2 (Year 1 content plus the following)				
Punctuation	Word Level	Sentence Level	Text Level	Sentence Type
<p>Use capital letters, full stops and question marks and exclamation marks in sentences</p> <p>Use commas in a list</p> <p>Use apostrophes to mark contracted form (can't, won't I'm, shouldn't etc)</p>	<p>Use suffixes –ness, -ment, –er to make nouns (happiness, builder, argument)</p> <p>Use suffixes –ful and –less to make adjectives (beautiful, colourful, homeless, careless)</p> <p>Use suffixes –est and –er to make comparisons (biggest, smallest, taller, lighter)</p> <p>Use suffix –ly to make adverbs (suddenly, happily, carefully)</p>	<p>Use different types of sentence: statement, question, command, exclamation</p> <p>Use expanded noun phrases for description (the beautiful, blue butterfly; the jumper with red sleeves)</p> <p>Use subordination (when, if, because) or co-ordination (or, and, but, so) to write longer, complex sentences</p>	<p>Write consistently in present or past tense.</p> <p>Use the continuous form of past or present tense (she is shouting, he was eating)</p>	<p>Question Sentences: a correctly punctuated question starting with who, what, when, where, why or what <i>What time does your party start?</i> <i>Who do you play football for?</i> <i>Where do you live?</i></p> <p>Complex/Compound Sentences: a sentence which joins two ideas together using a subordinating (when, if, because) or co-ordinating (or, and, but, so) conjunction <i>I like the summer because I love going to the beach.</i> <i>The dog barked so the cat ran away quickly.</i></p> <p>-ly Sentences: a sentence that ends with two adverbs separated by and <i>He worked slowly and carefully.</i></p> <p>List Sentences: a sentence containing between 2 and 4 adjectives in a list using commas to separate items <i>The old, fragile man walked across the road.</i></p>

Year 3 (previous years content plus the following)				
Punctuation	Word Level	Sentence Level	Text Level	Sentence Type
<p>Begin to use inverted commas (speech marks “ ”) to indicate speech</p> <p>Use commas, when needed, to separate clauses in a complex sentence</p>	<p>Use prefixes anti-, super-, auto- to form nouns (antibiotics, superhero, automobile)</p> <p>Use determiners a or an according to whether the next word begins with a vowel or a consonant (a rock, an apple)</p> <p>Explore and use word families based on common words (write, writer, rewrite, wrote)</p>	<p>Use conjunctions (when, before, after, while, although), adverbs (then, next, soon) and prepositions (during, in, after, before, next to) to express time and cause.</p>	<p>Use paragraphs to group related ideas.</p> <p>Use headings and subheadings to aid organisation and presentation (particularly in non-fiction writing)</p> <p>Use the perfect form of the verb.</p>	<p>BOYS Sentences: a sentence which contains but, or, yet, so to join two ideas</p> <p><i>He was usually friendly but he could be nasty.</i></p> <p><i>It was a beautiful morning so I went for a walk.</i></p> <p><i>She could be friendly or she could be miserable.</i></p> <p><i>It was a warm day yet storm clouds gathered overhead.</i></p> <p>Complex Sentences: a sentence which joins two ideas together using a subordinating (when, if, because) conjunctions</p> <p><i>I like the summer because I love going to the beach.</i></p> <p><i>Because I love going to the beach, I like the summer</i></p> <p>-ed Opener Sentence: a sentence which begins with a word ending –ed</p> <p><i>Confused, she did not know what had happened.</i></p> <p>Verb, Person Sentence: a sentence beginning with a verb ending –ing followed by a person and their action</p> <p><i>Hesitating, Phillip slowly turned the door handle.</i></p>

Year 4 (previous years content plus the following)				
Punctuation	Word Level	Sentence Level	Text Level	Sentence Type
<p>Use inverted commas (speech marks) to punctuate direct speech.</p> <p>Use apostrophes to demarcated singular and plural possession (Jack's jumper, the ladies' toilet)</p> <p>Use a comma after fronted adverbials (Later that day, I walked to the park; Finally, he arrived at the castle)</p>	<p>Explore the difference between plural and possessive s and use it correctly (several months, Mum's apron)</p> <p>Use Standard English instead of colloquial language (we were instead of we was)</p>	<p>Use pronouns to avoid ambiguity and repetition (James plays football every Saturday. He is captain of the team)</p> <p>Use fronted adverbials.</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Use nouns and pronouns across paragraphs to avoid ambiguity and repetition</p>	<p>Time Opener Sentences: sentences which begin with a time or ordering word (first, next, then, finally) followed by a comma <i>First, cross the bridge taking care of the loose cobbles.</i></p> <p>Double -ed Opener Sentence: a sentence which begins with two words ending -ed <i>Amazed and excited, Harry ran towards the open door.</i></p> <p>Verb, Adverb, Person Sentence: a sentence beginning with a verb ending -ing followed by an adverb then a person and their action <i>Screaming hysterically, Lisa hoped the lifeboat would find her.</i></p> <p>If, Then Sentence: a sentence that begins with an if phrase <i>If the door hadn't creaked, then the man would have never found them.</i></p>

Year 5 (previous years content plus the following)				
Punctuation	Word Level	Sentence Level	Text Level	Sentence Type
<p>Use brackets, dashes and commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity</p>	<p>Use suffixes –ate, -ise, -ify to convert nouns or adjectives into verbs (pollinate, realise, notify)</p> <p>Use verb prefixes dis-, de-, mis-, over-, re- (disengage, deconstruct, misunderstand, overreact, redo)</p>	<p>Use relative clauses beginning with who, which, where, why or whose</p> <p>Use modal verbs (might, should, will, must) and adverbs (perhaps, surely) to indicate degrees of possibility</p>	<p>Build cohesion across a paragraph using adverbs of time, pronouns and commas to avoid ambiguity</p> <p>Use adverbs of time (later), place (nearby) and number (secondly) to link ideas across paragraphs</p>	<p>Triple –ed Opener Sentence: a sentence which begins with three words ending –ed <i>Frightened, terrified and exhausted, they ran from the creature.</i></p> <p>Personification Sentence: a sentence which contains personification <i>The wind screamed through the branches</i></p> <p>Noun, which/who/where: a sentence which drops in extra information using which, who, where <i>Sally, who sells sea shells, walks along the beach every morning.</i></p> <p>Complex Sentences (Sub, Main): a sentence which joins two ideas together starting with subordination (when, if, because) <i>Because it was too hot, John blew on the soup to cool it down.</i> <i>When it rains, people carry umbrellas to keep them dry.</i> <i>If the food delivery arrives, we can make a cake this afternoon.</i></p> <p>Double If, Then Sentence: a sentence that begins with two if phrases <i>If the door hadn't creaked, if Sam hadn't giggled, then dad would have never found them.</i></p>

Year 6 (previous years content plus the following)				
Punctuation	Word Level	Sentence Level	Text Level	Sentence Type
<p>Use semi-colons, colons and dashes to indicate stronger subdivisions of a sentence than a comma</p> <p>Use bullet points in a list of information</p> <p>Use hyphens to avoid ambiguity (man-eating shark)</p>	<p>Explore the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (alleged vs said)</p>	<p>Use passive voice to affect the presentation of information (The window in the greenhouse was broken)</p> <p>Use structures typical of informal speech (He's your friend, isn't he?) and structures appropriate for formal speech and writing (the subjunctive form – If I were you, I would listen carefully to your father)</p>	<p>Use a wide range of cohesive devices (repetition, pronouns and adverbials)</p> <p>Use a wide range of layout devices (headings, subheadings, columns, bullet points and tables)</p>	<p>Description: Detail Sentence: a sentence which contains a description followed by detail separated by a colon <i>He was exhausted: he hadn't slept for days.</i></p> <p>Some; Others Sentence: a sentence which contains a statement starting with some followed by a statement starting with others separated by a semi-colon <i>Some days are wonderful; others begin and end terribly.</i></p> <p>Irony Sentence: a sentence which contains an ironic statement <i>Our 'luxury' hotel turned out to be a garden shed.</i></p> <p>Triple If, Then Sentence: a sentence that begins with three if phrases <i>If the door hadn't creaked, if the light hadn't flickered, if Sam hadn't giggled, then dad would have never found them.</i></p> <p>Outside. (Inside.) Sentences: two linked sentences. The first shows what is happening on the outside. The second, within brackets, lets the reader know the character's true inner feelings <i>He smiled and shook the man's hand warmly. (Inside, however, he was angrier than he had ever been.)</i></p>