

Writing Progression Map



| Writing Progression Map | | | | | |
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|  | Text Structure | Sentence Construction | Word Structure / Language | Punctuation | Terminology |
| EYFS  By the end of EYFS, children will be taught to: | 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 – using ‘like’ | Introduce:  Finger spaces  Full stops  Capital letters | Introduce:  Finger spaces  Letter  Word  Sentence  Full stops  Capital letter  Simile – ‘like’ |

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

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| Year 1  By the end of Year 1, children will be taught to: | Non-fiction:  Planning tools:  text map / washing line Heading  Introduction  Opening factual statement Middle section(s)  Simple factual sentences around a theme  Bullet points for instructions Labelled diagrams  Ending  Concluding sentence | Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings and slid down the slide.*  *Spiders can be small or they can be large.*  *Charlie hid but Sally found him.*  *It was raining so they put on their coats.*  Complex sentences: Use of ‘who’ (relative clause) e.g. *Once upon a time there was a little old woman who lived in a forest.*  *There are many children who like to eat ice cream.*  ‘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* | Continuation from previous page:  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) | 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: | Consolidate Year 1 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  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, Fortunately,  Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. | 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:  Drop in a relative clause:  who/which e.g. *Sam, who was lost, sat down and cried.*  *The Vikings, who came from Scandinavia, invaded Scotland.*  *The Fire of London, which started in Pudding Lane, spread quickly.* | 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…*  *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 /speech marks for direct speech  Implicitly understand how to  change from indirect speech to  direct speech | 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) |

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| Year 2  By the end of Year 2, children will be taught to: | Non-Fiction Introduce: 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 (e.g. she is drumming, he was shouting) | Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. *While the animals were munching breakfast, two visitors arrived*  *During the Autumn, when the weather is cold, 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.* | Continuation from previous page:  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 contracted forms in spelling e.g. don’t, can’t  Apostrophes to mark singular possession e.g. the cat’s name | Commas for description  ‘Speech marks’  Suffix  Verb / adverb  Statement  question  exclamation  Command (Bossy verbs)  Tense (past, present,  future) ie not in bold  Adjective / noun  Noun phrases  Generalisers  Subordinating conjunctions |

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| Year 3  By the end of Year 3, children will be taught to: | 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 –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 connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)  Develop complex sentences (Subordination) with range of subordinating conjunctions, -‘ing’ clauses as starters e.g. *Sighing, the boy finished his homework.*  *Grunting, the pig lay down to sleep.* | 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.*  *Drops of rain pounded on the corrugated, tin roof.* | Consolidate Year 2 list  Introduce: Colon before a list e.g. What you need:  Ellipses to keep the reader hanging on  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  ‘Speech marks’  Bullet points  Apostrophe (contractions only)  Commas for sentence of 3 - description  Singular/ plural  Suffix  Adjective / noun / Noun phrases / Verb / adverb  Bossy verbs Tense (past, present, future)  Connective  Generalisers  Alliteration Simile – ‘as’/ ‘like’ |

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| Year 3  By the end of Year 3, children will be taught to: | Non-Fiction  Introduce:  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.* | Drop in a relative clause using: who/whom/which/whose/ that e.g. *The girl, whom I remember, had long black hair.*  *The boy, whose name is George, thinks he is very brave.*  *The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.*  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.*  Dialogue –powerful speech verb e.g. “Hello,” she whispered | Continuation from previous page:  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 |  | Introduce:  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 |

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| Year 4  By the end of Year 4, children will be taught to: | 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…sm allest good…better…best  Proper nouns - refers to a particular person or thing e.g. Monday, Jessica, October, England  The grammatical 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 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 s to mark a plural | Consolidate:  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  Singular/ plural  Suffix/ Prefix  Word family  Consonant/Vowel  Adjective / noun / noun phrase |

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| Year 4  By the end of Year 4, children will be taught to: | Non-Fiction  Secure use of planning tools: Text map/ washing line/ ‘Boxing –up’ 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 | -‘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.*  Drop in –‘ing’ clause e.g*. Jane, laughing at the teacher, fell off her chair.*  *The tornedo, 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 | Continuation from previous page:  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) | As on previous page | Continuation from previous page:  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  Introduce:  Pronoun  Possessive pronoun  Adverbial  Fronted adverbial  Apostrophe – plural possession |

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| Year 5  By the end of Year 5, children will be taught to: | Consolidate Year 4 list  Introduce: Secure independent use of planning tools  Story mountain /grids/flow diagrams  Plan opening using: Description /action/dialogue  Paragraphs: Vary connectives within paragraphs to build 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 forward to the future ask a question. | 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:  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 cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.* | 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  Verb / Adverb  Bossy verbs - imperative Tense (past, present, future)  Conjunction / Connective  Preposition |

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| Year 5  By the end of Year 5, children will be taught to: | Non -Fiction  Introduce:  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 | 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 ….through the lonely streets ….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) | As on previous page | As on previous page | Determiner/ generaliser  Pronoun – relative/ possessive  Clause  Subordinate/ relative clause  Adverbial  Fronted adverbial  Alliteration Simile – ‘as’/ ‘like’  Synonyms  Introduce:  Relative clause/ pronoun  Modal verb  Parenthesis  Bracket- dash  Determiner  Cohesion  Ambiguity  Metaphor  Personification  Onomatopoeia  Rhetorical question  Tense: present and past progressive |

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| Year 6  By the end of Year 6, children will be taught to: | 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 –comments, questions, observations, rhetorical questions | 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  Indirect 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 |

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| Year 6  By the end of Year 6, children will be taught to: | Continuation from previous page:  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 | Continuation from previous page:  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* . | As on previous page | As on previous page | Verb / Adverb Bossy verbs - imperative  Tense (past, present, future) modal verb  Conjunction / Connective Preposition Determiner/ generaliser  Pronoun – relative/ possessive  Clause  Subordinate / relative clause  Adverbial  Fronted adverbial  Rhetorical question  Present and past progressive present perfect; past perfect  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 |