

Boringdon Writing Knowledge Progression

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
clauses and sentences	<p>Compose a sentence orally.</p> <p>Combine words to form grammatically accurate sentences.</p> <p>Write a simple sentence that can be read by others.</p> <p>Use accurate sentence punctuation.</p>	<p>Compose sentences orally and in writing.</p> <p>Combine words to form grammatically accurate sentences.</p> <p>Write simple sentences.</p> <p>Write compound sentences using <i>and</i>.</p> <p>Use accurate sentence punctuation.</p>	<p>Compose sentences orally and in writing.</p> <p>Combine words to form grammatically accurate sentences.</p> <p>Write simple sentences</p> <p>Write compound sentences using <i>or, and, but</i>.</p> <p>Understand and be able to use statements, questions, exclamations and commands.</p> <p>Write complex sentences using subordinating conjunctions such as <i>because, when, if</i>.</p> <p>Use accurate sentence punctuation.</p>	<p>Compose sentences orally and in writing.</p> <p>Combine words to form grammatically accurate sentences.</p> <p>Write simple sentences</p> <p>Write compound sentences using <i>or, and, but</i>.</p> <p>Understand and be able to use statements, questions, exclamations and commands.</p> <p>Write complex sentences using subordinating conjunctions such as <i>because, when, if</i>.</p> <p>Write complex sentences using a wider range of subordinating conjunctions such as <i>although, while, since, until, as, before, after</i>.</p> <p>Use accurate sentence punctuation.</p>	<p>Compose sentences orally and in writing.</p> <p>Combine words to form grammatically accurate sentences.</p> <p>Write simple sentences.</p> <p>Write compound sentences using <i>or, and, but</i>.</p> <p>Understand and be able to use statements, questions, exclamations and commands.</p> <p>Revise and write complex sentences using a wide range of subordinating conjunctions such as <i>because, when, if, although, while, since, until, as, before, after</i>.</p> <p>Use accurate sentence punctuation.</p>	<p>Compose sentences orally and in writing.</p> <p>Combine words to form grammatically accurate sentences.</p> <p>Write simple sentences .</p> <p>Write compound sentences using <i>or, and, but</i> .</p> <p>Understand and be able to use statements, questions, exclamations and commands.</p> <p>Write complex sentences by:</p> <ul style="list-style-type: none"> using a wide range of subordinating conjunctions such as <i>because, when, if, although, while, since, until, as, before, after</i> using relative clauses beginning with relative pronouns (<i>who, whose, which, where, when, that</i>) <p>Use accurate sentence punctuation.</p>	<p>Compose sentences orally and in writing.</p> <p>Combine words to form grammatically accurate sentences.</p> <p>Write simple sentences .</p> <p>Write compound sentences using <i>or, and, but</i> .</p> <p>Understand and be able to use statements, questions, exclamations and commas.</p> <p>Write complex sentences by:</p> <ul style="list-style-type: none"> using a wide range of subordinating conjunctions such as <i>because, when, if, although, while, since, until, as, before, after, whereas, despite, unless</i> using relative clauses beginning with relative pronouns (<i>who, whose, which, where, when, that</i>) using non-finite verbs (Bursting through the door... To say he was shocked... Stunned)

by this
development)

Vary the position of
clauses.

Use formal and informal
structures appropriately.

Use accurate sentence
punctuation.

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verbs		<p>Add suffixes to change the tense of verbs (<i>help, helped, helping</i>).</p>	<p>Add suffixes to change the tense of verbs (<i>help, helped, helping</i>).</p> <p>Use the progressive form of verbs in the present and past tense (is walking, was walking etc).</p> <p>Use the present and past tense correctly throughout writing.</p>	<p>Add suffixes to change the tense of verbs (<i>help, helped, helping</i>).</p> <p>Use the progressive form of verbs in the present and past tense (is walking, was walking etc).</p> <p>Use the present and past tense correctly throughout writing.</p> <p>Use the present perfect form of verbs instead of the simple past.</p>	<p>Add suffixes to change the tense of verbs (<i>help, helped, helping</i>).</p> <p>Use the progressive form of verbs in the present and past tense (is walking, was walking etc).</p> <p>Use the present and past tense correctly throughout writing.</p> <p>Use the present perfect form of verbs instead of the simple past.</p> <p>Use standard English inflexions of verbs in written work rather than local spoken forms (<i>we were</i> rather than <i>we was</i>).</p>	<p>Add suffixes to change the tense of verbs (<i>help, helped, helping</i>).</p> <p>Use the progressive form of verbs in the present and past tense (is walking, was walking etc).</p> <p>Use the present and past tense correctly throughout writing.</p> <p>Use the present perfect form of verbs instead of the simple past.</p> <p>Use standard English inflexions of verbs in written work rather than local spoken forms (<i>we were</i> rather than <i>we was</i>).</p> <p>Use modal verbs to indicate degrees of possibility.</p>	<p>Add suffixes to change the tense of verbs (<i>help, helped, helping</i>).</p> <p>Use the progressive form of verbs in the present and past tense (is walking, was walking etc).</p> <p>Use the present perfect form of verbs instead of the simple past.</p> <p>Use the present perfect form of verbs instead of the simple past.</p> <p>Use standard English inflexions of verbs in written work rather than local spoken forms (<i>we were</i> rather than <i>we was</i>).</p> <p>Use modal verbs to indicate degrees of possibility.</p> <p>Use the passive and subjunctive forms, particularly in formal writing.</p> <p>Select verb forms for meaning and effect.</p>

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
adverbs and adverbials				<p>Use adverbs to express how, when, and where.</p>	<p>Use adverbs to express how, when, and where.</p> <p>Use adverbials, sometimes fronted, to express how, when, and where.</p>	<p>Use adverbs to express how, when, and where.</p> <p>Use adverbials, sometimes fronted, to express how, when, and where.</p> <p>Use adverbs to express degrees of possibility (perhaps, surely).</p> <p>Use adverbials of time, place and number to link ideas across paragraphs (cohesion).</p>	<p>Use adverbs to express how, when, and where.</p> <p>Use fronted adverbials, sometimes fronted, to express how, when, and where.</p> <p>Use adverbs to express degrees of possibility (perhaps, surely).</p> <p>Use adverbials of time, place and number to link ideas across paragraphs (cohesion).</p> <p>Use a wider range of adverbials (<i>on the other hand, in contrast, as a consequence</i>), sometimes within formal writing.</p>
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<p>noun phrases, prepositions and prepositional phrases</p>		<p>Use basic descriptive language.</p>	<p>Use noun phrases premodified by adjectives to describe and specify (<i>the beautiful blue butterfly</i>).</p>	<p>Use noun phrases premodified by adjectives to describe and specify (<i>the beautiful blue butterfly</i>).</p> <p>Experiment with position of adjectives (The castle, hunched and ancient, loomed over the valley).</p> <p>Use prepositions to express time, place and cause (<i>before, near, because of</i>).</p>	<p>Use noun phrases premodified by adjectives to describe and specify (<i>the beautiful blue butterfly</i>).</p> <p>Experiment with position of adjectives (The castle, hunched and ancient, loomed over the valley).</p> <p>Use prepositions to express time, place and cause (<i>before, near, because of</i>).</p> <p>Use noun phrases post-modified by prepositional phrases (<i>the blue butterfly on the log; the kind lady with curly hair</i>).</p>	<p>Use noun phrases premodified by adjectives to describe and specify (<i>the beautiful blue butterfly</i>).</p> <p>Experiment with position of adjectives (The castle, hunched and ancient, loomed over the valley).</p> <p>Use noun phrases post-modified by prepositional phrases (<i>the blue butterfly on the log; the blue butterfly with shimmering wings</i>).</p> <p>Use prepositions to express time, place and cause (<i>before, near, because of</i>).</p> <p>Use noun phrases post-modified by relative clauses (<i>the blue butterfly that lives by the river</i>).</p>	<p>Use noun phrases premodified by adjectives to describe and specify (<i>the beautiful blue butterfly</i>).</p> <p>Experiment with position of adjectives (The castle, hunched and ancient, loomed over the valley).</p> <p>Use noun phrases post-modified by prepositional phrases (<i>the blue butterfly on the log; the blue butterfly with shimmering wings</i>).</p> <p>Use prepositions to express time, place and cause (<i>before, near, because of</i>).</p> <p>Use noun phrases post-modified by relative clauses (<i>the blue butterfly that lives by the river</i>).</p> <p>Use noun phrases post-modified by non-finite clauses (<i>the blue butterfly fluttering through the cool air</i>).</p>
<p>Strand</p>	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>

<p>spelling</p>	<p>Spell words by identifying sounds in them, representing the sounds with a letter or letters .</p> <p>Write simple CVC words.</p> <p>Apply set 1 and set 2 phonic knowledge and skills to spell familiar words correctly and make plausible attempts at others.</p>	<p>Learn the relevant spelling patterns and rules set out in Appendix 1 of the National Curriculum.</p> <p>Be able to spell all Year 1 Common Exception Words and apply some in their writing.</p>	<p>Learn the relevant spelling patterns and rules set out in Appendix 1 of the National Curriculum.</p> <p>Be able to spell all Year 1 Common Exception Words and apply some in their writing.</p> <p>Be able to spell all Year 2 Common Exception Words and apply some in their writing.</p>	<p>Learn the relevant spelling patterns and rules set out in Appendix 1 of the National Curriculum.</p> <p>Be able to spell all Year 1 Common Exception Words and apply some in their writing.</p> <p>Be able to spell all Year 2 Common Exception Words and apply some in their writing.</p> <p>Be able to spell the first 50 words from the Year 3/4 statutory word list and apply some in their writing.</p>	<p>Learn the relevant spelling patterns and rules set out in Appendix 1 of the National Curriculum.</p> <p>Be able to spell all Year 1 Common Exception Words and apply some in their writing.</p> <p>Be able to spell all Year 2 Common Exception Words and apply some in their writing.</p> <p>Be able to spell all words from the Year 3/4 statutory word list and apply some in their writing.</p>	<p>Learn the relevant spelling patterns and rules set out in Appendix 1 of the National Curriculum.</p> <p>Be able to spell all Year 1 Common Exception Words and apply some in their writing.</p> <p>Be able to spell all Year 2 Common Exception Words and apply some in their writing.</p> <p>Be able to spell all words from the Year 3/4 statutory word list and apply some in their writing.</p> <p>Be able to spell the first 50 words from the Year 5/6 statutory word list and apply some in their writing.</p>	<p>Learn the relevant spelling patterns and rules set out in Appendix 1 of the National Curriculum.</p> <p>Be able to spell all Year 1 Common Exception Words and apply some in their writing.</p> <p>Be able to spell all Year 2 Common Exception Words and apply some in their writing.</p> <p>Be able to spell all words from the Year 3/4 statutory word list and apply some in their writing.</p> <p>Be able to spell all words from the Year 5/6 statutory word list and apply some in their writing.</p>
<p>Strand</p>	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>

<p>punctuation</p>	<p>Demarcate sentences with capital letters and full stops.</p> <p>Use capital letters for names and the personal pronoun <i>I</i>.</p>	<p>Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</p> <p>Use capital letters for names and the personal pronoun <i>I</i>.</p>	<p>Demarcate most sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</p> <p>Use capital letters for names and the personal pronoun <i>I</i>.</p> <p>Use commas in a list.</p> <p>Use apostrophes for contraction and singular possession.</p>	<p>Consistently demarcate sentences with capital letters and end punctuation (full stops, question marks and exclamation marks)</p> <p>Use capital letters for names and the personal pronoun <i>I</i>.</p> <p>Use commas in a list.</p> <p>Use apostrophes for contraction and singular possession.</p> <p>Use inverted commas to punctuate direct speech with the reporting clause after the speech "I wonder what time they'll be back," mused Tom.</p> <p>Use commas after subordinate clauses.</p>	<p>Consistently demarcate sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</p> <p>Use capital letters for names and the personal pronoun <i>I</i>.</p> <p>Use commas in a list.</p> <p>Use apostrophes for contraction, singular possession and plural possession.</p> <p>Use inverted commas and other punctuation to punctuate direct speech with the reporting clause after the speech and before the speech.</p> <p>Tom mused, "I wonder what time they'll be back."</p> <p>Use commas after subordinate clauses.</p> <p>Use commas after fronted adverbials.</p>	<p>Consistently demarcate sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</p> <p>Use capital letters for names and the personal pronoun <i>I</i>.</p> <p>Use commas in a list.</p> <p>Use apostrophes for contraction and singular possession and plural possession</p> <p>Use inverted commas and other punctuation to punctuate direct speech with the reporting clause before the speech, after the speech and between two spoken sentences.</p> <p>"I wonder what time they'll be back," mused Tom. "It's getting late."</p> <p>Use commas after subordinate clauses.</p> <p>Use commas after fronted adverbials.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Consistently demarcate sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</p> <p>Use capital letters for names and the personal pronoun <i>I</i>.</p> <p>Use commas in a list.</p> <p>Use apostrophes for contraction and singular possession and plural possession</p> <p>Use inverted commas and other punctuation to punctuate direct speech with the reporting clause before the speech, after the speech, between two spoken sentences and splitting a single spoken sentence.</p> <p>"I wonder," mused Tom, "what time they'll be back. It's getting late."</p> <p>Use commas after subordinate clauses.</p> <p>Use commas after fronted adverbials.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>
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Use semi-colons, colons and dashes to mark the boundary between main clauses.

Use the colon to introduce a list and semi-colons within lists.

Use bullet points.

Use hyphens to avoid ambiguity (*fine-tooth comb, jade-green dragon, needle-like teeth*).

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<p>create settings, character and atmosphere</p> <p>(Strands such as 'noun phrases' also contribute to this strand)</p>		<p>Use basic descriptive language.</p>	<p>Describe settings and characters.</p>	<p>Describe settings and characters.</p> <p>Choose adjectives, adverbs and verbs to reinforce atmosphere.</p>	<p>Describe settings and characters.</p> <p>Choose adjectives, adverbs and verbs to reinforce atmosphere.</p> <p>Use similes and metaphors to create imagery and atmosphere.</p>	<p>Describe settings and characters.</p> <p>Choose adjectives, adverbs and verbs to reinforce atmosphere.</p> <p>Use similes and metaphors to create imagery and atmosphere.</p> <p>Use personification and alliteration to create imagery and atmosphere.</p> <p>Use dialogue to reinforce character.</p>	<p>Describe settings and characters.</p> <p>Choose adjectives, adverbs and verbs to reinforce atmosphere.</p> <p>Use similes and metaphors to create imagery and atmosphere.</p> <p>Use personification and alliteration to create imagery and atmosphere.</p> <p>Use dialogue to reinforce character.</p> <p>Choose word order and sentence structure for effect.</p>

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
cohesion and paragraphing				<p>Use headings and sub-headings to aid presentation.</p> <p>Be introduced to paragraphing as a way of grouping material.</p>	<p>Use headings and sub-headings to aid presentation.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Make appropriate choices about nouns and pronouns within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use headings and sub-headings to aid presentation</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Make appropriate choices about nouns and pronouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Use devices to build cohesion within a paragraph (<i>then, after that, firstly</i> etc).</p> <p>Link ideas across paragraphs by using (for example) adverbials of time, place and number.</p>	<p>Use headings and sub-headings to aid presentation</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Make appropriate choices about nouns and pronouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Use devices to build cohesion within a paragraph (<i>then, after that, firstly</i> etc).</p> <p>Link ideas across paragraphs by using (for example) adverbials of time, place and number.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices such as repetition of a word or phrase, grammatical connections such as adverbials, ellipsis.</p> <p>Use a range of layout devices to structure text (headings, sub-headings, columns bullets, tables).</p>

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handwriting	<p>Form all lower-case letters and digits in the correct direction, starting and finishing in the right place and sat on the line.</p> <p>Form some capital letters correctly.</p> <p>Separate words with spaces.</p> <p>Hold a pencil correctly using a tripod grip.</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place and in a way that introduces the fully cursive style.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Form lower case letters of the correct size relative to one another.</p> <p>Start using the diagonal and horizontal strokes needed to join letters in a fully cursive style.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Form lower case letters of the correct size relative to one another.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use diagonal and horizontal strokes to join letters in a fully cursive style.</p> <p>Increase the legibility, consistency and quality of handwriting.</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Form lower case letters of the correct size relative to one another.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use diagonal and horizontal strokes to join letters in a fully cursive style.</p> <p>Increase the legibility, consistency and quality of handwriting.</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Form lower case letters of the correct size relative to one another.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use diagonal and horizontal strokes to join letters in a fully cursive style.</p> <p>Write legibly, fluently and with increasing speed in a fully cursive style.</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Form lower case letters of the correct size relative to one another.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use diagonal and horizontal strokes to join letters in a fully cursive style.</p> <p>Write legibly, fluently and with increasing speed in a fully cursive style.</p>

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
grammatical terminology		<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p> <p>preposition, conjunction, word, family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p> <p>preposition, conjunction, word, family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p> <p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p> <p>preposition, conjunction, word, family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p> <p>determiner, pronoun, possessive pronoun, adverbial</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p> <p>preposition, conjunction, word, family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p> <p>determiner, pronoun, possessive pronoun, adverbial</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>