Writing Progression at St Mary's Catholic Primary
Vocabulary, Grammar and Punctuation

	Sentence structure	Cohesion	Punctuation	Vocabulary Choices
EYFS				
Y1	- leaving spaces between words	- joining words and joining clauses using and	- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	
Y2	- sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify	- the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	- using full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	- some features of written Standard English
Y3	- progressively building an increasing range of sentence structures - extending the range of sentences with more than one clause by using a wider range of	- using the present perfect form of verbs in contrast to the past tense - using conjunctions, adverbs and prepositions to express time, place and cause	- using and punctuating direct speech	- progressively building a varied and rich vocabulary - use of the forms a or an according to whether the next word begins with a consonant or a vowel

	conjunctions, including when, if, because, although	- introduction to paragraphs as a way to group related material - headings and sub-headings to aid presentation		- learn some of the differences between Standard English and non-Standard English and begin to apply this e.g. in writing dialogue for characters
Y4	- progressively building an increasing range of sentence structures - using expanded noun phrases by using modifying adjectives, nouns and prepositional phrases	-choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using fronted adverbials - use of paragraphs to organise ideas around a theme	- using and punctuating direct speech - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns	- progressively building a varied and rich vocabulary - Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] - learn some of the differences between Standard English and non-Standard English and begin to apply this e.g. in writing dialogue for characters
Y5	- using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	- ensuring the consistent and correct use of tense throughout a piece of writing - devices to build cohesion within a paragraph [for example, then, after that, this, firstly] - linking ideas across paragraphs using adverbials of time, place and number, or tense choices	- using commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis	- use a thesaurus - ensuring correct subject and verb agreement when using singular and plural - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

		- using the perfect form of verbs to mark relationships of time and cause		
Y6	- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence	- ensuring the consistent and correct use of tense throughout a piece of writing - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	- using hyphens to avoid ambiguity - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently	- use a thesaurus - ensuring correct subject and verb agreement when using singular and plural - the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover, ask for – request, go in – enter; using contracted forms in dialogue]