

Steps in Progression Document

Grammar

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: Word	Regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	Use of the forms a or an according to whether the next word begins with a consonant or a vowel	The grammatical difference between plural and possessive –s	Use of hyphens to create compound words and phrases [e.g. co-ordinate and weather-worn]	Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated]
Grammar: Suffixes	<p>How the prefix un- changes the meaning of verbs and adjectives [negation, e.g. unkind, or undoing: untie the boat]</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words [e.g. helping, helped, helper]</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English</p>	Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-]	Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]	<p>Converting nouns or adjectives into verbs using suffixes [e.g. –ate; –ise; –ify]</p> <p>Verb prefixes [e.g. dis-, de-, mis-, over- and re-]</p>	How words are related by meaning as synonyms and antonyms [e.g. big, large, little]
Grammar: Noun phrases	Use of adjectives [colour, shape, size] to create a simple noun phrase [the blue car]	Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon]	Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest]	<p>[See relative clauses in Conjunctions]</p> <p>Use of noun phrases to convey complicated information concisely</p>	Use the full range of noun phrases to create descriptions in fiction and non-fiction
Grammar: Adverbial phrases	Use simple adverbs to sequence writing	Use adverbs and simple adverbials to express time, place and manner	Use adverbial phrases to identify place, time, manner and frequency	Fronted adverbials [e.g. Later that day, I heard the bad news.]	Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs	Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs

Steps in Progression Document Composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: Plan	Write about real events	Write narratives about personal experiences and those of others (real and fictional) Write poetry Write for different purposes	Discuss and recording ideas	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings
Composition: Draft & write	Say out loud what they are going to write about Write down ideas Orally rehearse sentences	Plan what they are going to write about Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence	Compose and rehearse sentences orally (including dialogue) In narratives, creating settings, characters and plot	Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and sub-headings]	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining]