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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 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 | Attempt to write short sentences in meaningful contexts.Attempt to write statements, questions and exclamations. | **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 | 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 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 | 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 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 | LetterCapital letterWordSentenceFull stopQuestion markFinger spaceSimile - like | **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 |
| **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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