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

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| **Skills** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Text Structure | Write their own name.  Develop their own narratives and explanations by connecting ideas and events.  Write simple factual sentences around a theme.  Write labels, captions, lists, diagrams, messages.  Express themselves effectively, showing awareness of listeners’ needs.  Talk through a scribed story with an adult. | Consolidate Reception  **Introduce:**  **Fiction:**  **Planning:**  Story map  Story mountain  Planning grids  Plan 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 Line  Understanding:  Heading  Introduction – opening factual sentence.  Middle section –  Bullet points  Labelled diagrams  Ending – concluding sentence | Consolidate Year 1  **Introduce:**  **Fiction:**  **Planning:**  Story Type Maps/ Grids  Boxing Up Grids  Plan openings around setting, time, weather.  Draft and edit.  **Understanding**:  5 parts to a story:  Opening..  *In a land far away….*  One cold but bright morning  Build 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**  Hook  Factual statement of definition  Opening question  **Middle section** –  Grouping of ideas around paragraphs or sections.  Bullet points  Labelled diagrams  Lists  Did You Know section  True or False section  **Ending** – concluding sentences  Consistent use of present tense throughout. | Consolidate Year 2  **Introduce:**  **Fiction:**  **Planning:**  **Secure use of planning tools –**  Story Type Maps/ Grids  Boxing Up Grids  Plan 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/dialogue  Resolution – linking to problem  Ending – 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 paragraphs  Topic sentences  Steps to be taken  Bullet points  Diagrams  **Ending** –  Personal response  Reminders  Wow comment  Five Amazing Facts etc  Present perfect tense as well as simple past is used. | Consolidate Year 3  **Introduce:**  **Fiction:**  **Planning:**  **Secure use of planning tools –**  Story Type Maps/ Grids  Boxing 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/dialogue  Resolution – linking to  problem  Ending – 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/order  Topic sentences  Steps to be taken  Bullet points  Diagrams  **Ending** –  Personal response  Reminders  Wow comment  Five Amazing Facts etc  Use of pronouns and nouns aids cohesion. | Consolidate Year 4  Independent 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 5  Secure use of independent planning using a 5 point story structure. May include –  Suspense episodes  Cliffhangers  Flashbacks / flashforwards, time slips  May 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 | Attempt to write short sentences in meaningful contexts.  Attempt to write statements, questions and exclamations. | **Consolidate R**  Statements  Questions  Exclamations  **Simple Conjunctions** – and/or/but/so/ because/ so that/then/that/ while/while/ when/where  **Openers** –  While / When  Where  Fortunately, Unfortunately  Sadly  **Simple sentences**  Subject, Verb Object  I 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 etc  Use 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/which  What/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 | Hear and say the initial sounds in words.  Segment the sounds in simple words and blend them together.  Link sounds to letters, naming and sounding the letters of the alphabet.  Use phonic knowledge to write words in ways which match their spoken sounds.  Write some irregular common words.  Words that are spelt incorrectly are phonetically plausible.  Continue a rhyming string. | 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 instructions  Plural 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 or  Stir 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…teach  Beauty…. beautiful | Consolidate Y3  **Prepositions** – at, underneath, since, towards, beneath, beyond  **Conditionals** – could, should, would  **Comparative and superlative adjectives** – small, smaller, smallest  Good, 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 Y4  Metaphor  Personification  Onomatopoeia  Further develop technical language  Converting nouns or adjectives into verbs using suffixes (e.g. – ate; ise; ify)  Verb prefixes –  Dis  De  Mis  Over  Re | 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 / reported  Alleged or claimed  Synonyms and antonyms |
| Punctuation | Beginning to punctuate sentences using a capital letter and a full stop.  Use a capital letter for own name and personal pronoun I | **Consolidate EYFS**  Capital letters for names, start of sentences and personal pronoun I.  Full stops at the end of a sentence.  Question marks  Exclamation marks  Speech bubble  Bullet points | **Consolidate Y1**  Capital letters for names, start of sentences and personal pronoun I.  Full stops at the end of a sentence.  Question marks  Exclamation marks  Commas – to separate items in a list  Comma after an -ly opener  Slowly, 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 list  e.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 line  Comma 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 questions  Dashes  Brackets / Dashes and commas for parenthesis  Colons  Use 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?  Or  Re-cover as opposed to recover |
| Terminology | Letter  Capital letter  Word  Sentence  Full stop  Question mark  Finger space  Simile - like | **Consolidate YR**  Finger spaces  Letter  Word  Sentence  Full stops  Capital letter  Simile- like  **Introduce:**  Punctuation  Question mark  Exclamation mark  Speech bubble  Bullet points  Singular / plural  Adjective  Conjunction  Alliteration  Simile – as | **Consolidate Y1 / YR**  Finger spaces  Letter  Word  Sentence  Full stops  Capital letter  Simile- like  Question mark  Exclamation mark  Speech bubble  Bullet points  Singular/plural  Adjective  Verb  Conjunction  Alliteration  Simile as and like  Introduce:  Apostrophe (contraction and singular possession)  Commas  Speech marks  Suffix  Verb/adverb  Statement  Question  Exclamation  Command  Tenses – past, present, future  Adjective/ noun  Noun phrases  Subordinating conjunctions | **Consolidate Y2**  Introduce:  Word family  Conjunction -  Coordinating conjunction and subordinating conjunction  Clause  Subordinate clause and main clause  Adverb  Preposition  Direct speech  Inverted commas  Prefix  Consonant and vowel  Determiner  Synonym  Relative clause  Relative pronoun  Imperative  Colon for instructions | **Consolidate Y3**  Secure understanding of.. Y2 and Y3 terminolgy.  Introduce:  Pronoun  Possessive pronoun  Adverbial  Fronted adverbial  Apostrophe – plural possession | **Consolidate Y4**  Secure understanding of.. Y2, Y3 and Y4 terminolgy.  Introduce:  Relative clause/ pronoun  Modal verb  Parenthesis  Bracket – dash  Determiner  Cohesion  Ambiguity  Metaphor  Personification  Onomatopoeia  Rhetorical question  Tense – present, past, progressive | **Consolidate Y5**  Secure understanding of.. Y2, Y3, Y4 and Y5 terminology.  Introduce:  Active/ passive voice  Subject / Object  Hyphen  Synonym/ Antonym  Colon/ Semi-colon  Bullet points  Ellipsis  Subjunctive |
| **Transcription** | Give meaning to marks they make as they draw, write and paint.  Begin to break the flow of speech into words.  Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  They write simple sentences that can be read by themselves and others.  Hold a pencil near the point before the first two fingers and thumb and use it with good control.  Can copy some letters, e.g. the letters of their name.  Show a preference for a dominant hand.  Begin to form recognizable letters, most of which are correctly formed.  Hangle equipment correctly including a pencil for writing. | **Consolidate EYFS**  Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.  Use spacing between words that reflects the size of the letters.  Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing. | Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.  Use spacing between words that reflects the size of the letters.  Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing. | Using the diagonal and horizontal strokes needed to join letters in some of their writing.  Writing capital letters and lower case letters of the correct size, orientation and relationship to one another.  Using spacing between words that reflects the size of the letters. | Using the diagonal and horizontal strokes needed to join letters in some of their writing.  Writing capital letters and lower case letters of the correct size, orientation and relationship to one another.  Using spacing between words that reflects the size of the letters. | Produce legible, joined up handwriting. | Maintain legibility in joined handwriting when writing at speed. |
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