

**qwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnm**

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| **TSM – Expectations for Writing Skills**Progression in writing: Years 1-6Including links to – ‘Write Like a Ninja’**September 2021** |

| Year 1: Detail of content to be introduced (statutory requirement) |
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| **Word** | Regular **plural** **noun** **suffixes** –*s* or –*es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun**Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*)How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*] |
| **Sentence** | How **words** can combine to make **sentences**Joining **words** and joining **clauses** using *and* |
| **Text** | Sequencing **sentences** to form short narratives |
| **Punctuation** | Separation of **words** with spacesIntroduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**Capital letters for names and for the personal **pronoun** *I* |
| **Terminology for pupils** | **letter, capital letter****word, singular, plural****sentence****punctuation, full stop, question mark, exclamation mark** |

| Year 2: Detail of content to be introduced (statutory requirement) |
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| **Word** | Formation of **nouns** using **suffixes** such as –*ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]Formation of **adjectives** using **suffixes** such as *–ful*, *–less*Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs** |
| **Sentence** | **Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*)Expanded **noun** **phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]**How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command |
| **Text** | Correct choice and consistent use of **present tense** and **past** **tense** throughout writingUse of the **progressive** formof **verbs** in the **present** and **past** **tense** to mark actions in progress [for example, *she is drumming*, *he was* *shouting*] |
| **New Punctuation** | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**Commas to separate items in a list**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl’s name*] |
| **New Terminology for pupils** | **All of Y1 plus:****noun, noun phrase****statement, question, exclamation, command****compound, suffix****adjective, adverb, verb****tense (past, present)****apostrophe for possession** **comma** |
| Write Like A Ninja | Vocabulary Ninja | **Exciting Sentences from Alan Peat –****All the Ws sentences (p33)****List sentences (p33)****Grammar Essentials -****Adjectives (p5)****Verbs (p10)****Adverbs (p14)** **Collective nouns (p105)****Homophones (p107)** |

| Year 3: Detail of content to be introduced (statutory requirement) |
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| **Word** | Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto)*Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]**Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] |
| **Sentence** | Expressing time, place and cause using **conjunctions** [for example, ‘FANBOYS’, *when*, *before*, *after*, *while*, *because*],**adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*] |
| **Text** | Introduction to paragraphs as a way to group related materialHeadings and sub-headings to aid presentationUse of the **present** **perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*] |
| **New Punctuation** | Introduction to inverted commas to **punctuate** direct speech |
| **New Terminology for pupils** | **All of Y1&Y2 plus:****preposition, conjunction****word family, prefix****clause, subordinate clause****direct speech** **inverted commas (or ‘speech marks’)****consonant, consonant letter vowel, vowel letter****apostrophe for omission**  |
| Write Like A Ninja | Vocabulary Ninja | **Exciting Sentences from Alan Peat –****All of Y2 plus:** **2A sentences (p26)****BOYS sentences (p25)** **Double ly sentences (p32)****Verb, person sentences (p29)****Simile sentences (p26)****Grammar Essentials -****All of Y2 plus:** **Fronted Adverbials (p15)****Conjunctions (p18)** **Contractions (p24)****Speech Verbs (p51)****Similes (p920** |

| Year 4: Detail of content to be introduced (statutory requirement) |
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| **Word** | The grammatical difference between **plural** and **possessive** *–s*Standard English forms for **verb** **inflections** instead of local spoken forms [for example, *we were* instead of *we was*,or *I did* instead of *I done*] |
| **Sentence** | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases(e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)**Fronted** **adverbials** [for example, *Later that day*, *I heard the bad news.*] |
| **Text** | Use of paragraphs to organise ideas around a themeAppropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition |
| **New Punctuation** | Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”*]**Apostrophes** to mark **plural** possession [for example, *the girl’s name*, *the girls’ names*]Use of commas after **fronted** **adverbials** |
| **New Terminology for pupils** | **All of Y1-Y3 plus:****determiner****pronoun, possessive pronoun****adverbial** |
| Write Like A Ninja | Vocabulary Ninja | **Exciting Sentences from Alan Peat –****All of Y2 & Y3 plus:****2A adjective pairs sentences (p28)****Emotion word, comma sentences (p30)****Verb, Person (p29)** **If, if, if, then sentences (p30)****Grammar Essentials -****All of Y2 & Y3 plus:****Determiners (p21)****Pronouns (p22)** |

| Year 5: Detail of content to be introduced (statutory requirement) |
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| **Word** | Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –*ate;* *–ise; –ify*]**Verb** **prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*] |
| **Sentence** | **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronounIndicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal** **verbs** [for example, *might*, *should*, *will*, *must*] |
| **Text** | Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] |
| **New Punctuation** | Brackets, dashes or commas to indicate parenthesisUse of commas to clarify meaning or avoid ambiguity |
| **New Terminology for pupils** | **All of Y1-Y4 plus:****modal verb, relative pronoun****relative clause****parenthesis, bracket, dash****cohesion, ambiguity** |
| Write Like A Ninja | Vocabulary Ninja | **Exciting Sentences from Alan Peat –****All of Y2-Y4 plus:****3\_ed sentences (p27)****NOUN, who/ which/ where sentences (p31)****2 Pairs sentences (p28)****3 bad – dash question sentences (p32)****Outside (inside) sentences (p29)****Grammar Essentials –****All of Y2-Y4 plus:****Superlatives (p8)****Modal Verbs (p20)****Formal and Informal Language (p23)** |

| Year 6: Detail of content to be introduced (statutory requirement) |
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| **Word** | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. |
| **Sentence** | Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He’s your friend*, *isn’t he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech] |
| **Text** | Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*,or *as a consequence*], and **ellipsis**Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| **New Punctuation** | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It’s raining; I’m fed up*]Use of the colon to introduce a list and use of semi-colons within lists**Punctuation** of bullet points to list informationHow hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] |
| **New Terminology for pupils** | **subject, object****active, passive****synonym, antonym****ellipsis, hyphen, dash, colon, semi-colon, bullet points** |
| Write Like A Ninja | Vocabulary Ninja | **Exciting Sentences from Alan Peat –****All of Y2-Y5 plus:****De: De sentences (p28)****Some; others sentences (p34)****The more, the more (p35)****Imagine; 3 examples sentences (p36)****Adjective, same Adjective sentences (p31)****Personification of weather sentences/ This is that sentences (p34)****Grammar Essentials –****All of Y2-Y5 plus:****Metaphors (p93)****Personification (p96)** |