



WRITING SKILLS AND PROGRESSION

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Composition | <p>Supported and scaffolded as opportunities arise</p> <p>Write own name and other thing such as labels and captions.</p> <p>Tell the teacher or peers what they have written</p> | <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p> | <p>Develop positive attitudes and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real/fiction) • writing about real events • writing poetry • writing for different purposes <p>Consider what they are going to write before by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with a peer or teacher • re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently • proof-reading to check for errors in spelling, grammar and punctuation <p>Read aloud what they have written with appropriate intonation to make meaning clear</p> | <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (NC English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | <p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate • form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and • settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, • distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> | | |

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| Text Structure | <p>Supported and scaffolded as opportunities arise</p> <p>Saying out loud what they are going to write about</p> <p>Attempt to write short sentences and meaningful contexts</p> | <p>Fiction Planning tools: story map/ mountain Plan opening around character/s, setting, time of day and type of weather Understanding – beginning/ middle/ end to story, 5 parts to a story - Opening: once upon a time Build up: one day Problem/ dilemma: suddenly/ unfortunately Resolution: fortunately Non-fiction Planning tools: text map/ washing line Heading Introduction: opening factual statement Middle section(s): simple factual sentences Bullet points for instructions Labelled diagrams Ending: concluding sentence</p> | <p>Consolidate Year 1 Fiction Secure use of planning tools: story map/ mountain/ story grids/ 'boxing-up' grids Plan opening around character(s), setting, time of day, type of weather Understanding 5 parts to a story with more complex vocabulary – opening, build up, problem/dilemma, resolution, ending Ending: section rather than final sentence Non-fiction Secure use of planning tools: text map/ washing line/ 'boxing-up' grid Introduction: heading, hook to engage reader, factual statement/ definition, opening question Middle section(s): Group related ideas / facts into sections, sub-headings 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 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</p> | <p>Consolidate Year 2 Fiction Secure use of planning tools: story map/ mountain/ story grids/ 'boxing-up' grids Plan opening around character(s), setting, time of day, type of weather Paragraphs to organise ideas into each part Extended vocabulary to introduce 5 story parts: Introduction with detailed description of setting or characters Build-up with suspense Problem/dilemma with detail of actions/ dialogue Resolution links with problem Ending: clear and links back to start, shows how character is feeling, how the character/ situation has changed from beginning Non-fiction Secure use of planning tools: story map/ mountain/ story grids/ 'boxing-up' grids Paragraphs to organise ideas around theme Introduction: hook to tempt and introduce reader Middle section(s): group related ideas/ facts into paragraphs, topic sentences introduce paragraphs, lists of steps to be taken, bullet points for facts, flow diagram Develop ending: personal response, extra information/ reminders Use of the perfect form of verbs to mark relationships of time and cause</p> | <p>Consolidate Year 3 Fiction Secure use of planning tools: story map/ mountain/ story grids/ 'boxing-up' grids Plan opening using description/ action Paragraphs to organise each part of story or to indicate change in place or jump in time Build in suspense to introduce dilemma Developed 5 parts to story: introduction, build-up, problem/ dilemma, resolution, ending Clear distinction between resolution and ending. Ending: reflection on events or characters Non-fiction Secure use of planning tools: story map/ mountain/ story grids/ 'boxing-up' grids Paragraphs to organise ideas around theme Logical organisation: group related paragraphs Develop use of topic sentence Link information within paragraphs with a range of conjunctions Use of bullet points, diagrams Introduction, middle section(s), ending Ending: could include personal opinion, response, extra information, reminders, question, warning, encouragement to reader Appropriate choice of pronoun or noun across sentences</p> | <p>Consolidate Year 4 Fiction Secure independent use of planning tools: story mountain/ grids/ flow diagrams Plan opening using: description/ action/ dialogue Paragraphs: vary connectives to build cohesion, 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, may include flashbacks Introduction: action/description – character or setting/ dialogue Build-up: develop suspense techniques Problem/ dilemma: may be more than one Resolution: clear links with dilemma Ending: character could reflect events, changes or lessons, look forward to future, ask 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 purpose clear Link ideas within and across paragraphs using conjunctions and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint</p> | <p>Consolidate Year 5 Fiction 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 5 part structure Maintain plot consistently working from plan Paragraphs: secure use of linking ideas within and across Secure development of characterisation Non-fiction Secure planning across non-fiction genres and application Uses a variety of text layouts appropriate to purpose Use range of techniques to involve the reader: comments, questions, observations, 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 reader Linking ideas across paragraphs using wider range of cohesive devices: semantic cohesion, grammatical connections (e.g. adverbials) and elision layout devices, such as headings, subheadings, columns, bullets, tables to structure text</p> |
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| | | | | | | Summary clear at end to appeal directly to reader | |
| Sentence Construction | <p>Simple sentences, mostly statements Use of some conjunctions (and, but)</p> <p>Oral rehearsal of sentences Scribe and copy</p> <p>Tell the teacher or peers what they have written.</p> | <p>Types of sentences: statements, questions, exclamations Conjunctions: and, or, but, so, because, so that, then, that, while, when, where Openers: while, when, where -ly openers: fortunately, unfortunately, sadly Simple sentences, e.g. <i>I went to the park.</i> Embellished simple sentences using adjectives Compound sentences using coordination Complex sentences – use of who (relative clause) Repetition for rhythm Repetition for description</p> | <p>Consolidate Year 1 List Types of sentences: statements, questions, exclamations, commands ‘-ly’ starters Vary openers to sentences Embellish simple sentences using adjectives and adverbs Secure use of compound sentences using coordination (and, or, but, so) Complex sentences using subordination, drop in relative clause (who, which) Use subordinating conjunctions: what, while, when, where, because, then, so that, if, to, until Use long and short sentences for emphasis Expanded noun phrases List of three for description</p> | <p>Consolidate Year 2 List Vary long and short sentences: long to add description or information, short for emphasis and key points Embellished simple sentences: adverb starters to add detail, adverbial phrases Compound sentences with coordination (and, but, or, so, for, nor, yet) Complex sentences with subordination (range of ‘-ing’ clauses as starters Relative clauses using who, whom, which, whose, that Sentence of three for description Pattern of three for persuasion Topic sentences to introduce non-fiction paragraphs Dialogue – powerful speech verbs</p> | <p>Consolidate Year 3 List Long and short sentences: long to enhance description or information, short to move events on quickly Start with a simile Secure use of simple/embellished simple sentences Secure use of compound sentences using coordination (and, or, but, so, for, nor, yet) Develop complex sentences with subordination Main and subordinate clauses use a range of subordinating conjunctions ‘-ed’ clauses as starters Expanded ‘-ing’ clauses as starters Drop in ‘-ing’ clause Sentence of three for action Repetition to persuade Dialogue – verb and adverb Appropriate use of pronoun or noun within a sentence to avoid ambiguity and repetition</p> | <p>Consolidate Year 4 List Secure use of simple/embellished simple sentences Develop complex sentences with subordination Main and subordinate clauses with full range of conjunctions Expanded ‘-ed’ clauses as starters Elaboration of starters using adverbial phrases Drop in ‘-ed’ clause Sentence reshaping techniques e.g. lengthening or shortening for meaning or effect Moving sentence chunks (how, when, where) around for different effects Use of rhetorical questions Stage directions in speech (speech, verb and action) Indicating degrees of possibility using modal verbs</p> | <p>Consolidate Year 5 List Secure use of simple/embellished simple sentences Secure use of complex sentences with subordination Main and subordinate clauses will full range of conjunctions Active and passive verbs to create effect Developed use of rhetorical questions for persuasion Expanded noun phrases to convey complicated information concisely Difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Vocabulary, Grammar and Punctuation | <p>Leaving spaces between words</p> <p>Joining words and clauses using 'and'</p> <p>Beginning to punctuate sentences using a capital letter, full stop</p> <p>Beginning to use a capital letter for names of people, places, days of the week, personal pronoun 'I'</p> | <p>Leaving spaces between words</p> <p>Joining words and clauses using 'and'</p> <p>Beginning to punctuate sentences using a capital letter, full stop, question or exclamation mark</p> <p>Using a capital letter for names of people, places, days of the week, personal pronoun 'I'</p> <p>Using correct grammatical terminology in discussing their writing</p> | <p>How to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessions</p> <p>Use sentences with different forms (statement, command, question, exclamation)</p> <p>Expanded noun phrases to describe and specify</p> <p>Present and past tense correctly and consistently, including progressive form</p> <p>Subordination and coordination</p> <p>Grammar for Y2 (NC Appendix)</p> <p>Some features of written Standard English</p> <p>Correct grammatical terminology</p> | <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> | <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> | | |

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| Word Structure/ Language | <p>Use of word banks</p> <p>Saying out loud what they are going to write about</p> | <p>Prepositions: inside, outside, towards, across, under</p> <p>Determiners: the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these</p> <p>Adjectives to describe</p> <p>Alliteration</p> <p>Similes using as...as..</p> <p>Precise clear language to give information, e.g. first, next</p> <p>Regular plural noun suffixes (-s or -es)</p> <p>Suffixes that can be added to verbs (-ing, -er, -ed)</p> <p>How the prefix un- changes the meaning of verbs and adjectives</p> | <p>Consolidate Year 1 list</p> <p>Prepositions: behind, above, along, before, between, after</p> <p>Alliteration</p> <p>Similes using ...like...</p> <p>Two adjectives to describe noun</p> <p>Adverbs for description and information</p> <p>Generalisers for information e.g. most, some</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes -ful and -less</p> <p>Suffixes -er and -est to form comparative adjectives and superlatives</p> | <p>Consolidate Year 2 List</p> <p>Prepositions: next to, by the side of, in front of, during, through, throughout, because of</p> <p>Powerful verbs</p> <p>Boastful language</p> <p>Specific/ technical vocabulary to add detail</p> <p>Nouns formed from prefixes e.g. auto-, super-, anti-</p> <p>Word families based on common words e.g. teacher – teach</p> <p>Use of determiners (a, or, an) according to next word e.g. a rock, an elephant</p> | <p>Consolidate Year 3 List</p> <p>Prepositions: at, underneath, since, towards, beneath, beyond</p> <p>Conditionals: could, would, should</p> <p>Comparative and superlative adjectives</p> <p>Proper nouns</p> <p>The grammatical difference between plural and possessive ‘-s’</p> <p>Standard English forms for verb inflections instead of local spoken forms</p> | <p>Consolidate Year 4 List</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words (someone, somewhere)</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</p> <p>Verb prefixes (dis-, de-, mis-, over-, re-)</p> | <p>Consolidate Year 5 List</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said vs reported, alleged, claimed in formal speech or writing)</p> |
| Punctuation | <p>Finger spaces</p> <p>Capital letters for names and I</p> <p>Full stops</p> | <p>Capital letters for names and I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubbles</p> <p>Bullet points (simple)</p> | <p>Consolidate Year 1 list</p> <p>Demarcate sentences: capital letters, full stops, question marks, exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener</p> <p>Speech bubbles</p> <p>Apostrophes to mark omitted letters in contractions</p> | <p>Consolidate Year 2 List</p> <p>Colon before a list</p> <p>Ellipses</p> <p>Secure use of inverted commas for direct speech</p> <p>Commas after fronted adverbials</p> | <p>Consolidate Year 3 List</p> <p>Commas to mark clauses</p> <p>Full punctuation for direct speech: new line for each speaker, comma between direct speech and reporting clause</p> <p>Apostrophes to mark singular and plural possession</p> | <p>Consolidate Year 4 List</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> | <p>Consolidate Year 5 List</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p> <p>How hyphens can be used to avoid ambiguity</p> |

