

# Meldreth Primary School Writing Progression

Constructing a simple sentence			
Y1	Y2	Y3/4	Y5/6
<p>How <b>words</b> can combine to make <b>sentences</b>.</p> <p>Introduction to capital letters, full stops ... to demarcate <b>sentences</b>.</p> <p>Capital letters for names and for the personal <b>pronoun</b>.</p> <p>word sentence letter capital letter punctuation full stop</p> <p>Sequencing <b>sentences</b> 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 <b>words</b> and joining <b>clauses</b> using <i>and</i>.</p> <p>Introduction to capital letters, full stops ... to demarcate <b>sentences</b>.</p> <p>sentence capital letter punctuation full stop</p>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>).</p> <p>compound verb</p> <p>Use of capital letters, full stops ... to demarcate <b>sentences</b>.</p>	<p>Expressing time, place and cause using <b>conjunctions</b> (for example, <i>when, before, after, while, so, because</i>).</p> <p>conjunction clause subordinate clause</p> <p>Use of commas after <b>fronted adverbials</b> (where these are fronted adverbial clauses).</p>	<p>Use of the semi- colon, colon and dash to mark the boundary between independent <b>clauses</b> (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 <b>ambiguity</b>.</p> <p>ambiguity</p> <p><b>Brackets, dashes</b> or commas to indicate <b>parenthesis</b>.</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 <b>sentences</b>.</p> <p>Capital letters for names and for the personal <b>pronoun</b>.</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 <b>statement, question, exclamation</b> or <b>command</b>.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</p> <p>statement question exclamation command</p>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech.</p> <p>Use of inverted commas and other <b>punctuation</b> 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 <b>plural noun suffixes</b> -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 <b>prefix</b> <i>un-</i> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>).</p> <p>singular plural</p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding (for example, <i>whiteboard, superman</i>).</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less.</p> <p>Use of the <b>suffixes</b> -er, -est in <b>adjectives</b>.</p> <p>Expanded <b>noun phrases</b> 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 <b>nouns</b> using a range of <b>prefixes</b> (for example <i>super-, anti-, auto-</i>).</p> <p><b>Word families</b> based on common <b>words</b>, 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 <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (for example, <i>a rock, an open box</i>).</p> <p>The grammatical difference between <b>plural</b> and <b>possessive</b> -s.</p> <p><b>Apostrophes</b> to mark singular and <b>plural</b> possession (for example, <i>the</i></p>	<p><b>Relative clauses</b> 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><b>Apostrophes</b> 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 <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> 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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