Y6	Colon Semi-colon Dash (single) Bullet points Hyphens	Active and passive form Subjunctive form	Cohesive devices- repetition of a word/phrase, Adverbials Ellipsis Layout devices (bullets etc)	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality maintained across writing – grammar/ vocab/sentence structure	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Review of previous learning	Informal/formal vocabulary Synonyms/antonyms Year group word list Spelling Appendix	Legible Fluent Increasing speed
Y5	Pair of dashes, commas and brackets for parenthesis Commas to avoid ambiguity	Relative clauses Adverbs and modal verbs to indicate degrees of possibility	Cohesive devices within a paragraph Adverbials of time to link ideas across paragraphs	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality maintained across writing – grammar, vocabulary and sentence structure	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Review of previous learning	Nouns & adjectives to verbs using suffixes '*ate, ise, ify*' Verb prefixes '*dis, de, mis, over, re*' Year group word list Spelling Appendix	Legible Fluent Increasing speed
Y4	Apostrophe for plural possession Comma after fronted adverbial	Fronted adverbials Expanded noun phrases	Paragraphs/sections Dialogue to create character/ move the action on Choice of pronoun/noun to avoid repetition	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Determiner Pronoun Possessive pronoun	Year group word list Spelling Appendix	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting
Y3	Inverted commas	'*when, before, after, so, because*' to show time, place, cause '*next, soon, therefore*' adverbs '*before, after, during, because of*' prepositions	Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	Scaffolded editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Preposition Conjunction Word family	Prefixes '*super, anti, auto*' Year group word list Spelling Appendix	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting
Y2	Commas in a list Apostrophe for contraction Apostrophe for singular possession	'*and, or, but*' co-ordinating conjunctions '*because, if, when*' subordinating conjunctions Noun phrases 4 forms of sentence	→ Plus Understanding the 4 forms of sentences – statement, command, question, exclamation Present, past tense & progressive form of verbs	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (explicit) Audience identified where appropriate	Say it, count it, write it, check it Modelled & application of proof reading Modelled and application of editing	Adjective Adverb Noun Verb	Suffixes '*ness, er, est, ly*' Adjectives '*ful, less*' Homophones Common exception words Spelling Appendix	Spacing Form letters of the correct size (relative to one another) Begin to use some of the diagonal and horizontal strokes Write capital letters correct size, orientation and relationship to one another
Y1	Full stop Capital letter (I and names) Question mark Exclamation mark Finger spaces	'*and*' (to join phrases and clauses)	→ Plus Understanding what a sentence is	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (implicit)	Say it, count it, write it, check it Modelled proof reading Modelled editing		Plural suffixes '*s*', '*es*' Verb suffixes 'ing, ed, er' Prefix '*un*' CEW Spelling Appendix	Finger spaces Form letters in the correct direction, start and finish in the right place
	Punctuation	**Sentence Structure**	**Coherence and Cohesion**	**Composition and Effect**	**Proof-Reading and Editing**	**Word Classes**	**Spelling**	**Handwriting**

How Our Learning Grows in Writing – Progression of Skills from Y1 – Y6