








Writing Progression Map





Writing Progression Map








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



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Year 1 By the end of Year 1, children will be taught to:	<p><u>Consolidate Reception list</u></p> <p><u>Introduce:</u></p> <p><u>Fiction:</u></p> <p>Planning Tools: Story map / story mountain (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p><u>Understanding - 5 parts to a story:</u> Opening <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>Suddenly,.. / Unfortunately,..</i> Resolution <i>Fortunately,..</i> Ending <i>Finally,..</i></p>	<p><u>Consolidate Reception list</u></p> <p><u>Introduce:</u></p> <p><u>Types of sentences:</u> Statements Questions Exclamations</p> <p><u>Simple Connectives:</u> and or but so because so that then that while when where</p> <p><u>Also as openers:</u> While... When... Where...</p> <p><u>-‘ly’ openers</u> Fortunately,..Unfortunately, Sadly,..</p> <p><u>Simple sentences</u> e.g. <i>I went to the park. The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p>	<p><u>Consolidate Reception list</u></p> <p><u>Introduce:</u></p> <p><u>Prepositions:</u> inside outside towards across under</p> <p><u>Determiners:</u> the a my your an this that his her their some all lots of many more those these</p> <p><u>Adjectives</u> to describe e.g. The old house... The huge elephant...</p> <p><u>Alliteration</u> e.g. dangerous dragon slimy snake</p> <p><u>Similes</u> using as....as... e.g. as tall as a house as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</p>	<p><u>Consolidate Reception list</u></p> <p><u>Introduce:</u></p> <p><u>Capital Letters:</u></p> <p>Capital letter for names Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p><u>Consolidate:</u></p> <p>Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’</p> <p><u>Introduce:</u></p> <p>Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verbs Connective Alliteration Simile – ‘as’</p>



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Year 1 By the end of Year 1, children will be taught to:	<p>Non-fiction: <u>Planning tools:</u> text map / washing line <u>Heading</u> <u>Introduction</u> Opening factual statement <u>Middle section(s)</u> Simple factual sentences around a theme Bullet points for instructions Labelled diagrams <u>Ending</u> Concluding sentence</p>	<p><u>Compound sentences</u> using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p><u>Complex sentences:</u> Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>'Run' - <u>Repetition for rhythm</u> e.g. <i>He walked and he walked and he walked.</i></p> <p><u>Repetition for description</u> e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p><u>Continuation from previous page:</u></p> <p>Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	As on previous page	As on previous page



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Year 2 By the end of Year 2, children will be taught to:	<p><u>Consolidate Year 1 list</u> <u>Introduce:</u> <u>Fiction</u> <u>Secure use of planning tools:</u> Story map/ story mountain / story grids/ 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. In a land far away.... One cold but bright morning.....</p> <p>Build-up e.g. Later that day</p> <p>Problem / Dilemma e.g. To his amazement</p> <p>Resolution e.g. As soon as</p> <p>Ending e.g. Luckily, Fortunately,</p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p><u>Consolidate Year 1 list</u> <u>Introduce:</u> <u>Types of sentences:</u> Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: <u>adjectives</u> e.g. <i>The boys peeped inside the dark cave.</i> <u>adverbs</u> e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. <i>Sam, who was lost, sat down and cried.</i> <i>The Vikings, who came from Scandinavia, invaded Scotland.</i> <i>The Fire of London, which started in Pudding Lane, spread quickly.</i></p>	<p><u>Consolidate Year 1 list</u> <u>Introduce:</u></p> <p><u>Prepositions:</u> behind above along before between after</p> <p>Alliteration e.g. <i>wicked witch slimy slugs</i></p> <p>Similes using...like... e.g. ... <i>like sizzling sausages</i> ...<i>hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. <i>Lift the pot carefully onto the tray.</i> <i>The river quickly flooded the town.</i></p>	<p><u>Consolidate Year 1 list</u> <u>Introduce:</u></p> <p><u>Demarcate sentences:</u> Capital letters Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Implicitly understand how to change from indirect speech to direct speech</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points <p>Singular/ plural</p> <p>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p><u>Introduce:</u></p> <p>Apostrophe (contractions and singular possession)</p>



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Year 2 By the end of Year 2, children will be taught to:	<p>Non-Fiction Introduce: Secure use of planning tools: Text map / washing line / 'Boxing -up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>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</p> <p>Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>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)</p>	<p>Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p><u>Continuation from previous page:</u></p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p>Apostrophes to mark singular possession e.g. the cat's name</p>	<p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p> <p>Subordinating conjunctions</p>



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Year 3 By the end of Year 3, children will be taught to:	<p><u>Consolidate Year 2 list</u></p> <p><u>Introduce: Fiction</u></p> <p><u>Secure use of planning tools:</u> Story map /story mountain / story grids / 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts:</p> <ul style="list-style-type: none"> • Introduction –should include detailed description of setting or characters • Build-up –build in some suspense towards the problem or dilemma • Problem / Dilemma – 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. 	<p><u>Consolidate Year 2 list</u></p> <p><u>Introduce:</u> Vary long and short sentences:</p> <ul style="list-style-type: none"> • Long sentences to add description or information. • Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i> <p>Embellished simple sentences:</p> <ul style="list-style-type: none"> • 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 <p>Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions, -'ing' clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p>	<p><u>Consolidate Year 2 list</u></p> <p><u>Introduce:</u> Prepositions:</p> <p><i>Next to by the side of</i> <i>In front of during</i> <i>through throughout</i> <i>because of</i></p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p>	<p><u>Consolidate Year 2 list</u></p> <p><u>Introduce:</u> Colon before a list e.g. What you need:</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p><u>Consolidate:</u></p> <p>Punctuation Finger spaces Letter Word Sentence Statement: question, exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Bullet points Apostrophe (contractions only)</p> <p>Commas for sentence of 3 - description</p> <p>Singular/ plural</p> <p>Suffix</p> <p>Adjective / noun / Noun phrases / Verb / adverb</p> <p>Bossy verbs Tense (past, present, future)</p> <p>Connective</p> <p>Generalisers</p> <p>Alliteration Simile – 'as' / 'like'</p>



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<p>Year 3</p> <p>By the end of Year 3, children will be taught to:</p>	<p><u>Non-Fiction</u> <u>Introduce:</u> Secure use of planning tools: e.g. Text map, washing line, 'Boxing -up' grid, story grids</p> <p><u>Paragraphs</u> to organise ideas around a theme <u>Introduction</u> -Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....? <u>Middle Section(s)</u>- 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. <u>Develop Ending</u> – Personal response. Extra information / reminders e.g. Information boxes/ Five Amazing Facts. Wow comment.</p> <p>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.</p> <p>Use of present perfect instead of simple past. <i>He has left his hat behind, as opposed to He left his hat behind.</i></p>	<p>Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>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.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p>Dialogue –powerful speech verb e.g. "Hello," she whispered</p>	<p><u>Continuation from previous page:</u></p> <p>Nouns formed from prefixes e.g. auto... super...anti...</p> <p>Word Families based on common words e.g. teacher –teach, beauty – beautiful</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p>		<p><u>Introduce:</u></p> <p>Word family Conjunction Coordinating conjunction Subordinating conjunction Clause Subordinate clause Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Determiner Synonyms Relative clause Relative pronoun Imperative Colon for instructions</p>



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Year 4 By the end of Year 4, children will be taught to:	<p><u>Consolidate Year 3 list</u></p> <p><u>Introduce:</u> <u>Secure use of planning tools:</u> e.g. story map /story mountain /story grids /'Boxing-up' grids</p> <p><u>Plan opening using:</u> Description /action</p> <p><u>Paragraphs:</u> to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p><u>Developed 5 parts to story</u> Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending.</p> <p>Ending should include reflection on events or the characters.</p>	<p><u>Consolidate Year 3 list</u></p> <p><u>Introduce:</u> Standard English for verb inflections instead of local spoken forms</p> <p><u>Long and short sentences:</u> Long sentences to enhance description or information.</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions</p>	<p><u>Consolidate Year 3 list</u></p> <p><u>Introduce:</u> Prepositions at underneath since towards beneath beyond</p> <p><u>Conditionals</u> - could, should, would</p> <p><u>Comparative and superlative adjectives</u> e.g. small...smaller...smallest good...better...best</p> <p><u>Proper nouns</u> - refers to a particular person or thing e.g. Monday, Jessica, October, England</p> <p>The grammatical difference between plural and possessive –s</p> <p>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)</p>	<p><u>Consolidate Year 3 list</u></p> <p><u>Introduce:</u></p> <p>Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line</p> <p>Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural</p>	<p><u>Consolidate:</u></p> <p>Punctuation Finger spaces Letter Word Sentence Statement: question, exclamation, command Full stops Capital letter Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 3 – description, action Colon - instructions</p> <p>Singular/ plural</p> <p>Suffix/ Prefix</p> <p>Word family</p> <p>Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p>



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Year 4 By the end of Year 4, children will be taught to:	<p>Non-Fiction</p> <p><u>Secure use of planning tools:</u> Text map/ washing line/ 'Boxing -up' grid</p> <p>Paragraphs to organise ideas around a theme</p> <p>Logical organisation</p> <p>Group related paragraphs</p> <p>Develop use of a topic sentence</p> <p>Link information within paragraphs with a range of connectives.</p> <p>Use of bullet points, diagrams Introduction</p> <p>Middle section(s)</p> <p>Ending Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>-‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in -‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p><u>Continuation from previous page:</u></p> <p>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)</p>	<p><u>As on previous page</u></p>	<p><u>Continuation from previous page:</u></p> <p>Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun Coordinating conjunction Subordinating conjunction Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><u>Introduce:</u> Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession</p>



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Year 5 By the end of Year 5, children will be taught to:	<p><u>Consolidate Year 4 list</u></p> <p><u>Introduce:</u> Secure independent use of planning tools</p> <p>Story mountain / grids / flow diagrams</p> <p><u>Plan opening using:</u> Description / action / dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph</p> <p>Use change of place, time and action to link ideas across paragraphs.</p> <p><u>Use 5 part story structure</u> Writing could start at any of the 5 points. This may include flashbacks</p> <p><u>Introduction</u> –should include action / description –character or setting / dialogue</p> <p><u>Build-up</u> –develop suspense techniques</p> <p><u>Problem / Dilemma</u> –may be more than one problem to be resolved</p> <p><u>Resolution</u> –clear links with dilemma</p> <p><u>Ending</u> –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p>	<p><u>Consolidate Year 4 list</u></p> <p><u>Introduce:</u> Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p>	<p><u>Consolidate Year 4 list</u></p> <p><u>Introduce:</u></p> <p>Metaphor</p> <p>Personification Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p>	<p><u>Consolidate Year 4 list</u></p> <p><u>Introduce:</u></p> <p>Rhetorical question</p> <p>Dashes Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p><u>Consolidate:</u> 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</p> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p> <p>Verb / Adverb</p> <p>Bossy verbs - imperative Tense (past, present, future)</p> <p>Conjunction / Connective</p> <p>Preposition</p>



Writing Progression Map








	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
Year 5 By the end of Year 5, children will be taught to:	<p>Non -Fiction</p> <p><u>Introduce:</u> Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><u>Structure:</u> Introduction / Middle / Ending</p> <p><u>Secure use of paragraphs:</u> Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts</p> <p>Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>Drop in -'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	<p><u>As on previous page</u></p>	<p><u>As on previous page</u></p>	<p>Determiner/ generaliser</p> <p>Pronoun – relative/ possessive</p> <p>Clause Subordinate/ relative clause</p> <p>Adverbial Fronted adverbial</p> <p>Alliteration Simile – 'as'/ 'like'</p> <p>Synonyms</p> <p><u>Introduce:</u> Relative clause/ pronoun Modal verb Parenthesis Bracket- dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question Tense: present and past progressive</p>



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	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
Year 6 By the end of Year 6, children will be taught to:	<p><u>Consolidate Year 5 list</u></p> <p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><u>Non-fiction:</u></p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p>	<p><u>Consolidate Year 5 list</u></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p><u>Secure use of complex sentences: (Subordination)</u> Main and subordinate clauses with full range of conjunctions</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. <i>Active: Tom accidentally dropped the glass.</i> <i>Passive: The glass was accidentally dropped by Tom.</i> <i>Active: The class heated the water.</i> <i>Passive: The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p>	<p><u>Consolidate Year 5 list</u></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 versus reported, alleged, or claimed in formal speech or writing)</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p>	<p><u>Consolidate Year 5 list</u></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p><u>Consolidate:</u> Punctuation Letter/ Word Sentence Statement: question, exclamation, command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Indirect speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action, views/opinions, facts Colon – instructions Parenthesis Bracket- dash</p> <p>Singular/ plural</p> <p>Suffix/ Prefix</p> <p>Word family</p> <p>Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p>



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	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
Year 6 By the end of Year 6, children will be taught to:	<p><u>Continuation from previous page:</u></p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>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</p> <p>Layout devices, such as headings, sub -headings, columns, bullets, or tables, to structure text</p>	<p><u>Continuation from previous page:</u></p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>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. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in: <i>If I were you .</i></p>	<p><u>As on previous page</u></p>	<p><u>As on previous page</u></p>	<p>Verb / Adverb Bossy verbs - imperative</p> <p>Tense (past, present, future) modal verb</p> <p>Conjunction / Connective</p> <p>Preposition Determiner/ generaliser</p> <p>Pronoun – relative/ possessive</p> <p>Clause</p> <p>Subordinate / relative clause</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Rhetorical question</p> <p>Present and past progressive</p> <p>present perfect; past perfect</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Alliteration Simile – ‘as’/ ‘like’</p> <p>Synonyms</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p><u>Introduce:</u></p> <p>Active and passive voice</p> <p>Subject and object</p> <p>Hyphen</p> <p>Synonym, antonym</p> <p>Colon/ semi-colon</p> <p>Bullet points</p> <p>Ellipsis</p> <p>Subjunctive</p>