Whole School Progression of Skills in Writing

NB: In the Punctuation and Terminology columns, terms in <mark>bold</mark> are a statutory requirement of the National Curriculum

EYFS

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Introduce: Planning Tool - *Story map /story mountain* Whole class retelling of story Understanding of beginning/middle/end Retell simple 5-part story: *Once upon a time* *First/Then/Next* *But* *So* *Finally…happily ever after* Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message	**Introduce:** Simple sentences Simple Connectives: *and* *who* *until* *but* Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) *and / but* 'ly' openers *Luckily / Unfortunately,* 'Run' -- Repetition for rhythm: e.g. *He walked and he walked* **Repetition in description** e.g. *a lean cat, a mean cat*	**Introduce:** Determiners *the* *a* *my* *your* *an* *this* *that* *his* *her* *their* *some* *all* Prepositions: *up* *down* *in* *into* *out to* *onto* **Adjectives** e.g. *old, little, big, small, quiet* **Adverbs** e.g. *luckily, unfortunately, fortunately* **Similes** s using 'like'	**Introduce:** Finger spaces Full stops Capital letters	**Introduce:** Finger spaces Letter Word Sentence Full stops Capital letter Simile - 'like'

Year 1

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Reception list	Consolidate Reception list	Consolidate Reception list	Consolidate Reception list	Consolidate:
Introduce:	Introduce:	Introduce:	Introduce: Capital	Finger spaces
Fiction:	Types of sentences:	Prepositions:	Letters: Capital	
Planning Tools: Story map/	Statements Questions	inside outside	letter for names	Letter
Story mountain	Exclamations	towards		
		across		Word
Plan opening around character(s),	Simple Connectives:	under	Capital letter for the	
setting, time of day and type of	and		personal pronoun I	Sentence
weather	or			
	but			
	so			
Understanding -- beginning /middle	because	Determiners:	Full stops	Full stops
/end to a story	so that	the a my your an this		
Understanding -- 5 parts to a story:	then that	that his her their some all	Question marks	Capital letter
✓ Opening – Once upon a time...	while	lots of many more those		
✓ Build-up – One day..	when	these	Exclamation marks	Simile – 'like'
✓ Problem / Dilemma –Suddenly/	where			
Unfortunately..		Adjectives to describe	Speech bubble	
✓ Resolution – Fortunately...	Also as openers:	e.g. The old house..		Introduce:
✓ Ending – Finally....	While..	The huge elephant...	Bullet points	
	When..			
Non-fiction:	Where..	Alliteration		Punctuation
Planning tools: text map / washing line		e.g. dangerous dragon		
✓ Heading Introduction -Opening	-'ly' openers	slimy snake		Question mark
factual statement	Fortunately…Unfortunately,			
✓ Middle section(s) – Simple	Sadly…	Similes using as…as..		Exclamation mark
factual sentences around a	Simple sentences e.g.	e.g. as tall as a house		
theme. Bullet points for	I went to the park. The	as red as a radish		Speech bubble
instructions/Labelled diagrams	castle is haunted.			
✓ Ending – Concluding sentence	Embellished simple sentences	Precise, clear language to		Bullet points
		give information e.g.		
		First, switch on the red		Singular/ plural

using adjectives e.g.
The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.

'Run' -- Repetition for rhythm e.g. He walked and he walked and he walked.

Repetition for description
e.g.
a lean cat, a mean cat, a green dragon, a fiery dragon

button.
Next, wait for the green light to flash...

Regular **plural noun suffixes** -s or -es
(e.g. dog, dogs; wish, wishes)

Suffixes that can be added to **verbs** (e.g. helping, helped, helper)

How the **prefix** un- changes the meaning of **verbs** and **adjectives** (negation, e.g. unkind, or undoing, e.g. untie the boat)

Adjective

Verbs

Conjunction

Alliteration

Simile - 'as'

Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Introduce: Fiction: Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary ✓ Opening e.g. In a land far away. One cold but bright morning.. ✓ Build-up e.g. later that day ✓ Problem / Dilemma e.g. To his amazement ✓ Resolution e.g. as soon as ✓ Ending e.g. luckily, unfortunately ✓ Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. Non-Fiction Introduce: Secure use of planning tools: Text map / washing line / 'Boxing sup' grid ✓ Introduction: Heading, hook to engage reader, factual statement / definition, opening question ✓ Middle section(s) Group related ideas / facts into sections	Consolidate Year 1 list Introduce: Types of sentences: Statements Questions Exclamations Commands -'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly.. Vary openers to sentences Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill. Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions) Complex sentences (Subordination) using: Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until..g. While the animals were munching breakfast, two visitors arrived. During the Autumn, when the weather is cold,	Consolidate Year 1 list Introduce: Prepositions: behind above along before between after Alliteration e.g. wicked witch slimy slugs Similes using..like… e.g. …like sizzling sausages ..hot like a fire Two adjectives to describe the noun e.g. The scary, old woman k Squirrels have long, bushy tails. Adverbs for description e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.	Consolidate Year 1 list Introduce: Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after -ly opener e.g. Fortunately, Slowly. Speech bubbles /inverted commas for direct speech Apostrophes to mark contracted forms in spelling e.g. don't, can't	Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile - 'as'/ 'like' Introduce: Apostrophe (contractions and singular possession) Commas for description

Subheadings to introduce sentences/sections. Use of lists – what is needed / lists of steps to be taken Bullet points for facts, Diagrams ✓ **Ending** Make final comment to reader, Extra tips! / Did-you-know? facts / True or false?	the leaves fall off the trees. **Use long and short sentences:** Long sentences to add description or information. Use short sentences for emphasis. **Expanded noun phrases** e.g. *lots of people, plenty of food* **List of 3 for description** e.g. *He wore old shoes, a dark cloak and a red hat.* *African elephants have long trunks, curly tusks and large ears.* The consistent use of **present tense** versus **past tense** throughout texts Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting)*	**Generalisers for information, e.g.** Most dogs… Some cats… Formation of **nouns** using **suffixes** such as -ness, -er Formation of **adjectives** using **suffixes** such as ..ful, ..less Use of the **suffixes** -er and -est to form comparisons of **adjectives** and **adverbs**	==*Apostrophes to mark singular possession*== e.g. *the cat's name*	==Inverted Commas== ==Suffix== ==Verb / adverb== ==Statement question exclamation Command== (Bossy verbs) ==Tense (past, present,== future) ie not in bold ==Adjective / nounNoun phrases== Generalisers

Year 3

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
Consolidate Year 2 list Introduce: Fiction: Secure use of planning tools: Story map / story mountain / story grids / 'Boxing-up' grid Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: ✓ Introduction – should include detailed description of setting or characters ✓ Build-up – build in some suspense towards the problem or dilemma ✓ Problem / Dilemma s include detail of actions / dialogue ✓ Resolution – should link with the problem ✓ Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.	Consolidate Year 2 list Introduce: Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now. Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave. Amazingly, small insects can… Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air Compound sentences (Coordination) using conjunctions: and / or / but / so / for / nor / yet (coordinating conjunctions) Develop complex sentences (Subordination) with range of subordinating conjunctions	Consolidate Year 2 list Introduce: Prepositions Next to by the side of In front of during through throughout because of Powerful verbs e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.	Consolidate Year 2 list Introduce: Colon before a list e.g. What you need: Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Inverted Commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 -- description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Imperative (Bossy verbs) Tense (past, present,

Non-Fiction:
<mark>Introduce:</mark>
Secure use of planning tools:
e.g. Text map, washing line, 'Boxing - up' grid, story grids
Paragraphs to organise ideas around a theme
  ✓ **Introduction** - Develop hook to introduce and tempt reader in e.g. Who..? What..? Where...? Why...? When...? How...?
  ✓ **Middle Section(s)** - Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs. Topic sentences to introduce paragraphs. Lists of steps to be taken. Bullet points for facts. Flow diagram
  ✓ **Develop Ending** - Personal response. Extra information / reminders e.g. Information boxes/ Five Amazing Facts. Wow comment
 	
Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.
Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.
	'ing' clauses as starters e.g.
	Sighing, the boy finished his homework.
	Grunting, the pig lay down to sleep.
	
	Sentence of 3 for description e.g.
	The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
	Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.
	
	Pattern of 3 for persuasion e.g.
	Visit, Swim, Enjoy!
	
	Topic sentences to introduce non-fiction paragraphs e.g.
	Dragons are found across the world.
	<u>**Dialogue - powerful speech verb**</u>
	e.g. "Hello," she whispered.
		Drops of rain pounded on the corrugated, tin roof.
		
		Nouns formed from prefixes
		e.g. auto.. super..anti..
		
		Word Families based on common words e.g. teacher - teach, beauty - beautiful
		
		Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box
				future)
				Connective
				Generalisers
				
				Alliteration
				Simile - 'as'/ 'like'
				
				<mark>Introduce:</mark>
				  • <mark>Word family</mark>
				  • <mark>Conjunction</mark>
				  • <mark>Adverb</mark>
				  • <mark>Preposition</mark>
				  • <mark>Direct speech</mark>
				  • <mark>Inverted commas</mark>
				  • <mark>Prefix</mark>
				  • <mark>Consonant/Vowel</mark>
				  • <mark>Clause</mark>
				  • <mark>Subordinate clause</mark>
				  • Determiner
				  • Synonyms
				  • Imperative
				  • Colon for instructions
				  • Subordinating conjunction

Year 4

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
Consolidate Year 3 list Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids Plan opening using: Description /action Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Developed 5 parts to story: ✓ Introduction ✓ Build-up ✓ Problem / Dilemma ✓ Resolution ✓ Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.	Consolidate Year 3 list Introduce: Standard English for verb inflections instead of local spoken forms Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun. Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road. Secure use of simple / embellished simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions) Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.	Consolidate Year 3 list Introduce: Prepositions at underneath since towards beneath beyond Conditionals -- could, should, would Comparative and superlative adjectives e.g. small...smaller... smallest good...better...best Proper nouns-- refers to a particular person or thing e.g. Monday, Jessica, October, England The grammatical difference	Consolidate Year 3 list Introduce: Commas to mark clauses and to mark off fronted adverbials Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to mark a plural	Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description, action • Colon -- instructions Singular/ plural Suffix/ Prefix Word family Consonant/Vowel

Non-Fiction Secure use of planning tools: Text map/ washing line/ 'Boxing sup' grid Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams ✓ Introduction ✓ Middle section(s) ✓ Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader Appropriate choice of pronoun or noun across sentences to aid cohesion	Consolidate understanding of fronted adverbials (see adverb starters, Year 3, plus ed-ing-ly below) 'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post. Expanded -'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves. -'ly' phrases as starters e.g. Unfortunately, no chocolate biscuits remained. Drop in -'ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses. Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather. Repetition to persuade e.g. Find us to find the fun Dialogue --- verb + adverb --- "Hello," she whispered, shyly. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	between plural and possessive s.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)		==Adjective / noun / noun phrase Verb / Adverb== Bossy verbs --- imperative ==Tense (past, present, future)== ==Conjunction== ==Preposition== ==Determiner==/ generaliser ==Clause - Subordinate clause== Alliteration Simile - 'as'/ 'like' Synonyms ==Introduce:== • ==Pronoun== • ==Possessive pronoun== • ==Adverbial== • ==Fronted adverbial== • ==Apostrophe – plural possession==

Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 4 list Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids) Plan opening using: Description /action/dialogue Paragraphs Vary conjunctions within paragraphs to add cohesion into a paragraph Use change of place, time, and action to link ideas across paragraphs. Use 5-part story structure Writing could start at any of the 5 points. This may include flashbacks ✓ Introduction – should include action/ description ·character or setting/ dialogue ✓ Build-up –develop suspense techniques ✓ Problem / Dilemma – may be more than one problem to be resolved ✓ Resolution – clear links with dilemma ✓ Ending – character could reflect on events, any changes or lessons, look	Consolidate Year 4 list Introduce: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.) Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the	Consolidate Year 4 list Introduce: Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g.-ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Consolidate Year 4 list Introduce: Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity	Consolidate: Punctuation • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase

forward to the future ask a question.

Non-Fiction
Independent planning across all genres and application

Secure use of range of layouts suitable to text.

Structure:
Introduction / Middle / Ending

Secure use of paragraphs:
Use a variety of ways to open texts and draw reader in and make the purpose clear

Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in

Express own opinions clearly

Consistently maintain viewpoint

Summary clear at the end to appeal directly to the reader

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cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.

Drop in -'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home.
The lesser known Bristol dragon, recognised by purple spots, is rarely seen.

Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect

Moving sentence chunks (how, when, where) around for different effects e.g.
The siren echoed loudly k. through the lonely streets k. at midnight

Use of rhetorical questions

Stage directions in speech (speech + verb + action) e.g.
"Stop!" he shouted, picking up the stick and running after the thief.

Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)

Verb / Adverb
Bossy verbs --- imperative
Tense (past, present, future)
Conjunction / Connective
Preposition
Determiner/ generaliser
Pronoun – relative/ possessive
Clauses – Subordinate/Relative clause
Adverbial
Fronted adverbial

Alliteration
Simile - 'as'/ 'like'
Synonyms

- Relative clause/ pronoun
- Modal verb
- Parenthesis
- Bracket- dash
- Determiner
- Cohesion
- Ambiguity
- Metaphor
- Personification
- Onomatopoeia
- Rhetorical question

Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 5 list Secure independent planning across story types using 5-part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5-part structure Maintain plot consistently working from plan Paragraphs --Secure use of linking ideas within and across paragraphs Secure development of characterisation Non-fiction: Secure planning across non-fiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader scomments, questions, observations,	Consolidate Year 5 list Secure use of simple / embellished simple sentences Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidently dropped the glass. Passive: The glass was accidently dropped by Tom. Active: The class heated the water. Passive: The water was heated. Developed use of rhetorical questions for persuasion	Consolidate Year 5 list Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and antonyms e.g. big/ large / little	Consolidate Year 5 list Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	Consolidate: Punctuation • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 - description, action, views/opinions, facts • Colon - instructions • Parenthesis • Bracket- dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase

rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence), and **elision** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Expanded **noun phrases** to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the **subjunctive** in some very formal writing and speech) as in If I were you.			Verb / Adverb Bossy verbs --- imperative Tense (past, present, future) modal verb Conjunction Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / Relative clause Adverbial Fronted adverbial Rhetorical question Cohesion Ambiguity Alliteration Simile - 'as'/ 'like' Synonyms Metaphor Personification Onomatopoeia Introduce: • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis • Subjunctive • Tense: present and past progressive; present perfect; past perfect