

Meldreth Primary School Writing Progression

Constructing a simple sentence			
Y1	Y2	Y3/4	Y5/6
<p>How words can combine to make sentences.</p> <p>Introduction to capital letters, full stops ... to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun.</p> <p>word sentence letter capital letter punctuation full stop</p> <p>Sequencing sentences to form short narratives.</p>	<p>As pupils become more comfortable with the process of writing, we help them understand how to extend sentences to provide additional detail.</p>		
Co-ordination and subordination			
Y1	Y2	Y3/4	Y5/6
<p>Joining words and joining clauses using <i>and</i>.</p> <p>Introduction to capital letters, full stops ... to demarcate sentences.</p> <p>sentence capital letter punctuation full stop</p>	<p>Subordination (using <i>when, if, that, because</i>) and co- ordination (using <i>or, and, but</i>).</p> <p>compound verb</p> <p>Use of capital letters, full stops ... to demarcate sentences.</p>	<p>Expressing time, place and cause using conjunctions (for example, <i>when, before, after, while, so, because</i>).</p> <p>conjunction clause subordinate clause</p> <p>Use of commas after fronted adverbials (where these are fronted adverbial clauses).</p>	<p>Use of the semi- colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining; I'm fed up</i>).</p> <p>semi-colon colon dash</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>ambiguity</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>parenthesis bracket dash</p> <p>The difference between structures typical of informal and formal speech, and writing.</p>

Sentence Types			
Y1	Y2	Y3/4	Y5/6
<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun.</p> <p>letter capital letter punctuation full stop question mark exclamation mark</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>statement question exclamation command</p>	<p>Introduction to inverted commas to punctuate direct speech.</p> <p>Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, 'Sit down!'</i>)</p> <p>direct speech inverted commas (or speech marks)</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: <i>He's your friend, isn't he?</i>).</p>
Nouns and Noun Phrases			
Y1	Y2	Y3/4	Y5/6
<p>Regular plural noun suffixes -s or -es (for example, <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun.</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, for example, <i>unkind</i>, or <i>undoing</i>: <i>untie the boat</i>).</p> <p>singular plural</p>	<p>Formation of nouns using suffixes such as -ness, -er and by compounding (for example, <i>whiteboard, superman</i>).</p> <p>Formation of adjectives using suffixes such as -ful, -less.</p> <p>Use of the suffixes -er, -est in adjectives.</p> <p>Expanded noun phrases for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i>).</p> <p>noun noun phrase compound adjective suffix</p> <p>Commas to separate items in a</p>	<p>Formation of nouns using a range of prefixes (for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>).</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, <i>solve, solution, solver, dissolve, insoluble</i>).</p> <p>word family</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (for example, <i>a rock, an open box</i>).</p> <p>The grammatical difference between plural and possessive -s.</p> <p>Apostrophes to mark singular and plural possession (for example, <i>the</i></p>	<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>How words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>).</p> <p>relative pronoun relative clause subject object synonym antonym cohesion</p> <p>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>).</p>

	<p>list.</p> <p>comma</p> <p>Apostrophes to mark singular possession in nouns (for example, <i>the girl's name</i>).</p> <p>apostrophe</p>	<p><i>girl's name, the girls' names</i>).</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, <i>the teacher</i> expanded to <i>the strict maths teacher with curly hair</i>).</p> <p>determiner pronoun possessive pronoun preposition prefix consonant vowel</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>pronoun possessive pronoun</p>	<p>hyphen</p> <p>(Although <i>hyphen</i> is terminology in Y6, this punctuation mark will be used in word work and writing from Y2 onwards).</p>
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