LONDON MEED WRITING PROGRESSION

ORACY and VOCABULARY

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence stems I like… I don't like… One day… Next… In the end… I think…because	**Sentence stems** I like/don't like… because… I think… happened because… I feel that… Next time I … First, next… I agree/disagree because.	**Sentence stems** I think…because… They are similar/different because… I know this because… I found… Next time I could… It was interesting because… I like the part where…. I predict that..	**Sentence stems** An argument for/against is… I understand, however… It appears to be… I enjoyed it because… Maybe next time you could try… My opinion is… Building on… I remember that.	**Sentence stems** An argument for/against is… I understand, however… It appears to be… I understand that depending on… I understand your point of view however… You could improve this work by… It was successful because… Due to the fact that… Most reasonable people would agree that… Due to… Subsequently	**Sentence stems** In my opinion… I have two main reasons for… In some ways… Another feature… However they also differ… Perhaps some people would argue… Furthermore they… It is clear that… I deduce that… In conclusion… Perhaps the reason… Therefore, in my opinion..	**Sentence stems** On the one hand… I am convinced that… Given that… Another feature they have in common… The similarities/differences are significant because… Based on… Having considered… I infer from this that This suggests… Having considered… This is supported by the fact that… Possible improvements may include… Subsequently Consequently After consideration/reflection… In summary… The consequences of..
Vocabulary Phoneme, sound, grapheme, digraph, trigraph, Letter, word, sentence, capital letter, full stop, finger space	**Vocabulary** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation ma	**Vocabulary** To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma	**Vocabulary** conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	**Vocabulary** determiner, pronoun, possessive pronoun and adverbial	**Vocabulary** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity	**Vocabulary** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.

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Key Texts and Outcomes Persuasion entertain information Discuss

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All about me What makes me a me? Incredible you Super Duper You Once there were Giants My Family *Narrative* **Colours of the Rainbow** The Colour Monster The Rainbow Fish Elmer *Narrative* *(drawing / mark making / assigning meaning to marks / communication and language)*	**Into the Woods** Little Red Riding Hood Deep dark wood Fairytales - sequencing events Monster best friend description Story map narrative	**Turrets and Tiaras:** Non-Fiction – Castle REading non fiction features Non chronological report on Castles- forArundel Castle The Egg Instructions to teach ad dragon to **Poetry:** Zim-Zam Zoom- Have you seen my dragon? Repeated phrases	**Stone Age:** Stone Age Boy How to Wash a Woolly Mammoth Recount/retelling Instructions Sequencing a story	**Deep Down Under:** Pebble in my Pocket Descriptive writing setting the scene Non-Fiction - Earthquakes explanation	**The Vikings:** Viking Voyagers by Jack Tite and Viking Raiders by Anne Civardi and James Graham-Campbell Newspaper reports A Beowulf Tale : Monster Slayer: A Beowulf Tale by Brian Patten Poetry Ballad	**World War II:** Twitch Non chronological report **Poem** **Free Verse Poem about birds** Narrative from another point of view
Diwali Binny's Diwali / non fiction texts *Information (Information sharing)* **Goldilocks and the Three Bears** *Narrative (Traditional Tale)* *(Oral sequencing & retelling / wanted poster)* **Toys** The Naughty Bus *(Sequencing / retelling / story maps)* Lost in the toy museum *Narrative / Information* *(Old toys Info sheet)* **Christmas**	**Into the Woods** The Last Wolf write sentences beginning middle end to create a narrative instructions How do we grow a plant from a seed? for Little Red (links with planting seeds on trip to Wakehurst)	**Turrets and Tiaras:** Egg Box Descriptive writing describe the dragon Narrative extended - write own adventure	**Stone Age:** The Ice Palace Letter to Ivan's little brother/Recount Christmas Poems	**Deep Down Under:** The Secret of Black Rock Retell the narrative	**The Vikings:** Norse Myths by Matt Ralphs Write a saga narrative	**World War II:** Twitch Non chronological report Free Verse Poem about birds
Penguins Non fiction / Lost and Found	**Skater Ceilo** Skater Cielo	**Poles Apart:** The Emperor's Egg Non-Fiction – Polar Bears	**Ancient Civilizations: China** Varjak Paw Posters	**Mayans and The Rainforest:**	**Odious Oceans:** Kensuke's Kingdom	**On the Edge:** Shackleton's Journey

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Narrative / Information *(Information poster)* *(speech bubbles)* **Supertato** *Narrative* *(Wanted poster / story writing)* **People who help us** A superhero like me / non fiction *Information* *(Info page)*	• Information fact-file on Sky Brown • Exploring Determination and Bravery through personal narrative (links with Amberley museum - transport and inventions)	Non chronological report on Polar bears Poles Apart Diary of the penguins as they visit different places	Recount Letters Blackout poetry	**The Great Kapok Tree** Narrative	First person narrative from the point of view of Michael in the style of a ship's logbook **Poetry:** Free Verse about oceans	Discussion text. Who was the greatest explorer Mountain Survival Handbook and Survival Camp Bear GryllS or
Pancake day Mr Wolfs Pancakes / instructions *Narrative / Information* *(Oral sequencing & retelling / instruction writing)* **Growing / Jack and the Beanstalk** My Bean Diary *Narrative / (Traditional Tale) Information* *(Bean diary / retelling of story / making up a new ending for a known story - character, setting, narrative descriptive writing)* **Easter**	**How to find Gold** How to Find Gold • Orally retelling to develop • story language • Write letters in role and apply to be a pirate so we can find out where the treasure is hidden!	**Poles Apart:** Brave and the Fox Narrative innovation of the character to help her home. Alternative ending **Poetry:** Nonsense Poems – Yapping Away	**Ancient Civilizations: China** The Great Race Diary entries Persuasive poster	**Mayans and The Rainforest:** The Miraculous Journey of Edward Tulane Autobiography	**Odious Oceans:** Ocean Secrets – I was There… Titanic by Margi McAllister] To write a persuasive leaflet to entice people to go on the Titanic's maiden voyage Ocean Secrets of the Deep by Sabrina Weiss and Giulia De Amicis Explanation text	**On the Edge:** sHAKELTONS JOURNEY/Ice TRAP Story from another perspective **Poetry:** Contrasting Poem- two contrasting verses- beauty of Antarctica and the dangers/loneliness of Antarctica.Survivors by David Long and Kerry Hyndman
Minbeasts The Hungry Caterpillar / non fiction / mad about minibeasts *Narrative / poetry* *Information* *(information writing on life cycle, information page, performance poetry)* **Down on the Farm** What the Ladybird Heard / non fiction / The 3 Little Pigs / Farmyard hullabaloo	**Wonderful World:** Snail and the Whale Diary entry linked to events in the texts Newspaper report of events	**London and Cities:** Toby and the Great Fire of London Explanation: How did the fire start/end? Diary from Toby's point of view	**The Romans:** Escape from Pompeii Non-fiction leaflet Narrative of escaping Pompei	**Ancient Greece:** The Adventures of Odysseus Narrative : • Recount • Diary	Wolf Brother Narrative character description Vanilla poem	**All the World's a Stage:** SATS

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Narrative (Traditional Tale) / poetry Information (Labelling / simple descriptive sentence writing, riddles, letter writing)						
Africa Catch that Chicken / Non fiction / drusillas recount / Rumble in the Jungle *Narrative / poetry Information* *(story retelling writing, recount writing, posters)* **Dinosaurs** How to look after a dinosaur What am I? Dinosaur Roar Stomp stomp roar roar here come the dinosaurs *Narrative / poetry Information* *(information page, descriptive writing, performance poetry* *)*	**Wonderful World:** Surprising Sharks What the sea Saw Commotion in the Ocean • Poetry • non-fiction poster about sharks • Create your own narrative about a lost toy (innovate)	**London and Cities:** The Secret Sky Garden Character description different points of view Persuasive writing on making wildflower garden at school narrative on theme of friendship	**The Romans:** The Boy at the Back of the Class • Persuasive letter • Recount/retelling	**Ancient Greece:** The Adventures of Odysseus • Persuasion: Publicity for ancient Greece visiting Greece • Speaking and listening present information • **Poetry** Kenning about greek monsterPoetry	The Bus Ride that Changed History A formal letter and an informal letter informing somebody about the story of Rosa Parks	**All the World's a Stage:** Macbeth

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PHONICS and SPELLING RULES

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To spot and suggest rhymes To spot and suggest alliteration To count or clap syllables in a word To identify and recognise words with the same initial sound To orally segment and blend words. To read and write all phase 2 and 3 sounds. To use their phonic knowledge to write words in ways which match their spoken sounds.	To name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*,	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). To apply further Y2 spelling rules and guidance* TO distinguishing between homophones and near-homophones	To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the/cher/ sound spelt with	To spell /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	To spell word endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough To continue to distinguish between homophones and other words which are often confused	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential and essential To continue to distinguish between homophones and other words which are often confused)

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			'ture' (e.g. creature, furniture, picture, nature, adventure).			
To write some irregular common word	To spell all Y1 common exception words correctly.* To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly	To spell many of the Y5 and Y6 statutory spelling words correctly	To spell all of the Y5 and Y6 statutory spelling words correctly
	To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. a dd prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest)	To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable,e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).
	To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book).	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently.	To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).

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	to represent those phonemes	To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multisyllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings)			both of these in a dictionary	To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.

WRITING TRANSCRIPTION- HANDWRITING and PRESENTATION

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a comfortable grip with good control when holding pens and pencils.	To write lower case and capital letters in the correct direction, starting and finishing in the right place	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	To use a neat, joined handwriting style with increasing accuracy and speed	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are	To increase the speed of their handwriting so that problems with forming letters do	To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the

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Develop their small motor skills so that they can use pencils for writing. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Show a preference for a dominant hand To show good control and coordination in large and small movements. To handle equipment and tools effectively, including pencils for writing.	with a good level of consistency. Write dictated sentences from memory To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. To use finger spaces. Cursive writing to be used as a model in Y1 promoting children to join as and when they are ready.	To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters. To use joined writing by the end of Y2 To write full date and underline on each piece of work by end of yr 2 (short date maths) write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. To always start at the margin and leave a line between paragraph To increase the legibility, consistency and quality of their handwriting ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency	not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way	writing implement that is best suited for a task. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form)

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WRITING COMPOSITION: PLANNING PURPOSE and AUDIENCE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. To compose a sentence orally before writing it.	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives Use a story map/ storyboard Use 3 part story plan opening, middle ending To sequence their writing using simple sentences To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense To read their writing aloud clearly enough to be heard by their peers and the teacher.	To write about personal experiences and those of others (real and fictional). To write about real events. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Use story maps and mountains and 'boxing up' text. To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly	To begin to use ideas from their own reading and modelled examples to plan their writing. To discuss and record ideas Use story mountains, maps and 'boxing up' of texts To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue). building a varied and rich vocabulary and an increasing range of sentence structure To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	To discuss writing which is similar to which they are planning To Identify the audience and purpose for writing To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Use story mountains, maps and 'boxing up' of texts To proofread consistently and amend their own and others 'writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work To précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To précis longer passages by removing unnecessary repetition or irrelevant detail To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing TO propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

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					to make necessary corrections and improvements.	
To express themselves effectively, showing awareness of listeners' need	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in nonfiction e.g. headings and subheadings). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narrative To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well- structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear

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GRAMMAR and PUNCTUATION

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future	To use simple sentence structures	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	To use the joining word (conjunction) 'and' to link idea and sentences. To begin to form simple compound sentences.	To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.

LONDON MEED WRITING PROGRESSION

	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks	To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contraction	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas Place possessive apostrophe correctly with regular plurals and irregular Use first 2 or 3 letters to look up words in a dictionary	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession To consistently use comma after fronted adverbial	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity	To recognise and use terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points