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| **Progression of Skills in: Writing** |

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| **Skills** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Text Structure | Consolidate Reception**Introduce:****Fiction:****Planning:**Story mapStory mountainPlanning gridsPlan openings around setting, time, weather.**Understanding**:5 parts to a story:Opening..*Once upon a time…*Build Up… *One day….*Problem*….Suddenly, Unfortunately……*Resolution….*Fortunately*Ending….*Finally***Non Fiction:****Planning:**Text Map/ Washing LineUnderstanding:HeadingIntroduction – opening factual sentence.Middle section – Bullet pointsLabelled diagramsEnding – concluding sentence | Consolidate Year 1 **Introduce:****Fiction:****Planning:**Story Type Maps/ GridsBoxing Up GridsPlan openings around setting, time, weather.Draft and edit.**Understanding**:5 parts to a story:Opening..*In a land far away….*One cold but bright morningBuild Up… *Later that day*Problem*….**To his amazement*Resolution….*As soon as…*Ending….*Luckily…fortunately***Non Fiction:****Planning:****Washing Line****Text Map****Boxing Up Grid**Understanding:**Heading/ Introduction**HookFactual statement of definitionOpening question**Middle section** – Grouping of ideas around paragraphs or sections.Bullet pointsLabelled diagramsListsDid You Know sectionTrue or False section**Ending** – concluding sentencesConsistent use of present tense throughout. | Consolidate Year 2**Introduce:****Fiction:****Planning:****Secure use of planning tools –** Story Type Maps/ GridsBoxing Up GridsPlan openings around setting, time, weather.Draft and edit.**Paragraphs** to organise story parts.**Extended Vocabulary** to write a story in 5 parts.Introduction – to include character or setting description.Build-up – build some suspense towards a problem.Dilemma – detail/action/dialogueResolution – linking to problemEnding – link to character at the start, may reveal change.**Non-Fiction****Planning:****Washing Line****Text Map****Boxing Up Grid****Paragraphs link the text****Introduction –** *use of hook, Who…?What…?Where….?**Why…?When…?How…?***Middle sections –** Facts organized into paragraphsTopic sentencesSteps to be takenBullet pointsDiagrams**Ending** – Personal responseRemindersWow commentFive Amazing Facts etcPresent perfect tense as well as simple past is used. | Consolidate Year 3**Introduce:****Fiction:****Planning:****Secure use of planning tools –** Story Type Maps/ GridsBoxing Up Grids – secure using a range of planning tools.Plan openings around setting, time, weather.Draft and edit.**Paragraphs** to organise story to indicate a change in place or a jump in time.**Suspense writing** introduces a dilemma.**Extended Vocabulary** to write a story in 5 parts.Introduction – to include character or setting description.Build-up – build some suspense towards a problem.Dilemma – detail/action/dialogueResolution – linking toproblemEnding – link to character at the start, may reveal change.**Non-Fiction****Planning:****Washing Line****Text Map****Boxing Up Grid****Paragraphs organise around a theme.****Introduction –** *use of hook, Who…?What…?Where….?**Why…?When…?How…?***Middle sections –** Group related paragraphs.Paragraphs linked with range of conjunctions.Logical flow/orderTopic sentencesSteps to be takenBullet pointsDiagrams**Ending** – Personal responseRemindersWow commentFive Amazing Facts etcUse of pronouns and nouns aids cohesion. | Consolidate Year 4Independent use of planning tools.Draft and edit to make improvements.Openings are planned using description/action/dialogue.Paragraphs vary conjunctions to build cohesion.Use change of place, time and action to link paragraphs.5 part story is used with increasing sophistication.Introduction – should include character/setting/dialogue.Build-up – will use suspense techniques.Dilemma – writers may incorporate more than one problem.Resolution – links clearly to dilemma.Ending – contains reflection or lessons learned by characters.**Non-Fiction****Independent use of a range of planning tools.****Secure use of a range of layout and genre.****Paragraphs organise around a theme.****Introduction/Middle sections/ Ending** Link ideas across and within paragraphs using a range of cohesive devices.Use rhetorical questions to engage readers.Express opinions clearly.Maintain a viewpoint.Summarise clearly to conclude where appropriate. | Consolidate Year 5Secure use of independent planning using a 5 point story structure. May include – Suspense episodesCliffhangersFlashbacks / flashforwards, time slipsMay start a story by changing the order of the 5 part structure.Draft and edit to make improvements independently.Paragraphs vary conjunctions to build cohesion.Use change of place, time and action to link paragraphs.Range of cohesive devices are employed.Secure characterisation and dialogue.**Non- Fiction**Secure planning across non- fiction genres.Use of a variety of text layouts and genre.Devices used to engage the reader, for example – questions, comments, observations, rhetorical devices.Express a balanced opinion.Employ formal and informal language.Cohesive devices using pronouns, adverbials and presentational devices such as headings, sub-headings, columns, bullets, tables etc. |
| Sentence Structure | **Consolidate R**StatementsQuestionsExclamations**Simple Conjunctions** – and/or/but/so/ because/ so that/then/that/ while/while/ when/where**Openers** –While / WhenWhereFortunately, UnfortunatelySadly**Simple sentences**Subject, Verb ObjectI ran to the playground.The unicorn is beautiful.**Include adjectives –** I ran to the noisy playground.**Compound sentences** using coordinating conjunctions – and, but,so**Complex sentences** using who.Repetition for description/rhythm. | **Consolidate and build on Year 1.**3 sentence types from Year 1 and introduce command.Develop use of **conjunctions at the start of sentences as well as joining clauses.**Develop and secure the use of**- ly openers** – Usually, Finally, Slowly, Eventually etcUse of longer sentences to include detail.**Expanded noun phrases** and lists of three for descriptions.E,g, She wore smart trousers, a green shirt and shiny shoes.Secure the use of compound sentences and coordinating conjunctions.**Develop the use of subordination** to include correct use of who/whichWhat/while/when/where/because/then so that/if /to/until | **Consolidate Year 2**Vary long and short sentences. Long to add detail, short for emphasis.**Develop compound sentences – FANBOYS**Develop complex sentences using a range of subordinating conjunctions (see Year 2)Openers – use -ing clauses as sentence starters. E.g Sighing, he finished his homework.**Use adverbs and adverbial phrases** (of where, when and how) as starters.Carefully, we stirred in the egg.At the back of the eye, is the retina.**Drop in a relative clause using who/whom/which/****whose/that**Use sentences with 3 for descriptions.The giant had hairy arms, a loud, booming voice and clumsy manner. **Simple dialogue introduced.** | **Consolidate Year 3****Introduce Standard English for verb inflections** instead of local inflections.Vary long and short sentences and use short sentences in building suspense.**Secure use of simple and embellished sentences**.Continue to develop and **broaden the use of subordination for complex sentences.****Openers –** **start with a simile**, e.g. As shiny as polished silver, the coin glistened on the pavement. -ed clauses, Frightened, I ran straight home.-ing, expanded clauses – Grinning menacingly, ……..Sentence of 3 for action, e.g. The Romans enjoyed food, loved marching and relished a battle.**Develop dialogue to include verb and adverb. “Hello,” she said shyly.**  | **Consolidate Year 4**Secure use of simple sentences that are embellished.Secure use of compound sentences.Secure use of complex sentences, using full range of subordinating clauses.**Develop use of relative clauses beginning with who, which, that, where, when, whose or an omitted pronoun.**Expanded -ed clauses as openers e.g. Terrified by the dragon, George fell to his knees.**Using adverbial phrases e.g. Beyond the dark gloom of the cave, Helen saw the dragon move.****Use embedded clauses – The robin, known for its distinctive red breast, is visible all year round**.Re-shaping sentences.Rhetorical questions.**Dialogue includes stage directions.**Modal verbs used. | **Consolidate Year 5** Secure use of simple sentences that are embellished.Secure use of compound sentences.**Secure use of complex sentences, using full range of subordinating clauses.****Secure use of relative clauses beginning with who, which, that, where, when, whose or an omitted pronoun.****Active and passive verbs to create effect.**Active – Tom accidentally dropped the glass.Passive – The glass was accidentally dropped by Tom.Rhetorical devices used for persuasion.Expanded noun phrases to convey complicated detail/information.**Formal and informal speech and writing structures.**To include, use of the subjunctive in some formal writing. If I were you….. |
| Word | Consolidate R**Prepositions –** inside, outside, towards, across, under**Determiners** – the, a, my, your, an,this, their, some, all, lots of, many, more, those, these.**Adjectives** – The old house, the huge elephant**Alliteration** – slimy snake**Similes** using as – As tall as a house**Clear language** to give information – maybe instructionsPlural noun suffixes that are regular – cat, cats wish, wishes**Suffixes** on verbs – helping, helper, helping**Prefix** un and how it changes meaning e.g unkind | Consolidate Y1**Prepositions** – behind, above, along, before, between, after**Generalising** – Most people… Some houses…..**2 adjectives before a noun** – huge, noisy giant or pink, naughty fairy.**Alliteration** – wicked witch and slimy slugs**Similes using like** – hot like a fire**Adverbs for description** and information.e.g. snow fell gently orStir the ingredients together quickly.**Suffixes** - -ness and -er**Forming adjectives with -ful and -less****Suffixes** -er and -est for comparative words e.g smallest, smaller | Consolidate Y2**Prepositions** – Next to, by the side of, In front of, during, through, throughout, because of**Determiners –** a or an according to the vowel in the following word e.g a rock, an apple**Powerful language** – magnificent, unbelievable, exciting**Powerful verbs** – stare, tremble, slither, exclaimed, **Technical vocabulary** to add detail – Creatures of this species…..Dragons of this variety….Weapons were made from flexible, strong hazelwood.**Nouns formed with prefixes** – auto….. super… and anti…**Word Families**Teacher…teachBeauty…. beautiful | Consolidate Y3**Prepositions** – at, underneath, since, towards, beneath, beyond**Conditionals** – could, should, would**Comparative and superlative adjectives** – small, smaller, smallestGood, better, best**Proper nouns refer to a particular person, place or thing** – Thursday, May, Mrs Gray, England, Romans, Mount Everest**Difference between plural and possessive** **-s****Standard English forms for verb inflections** instead of local spoken forms (e,g. we were instead of we was or I did instead of I done) | Consolidate Y4MetaphorPersonificationOnomatopoeiaFurther develop technical languageConverting nouns or adjectives into verbs using suffixes (e.g. – ate; ise; ify)Verb prefixes – DisDeMisOverRe | Consolidate Y5 and address gaps from all year groups where necessary.Use metaphor, alliteration, similes, onomatopoeia, alliteration to build effects in writing.Difference between formal and informal speech and writing. Said / reportedAlleged or claimedSynonyms and antonyms |
| Punctuation | **Consolidate YR**Capital letters for names, start of sentences and personal pronoun I.Full stops at the end of a sentence.Question marksExclamation marksSpeech bubbleBullet points | **Consolidate Y1**Capital letters for names, start of sentences and personal pronoun I.Full stops at the end of a sentence.Question marksExclamation marksCommas – to separate items in a listComma after an -ly openerSlowly, the astronaut stepped out onto the moon.Speech marks for direct speech.Apostrophes to mark singular possession e.g. the cat’s name | **Consolidate Y2****Introduce**: Colon before a liste.g. You will need: ……Ellipses to keep the reader hooked.Secure use of inverted commas for direct speech.Use of commas after fronted adverbials.e.g. A few days later, the rain began to fall heavily. | **Consolidate Y3****Introduce**:Commas to mark clauses and to mark off fronted adverbials.Full punctuation for direct speech:New speaker on a new lineComma between direct speech and reported clause.Capital letter after the first inverted comma.Apostrophes to mark singular and plural possession.e.g. the girl’s name.the boys’ boots. | **Consolidate Y4****Introduce**:Rhetorical questionsDashesBrackets / Dashes and commas for parenthesisColonsUse of commas to clarify meaning or avoid ambiguity. | **Consolidate Y5 and address gaps from all years** Use of semi colon, colon and dash to indicate a stronger sub division of a sentence than a comma.Correct punctuation of bullet points to list information.How hyphens can be used to avoid ambiguity.e.g. man-eating shark or man eating shark?OrRe-cover as opposed to recover |
| Terminology | **Consolidate YR**Finger spacesLetterWordSentenceFull stopsCapital letterSimile- like**Introduce:**PunctuationQuestion markExclamation markSpeech bubbleBullet pointsSingular / pluralAdjectiveConjunctionAlliterationSimile – as  | **Consolidate Y1 / YR**Finger spacesLetterWordSentenceFull stopsCapital letterSimile- likeQuestion markExclamation markSpeech bubbleBullet pointsSingular/pluralAdjectiveVerbConjunctionAlliterationSimile as and likeIntroduce:Apostrophe (contraction and singular possession)CommasSpeech marksSuffixVerb/adverbStatementQuestionExclamationCommandTenses – past, present, futureAdjective/ nounNoun phrasesSubordinating conjunctions | **Consolidate Y2**Introduce:Word familyConjunction - Coordinating conjunction and subordinating conjunctionClauseSubordinate clause and main clauseAdverbPrepositionDirect speechInverted commasPrefixConsonant and vowelDeterminerSynonymRelative clauseRelative pronounImperativeColon for instructions | **Consolidate Y3** Secure understanding of.. Y2 and Y3 terminolgy. Introduce:PronounPossessive pronounAdverbialFronted adverbialApostrophe – plural possession | **Consolidate Y4**Secure understanding of.. Y2, Y3 and Y4 terminolgy.Introduce:Relative clause/ pronounModal verbParenthesisBracket – dashDeterminerCohesionAmbiguityMetaphorPersonificationOnomatopoeiaRhetorical questionTense – present, past, progressive | **Consolidate Y5**Secure understanding of.. Y2, Y3, Y4 and Y5 terminology.Introduce:Active/ passive voiceSubject / ObjectHyphenSynonym/ AntonymColon/ Semi-colonBullet pointsEllipsisSubjunctive |