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Grammar content: Expanded, prepositional and adverbial phrases						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I can use the terms ADJECTIVES, NOUN, VERB	I can recognise ADJECTIVES and NOUNS.	I can use adjectives to expand a noun phrase.	I can use expanded noun phrases to add precise detail.	I can use expanded noun phrases to build plot, character or setting.	I can use expanded noun phrases precisely to add detail to character or setting across a piece of writing and aid cohesion.	I can use expanded noun phrases precisely to add detail to character or setting across a piece of writing and aid cohesion.
I can use adjectives to describe nouns, orally or in written form.	I can use a noun phrase e.g. the park/a dog.	I can use power of three to expand a noun phrase.	I can write expanded noun phrases to add precise detail.	I can write noun phrases expanded with prepositions.	I can add detail across a piece of writing using a range of different sentence forms and type, including expanded noun phrases.	I can add detail across a piece of writing using a range of different sentence forms and type, including expanded noun phrases.
				I can write noun phrases expanded with modifying adverbs.	I can add detail across a piece of writing using a range of different sentence forms and type, including prepositional phrases	I can add detail across a piece of writing using a range of different sentence forms and type, including prepositional phrases
					I can add detail across a piece of writing using a range of different sentence forms and type, including adverbial phrases	I can add detail across a piece of writing using a range of different sentence forms and type, including adverbial phrases
	I can use power of 2 adjectives to describe a noun e.g. the cold dark wood. I can use adjectives to describe nouns, orally or in	I can use alliteration to expand a noun phrase.	I can use adverbs for time, manner and place to add detail.	I can start sentences with fronted adverbial phrases for time, manner and place, including adjectives ending in ed		I can develop the use of irony within phrases, using quotation marks around part of the expanded noun phrase e.g. The 'luxury'

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	written form			e.g. Frightened, Tom ran straight home… and ing e.g. Hopping speedily, the frog…		hotel was on the outskirts of town.
	I can use adverbs for manner (usually ly words) e.g. this will come through in story language.	I can use lists to build description e.g. it was a long, dark, leafy lane.	I can use prepositions and prepositional phrases, e.g. under/beneath/ around/ next to/	I can write long sentences to enhance description or information e.g The lizard is three metres long, has vivid green scales with a frilled collar.		I can use summarising vocabulary to communicate complicated information e.g. the shop was full of a wide collection of tempting treats.
		I can use expanded noun phrases in a list e.g. he wore old shoes, a dark cloak and a red hat.				
		I can write expanded noun phrases.				
		I can use adverbs for manner and time (often ly words) such as eventually/finally/ carefully/ slowly/ quickly.				

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Grammar content: Punctuation

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I can use full stops and capital letters for simple sentences.	I can use full stops and capital letters mostly correctly.	I can use capital letters, full stops, question marks, and exclamation marks mostly correctly.	I can use capital letters, full stops, question marks, exclamation marks, and commas for lists, mostly correctly.	I can use capital letters, full stops, question marks, exclamation marks, and commas for lists with consistently and accurately.	I can use capital letters, full stops, question marks, exclamation marks commas for lists, commas after fronted adverbial phrases, apostrophes for contractions and for possession (singular and plural) mostly correctly.	WTS punctuation: I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
	I can use question marks and exclamation marks sometimes correctly.	I can use apostrophes for contractions mostly correctly.	I can use apostrophes for contractions and for singular possession mostly accurately.	I can use apostrophes for contractions and for possession (singular and plural).	I can use commas for clauses, including parenthesis e.g. around an embedded phrase or clause.	WTS punctuation: I can use commas for list.
		I can use commas to list in fiction and non-fiction e.g. There are rabbits, owls, squirrels and rats in the barn.	I am beginning to use commas after fronted adverbial phrases in fiction writing.	I can use commas after fronted adverbial phrases.	I can use semicolons instead of coordinating conjunctions to build cohesion within a sentence.	WTS punctuation: apostrophes in contractions EXS punctuation: commas to clarify meaning. EXS punctuation: punctuation to indicate parenthesis. EXS punctuation: semicolons to mark the boundary between independent clauses.

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						EXS punctuation: inverted commas and other punctuation to indicate direct speech EXS punctuation: commas to mark fronted adverbials and clauses. EXS punctuation: hyphens to avoid ambiguity . EXS punctuation: colons to introduce lists. GDS punctuation: Inverted commas to highlight specific terms GDS punctuation: apostrophes in contractions to reflect an informal register . GDS punctuation: inverted commas and other punctuation, for example, comma after a reporting clause, and chosen punctuation inside inverted commas.

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Grammar content: Sentence construction

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I can write a simple phrase and sentences that can be read by others orally.	I can use the conjunction 'and' to join words in a list.	I can use coordinating conjunctions and/but/so/yet/nor/ for to form compound sentences.	I can write a mixture of simple and compound sentences using and/but/so/yet/nor /for.	I can use a mixture of simple and compound sentences using and/but/so/yet/nor/for to add interest to a piece of writing.	I can use a mixture of simple and compound sentences to create cohesion and variety.	I can use a mixture of simple and compound sentences to communicate a level of formality and build cohesion in my writing.
I can use simple conjunctions and/but in my writing.	I can use the conjunction 'and' to join two main clauses to create a compound sentence.	I can use subordinating conjunctions because/when/if/ that/ to create complex sentences	I can write complex sentences using a range of subordinating conjunctions because/when/if/ that/ which/although /while.	I can purposely write in short sentences to create tension e.g. It was midnight. It was a huge mass of red.	I can use complex sentences to add interest.	I can use multiple subordinating conjunctions to communicate complicated information e.g if If the weather hadn't been wet then the crash would have been avoided.
I can use subordination until/who/when/because orally or in writing.	I can use the coordinating conjunction 'but' to create a compound sentence.	I can explore the relative pronouns who and which e.g. this will come through in story language.	I can write some sentences in different forms (questions, statements, exclamations, commands) to suit the text type.	I can write complex sentences using a wider range of subordinating conjunctions: because/when/if/ that/ which/although /while/however/whilst / meanwhile.	I can use relative clauses beginning with relative pronouns (who, which, where, when, that and whose).	I can write sentences in different forms (questions, statements, exclamations, commands) to suit the text type and level of formality.
I can ask questions.	I can use the coordinating conjunction 'so' to create a compound sentence.	I can write sentences in different forms: questions, statements, exclamations, commands		I can write a variety of sentences in different forms (questions, statements, exclamations, commands) to suit the text type.	I can use commas to mark relative clauses using relative pronouns.	

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	I can use the subordinating conjunction 'because' to add extra information to the end of a main clause e.g. this will come through in story language.				I can use embedded clauses, ensuring that the clause contains a SUBJECT and a VERB.	
	I can use exclamatory phrases (exclamations of emotion).				I can vary the position of the subordinating clause in the sentence.	
	I can use questions.				I can use compound/complex sentences e.g. I stopped worrying about the wolf and shouted at him to stop when he asked for more ginger beer.	
					I can write sentences in different forms (questions, statements, exclamations, commands) to suit the text type and with a growing awareness of formality.	

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Grammar content: Tenses						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I can speak using the correct tense (simple past and simple present).	I can write using simple past tense.	I can write using simple past and present tense.	I can write using the simple past and present tense.	I can write using the simple past and simple present tense.	I can write using the simple past and simple present tense	I can write sentences where the subject and/or the verb is implied e.g. The sandwich had been eaten.
	I can write using simple present tense	I can use a progressive tense within story language e.g. Tom was walking.	I can use the present progressive tense.	I can use the past progressive and present progressive tense.	I can use the past progressive and present progressive tense.	I can use the passive voice.
			I can use the past perfect or present perfect tense, e.g. had been/has been.	I can use the past perfect or present perfect tense.	I can use the past and present perfect tense.	I can use the subjunctive form.
					I can use modal verbs to indicate degrees of possibility (might/should/will/must/ could/perhaps/surely).	

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Composition: Planning						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I can articulate ideas and thoughts in well-formed sentences.	I can plan by talking about my ideas.	I can plan by talking about my ideas and suggesting some vocabulary.	I can plan through discussing similar writing: thinking about its structure, coming up with some vocabulary and use this to create my own plan.	I can plan through discussing similar writing: using its structure, selecting some appropriate and adventurous vocabulary and applying basic grammar conventions from the genre to create my own plan.	I can plan through discussing similar writing: using its structure, selecting a range of appropriate and adventurous vocabulary and applying appropriate grammar conventions from the genre to create my own plan.	I can plan through discussing similar writing: analysing its structure, selecting a range of vocabulary and applying grammar conventions of the correct formality to create my own plan.
I can start to write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	I can record my ideas informally, for example a story maps and/or pictures.	I can record and note my ideas in a given template/scaffold.	I can record and note my ideas with some additional details using a given template/scaffold.	I can clearly record and note ideas with relevant details using a given template/scaffold	I can explore and use my own techniques to note their ideas, drawing on research where necessary.	I can make choices about the most efficient way to note my ideas, drawing on research from a range of sources where necessary.
I can connect one idea or action to another using a range of simple conjunctions.	I can orally rehearse simple and compound sentences before writing.	I can orally rehearse a series of sentences before writing.	I can compose and rehearse sentences orally before writing, including dialogue.	I can compose and rehearse a range of sentence types orally, including dialogue, before writing.	I can compose and rehearse more complex sentences orally, including dialogue, before writing.	I can compose and rehearse more complex sentences orally, including dialogue and formal pieces of writing, before writing them down.
I can retell a story, describing some of the events in detail.						

Writing Progression Document Broad Hinton Primary School July 2026

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Composition: Writing						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I can describe events in some detail.	I can write for simple audiences and purposes based on real life experiences e.g. thank you letters, instructions, recounts, reports, stories	I can write for a range of fictional purposes.	I can write for a range of purposes and audiences, including across the curriculum.	I can write for an increasing range of purposes and audiences, including across the curriculum.	I can identify the audience and purpose for their writing and select the appropriate form in which to write.	I can identify the audience and purpose for their writing and select the appropriate form or mix of forms.
I can retell a story, once I have developed a deep familiarity with the text, some as exact repetition and some in their own words.	I can retell simple plots from a known story.	I can create simple plots in narratives.	I can create and describe plots in narratives.	I can create and expand plots in narratives.	I can control more complex and provide more detail in my writing.	I can retain control and maintain focus on more complex plots.
	I can recall simple settings from a known story.	I can create simple settings in narratives.	I can create and describe settings in narratives.	I can create and expand settings in narratives.	I can develop settings and atmosphere in detail.	I can develop settings and atmosphere in detail
	I can recall simple characters from a known story.	I can create simple characters in narratives.	I can create and describe characters in narratives.	I can create and expand characters in narratives.	I can develop characters in detail.	I can develop characters and their personalities in detail.
	I can use simple narrative language features.	I can use the main language features of narrative.	I can consistently use the language features of narrative.	I can expand the use of narrative language features.	I can modify and control the use of narrative language features.	I can manipulate and control the use of narrative language features.

I can engage with nonfiction books.	I can use simple language features of non-fiction.	I can use the main language features of non-fiction.	I can consistently use the language features of nonfiction.	I can expand the use of non-fiction language features.	I can modify and control the use of non-fiction language features.	I can manipulate and control the use of

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						nonfiction language features.
I can listen to and talk about selected non-	I can use simple organisational	I can use the main organisational	I can use a range of organisational	I can use a wider range of	I can control the use of organisational	I can manipulate and control the use
fiction to develop a deep familiarity with new knowledge and vocabulary.	features in fiction and non-fiction.	features in fiction and non-fiction.	features in fiction and non-fiction.	organisational features in fiction and non-fiction.	features in fiction and non-fiction.	of organisational features in fiction and non-fiction.
I can write short sentences with words with known soundletter correspondences using a capital letter and full stop.	I can write a series of linked sentences.	I can write about more than one idea and group related information.	I can start to use paragraphs to group related ideas.	I can organise content into sensible paragraphs in a text	I can organise content into relevant paragraphs across the text.	I can organise content into relevant paragraphs of an appropriate length and depth across the text
		I can write to record a real event.	I can write a written recount of a recent event.	I can use nouns and pronouns to aid cohesion between sentences	I can use a range of devices to link paragraphs.	I can use a range of cohesive devices within and between paragraphs
I can listen carefully to rhymes and songs, paying attention to how they sound.	I can write simple poetry e.g. list poems	I can write simple poetry e.g. rhyming poems	I can write simple poetry e.g. acrostic	I can write free verse poetry focusing on the meaning.	I can write free verse poetry with a specific purpose and intent.	I can write more sophisticated poetry and experiment with different forms.

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Composition: Reviewing and Editing						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I can read what I have written to check that it makes sense.	I can discuss my writing to check it makes sense and make simple changes as necessary, such as adding in missing words.	I can discuss my own writing and make improvements to clarify the meaning and make sure it makes sense.	I can discuss my own writing and make improvements through redrafting the grammar used and vocabulary chosen.	I can discuss my own writing and make improvements through redrafting the grammar used, chosen vocabulary and ensuring I have used a variety of sentence structures.	I can discuss my own writing and make improvements through redrafting, considering the grammar used, ensuring vocabulary enhances my writing and ensuring there is cohesion within paragraphs.	I can discuss my own writing and make improvements through redrafting, taking into account all the grammar taught across KS1 and KS2.
.	I can proof-read and edit my writing in relation to the Y1 grammar and spelling expectations.	I can proof-read and edit my writing in relation to the Y2 grammar and spelling expectations.	I can proof-read and edit my writing in relation to the Y3 grammar and spelling expectations.	I can proof-read and edit my writing in relation to the Y4 grammar and spelling expectations.	I can proof-read and edit my writing in relation to the Y5 grammar and spelling expectations.	I can proof-read and edit my writing in relation to the Y6 grammar and spelling expectations.
	I can read my own writing aloud steadily.	I can read my own writing aloud clearly.	I can read my own writing aloud clearly, at an appropriate speed	I can read my own writing aloud clearly, at an appropriate speed with intonation.	I can read my own writing aloud clearly, at an appropriate speed using prosody.	I can read my own writing aloud clearly, at an appropriate speed, adapting my voice as necessary to address my audience.

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Transcription: Spelling and handwriting						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I can write recognisable letters, most of which are correctly formed.	I can spell words containing each of the 40+ phonemes already taught.	I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	I can use further prefixes and suffixes and understand how to add them (English Appendix 1).	I can use further prefixes and suffixes and understand how to add them (English Appendix 1).	I can spell some words with 'silent' letters [for example, knight, psalm, solemn].	I can spell many words with 'silent' letters [for example, knight, psalm, solemn].
I can spell words by identifying sounds in them and representing the sounds with a letter or letters.	I can spell many of the Y1 common exception words.	I can spell phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	I can spell some homophones.	I can spell more homophones.	I can distinguish between homophones and other words which are often confused.	I can continue to distinguish between homophones and other words which are often confused.
I can write simple phrases and sentences that can be read by others.	I can spell the days of the week.	I can spell many of the Y2 common exception words.	I can spell some words that are often misspelt (English Appendix 1).	I can spell many words that are often misspelt (English Appendix 1).	I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	I can build on the use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.

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	I can name the letters of the alphabet.	I can spell more words with contracted forms.	I can begin to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	I can begin to use dictionaries to check the spelling and meaning of words.	I can use dictionaries to check the spelling and meaning of words.
	I can name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound	I can spell words with the possessive apostrophe (singular).	I can begin to use the first two or three letters of a word to check its spelling in a dictionary.	I can use the first two or three letters of a word to check its spelling in a dictionary.	I can begin to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
	I can apply simple spelling rules and guidance, as listed in English Appendix 1.	I can spell and distinguish between homophones and nearhomophones.	I can write from memory some simple sentences, dictated by the teacher, that include words and punctuation taught so far.	I can write from memory a series of simple sentences, dictated by the teacher, that include words and punctuation taught so far.	I can start to use a thesaurus.	I can use a thesaurus.
	I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	I can add suffixes to spell longer words, including –ment, – ness, –ful, –less, –ly.	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	I can confidently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	I can write legibly, fluently by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	I can 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

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	I can sit correctly at a table, holding a pencil comfortably and correctly	I can apply spelling rules and guidance, as listed in English Appendix 1.	I can increase the legibility, consistency and quality of their handwriting [for example, by 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].	I can continue to increase the legibility, consistency and quality of their handwriting [for example, by 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].	I can write legibly, fluently by choosing the writing implement that is best suited for a task.	I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
	I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.	I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.				
	I can form capital letters.	I can form lower-case letters of the correct size relative to one another.				
	I can form digits 09.	I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.				

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	I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.				
		I can use spacing between words that reflects the size of the letters.				