



WRITING

Progression Map



Writing Progression Map



EYFS
By the end of EYFS, children will be taught to:

 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
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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'



Writing Progression Map



	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
Year 1 By the end of Year 1, children will be taught to:	<u>Consolidate Reception list</u> <u>Introduce:</u> <u>Fiction:</u> 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 <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>	<u>Consolidate Reception list</u> <u>Introduce:</u> <u>Types of sentences:</u> Statements Questions Exclamations <u>Simple Connectives:</u> and or but so because so that then that while when where <u>Also as openers:</u> While... When... Where... <u>-'ly' openers</u> Fortunately,...Unfortunately, Sadly,... <u>Simple sentences</u> e.g. <i>I went to the park. The castle is haunted.</i> Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i>	<u>Consolidate Reception list</u> <u>Introduce:</u> <u>Prepositions:</u> inside outside towards across under <u>Determiners:</u> the a my your an this that his her their some all lots of many more those these <u>Adjectives</u> to describe e.g. The old house... The huge elephant... <u>Alliteration</u> e.g. dangerous dragon slimy snake <u>Similes</u> 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...	<u>Consolidate Reception list</u> <u>Introduce:</u> <u>Capital Letters:</u> Capital letter for names Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points	<u>Consolidate:</u> Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like' <u>Introduce:</u> Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verbs Connective Alliteration Simile – 'as'



Writing Progression Map



	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
Year 1 By the end of Year 1, children will be taught to:	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	<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> <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> <u>'Run' - Repetition for rhythm</u> e.g. <i>He walked and he walked and he walked.</i> <u>Repetition for description</u> e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i>	<u>Continuation from previous page:</u> 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



Writing Progression Map



Year 2

By the end of Year 2, children will be taught to:

	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
	<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 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.	<u>Consolidate Year 1 list</u> <u>Introduce:</u> <u>Types of sentences:</u> Statements Questions Exclamations Commands -‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ... Vary openers to sentences 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> 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. <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>	<u>Consolidate Year 1 list</u> <u>Introduce:</u> <u>Prepositions:</u> behind above along before between after Alliteration e.g. <i>wicked witch slimy slugs</i> Similes using...like... e.g. ... <i>like sizzling sausages</i> ...<i>hot like a fire</i> Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i> Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i> Adverbs for information e.g. <i>Lift the pot carefully onto the tray.</i> <i>The river quickly flooded the town.</i>	<u>Consolidate Year 1 list</u> <u>Introduce:</u> <u>Demarcate sentences:</u> Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i> Speech bubbles /speech marks for direct speech Implicitly understand how to change from indirect speech to direct speech	<u>Consolidate:</u> <u>Punctuation</u> • 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’ <u>Introduce:</u> Apostrophe (contractions and singular possession)



Writing Progression Map



Year 2

By the end of Year 2, children will be taught to:

	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
	Non-Fiction Introduce: <u>Secure use of planning tools:</u> Text map / washing line / 'Boxing -up' grid <u>Introduction:</u> Heading Hook to engage reader Factual statement / definition Opening question <u>Middle section(s)</u> 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 <u>Ending</u> 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. <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> 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. <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>	<u>Continuation from previous page:</u> 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



Writing Progression Map



Year 3

By the end of Year 3, children will be taught to:

	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
	<u>Consolidate Year 2 list</u> <u>Introduce: Fiction</u> 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.	<u>Consolidate Year 2 list</u> <u>Introduce: Vary long and short sentences:</u> • 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> 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. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i>	<u>Consolidate Year 2 list</u> <u>Introduce: Prepositions:</u> <i>Next to by the side of</i> <i>In front of during</i> <i>through throughout</i> <i>because of</i> Powerful verbs e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! 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> <i>Drops of rain pounded on the corrugated, tin roof.</i>	<u>Consolidate Year 2 list</u> <u>Introduce: Colon before a list e.g. What you need:</u> 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.)	<u>Consolidate:</u> 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'



Writing Progression Map



Year 3
By the end of Year 3, children will be taught to:

	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
	<u>Non-Fiction</u> <u>Introduce:</u> Secure use of planning tools: e.g. Text map, washing line, 'Boxing -up' grid, story grids Paragraphs 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. 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. <i>He has left his hat behind, as opposed to He left his hat behind.</i>	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> 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> Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> Dialogue –powerful speech verb e.g. "Hello," she whispered	<u>Continuation from previous page:</u> 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		<u>Introduce:</u> 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



Writing Progression Map



	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
Year 4 By the end of Year 4, children will be taught to:	<u>Consolidate Year 3 list</u> <u>Introduce:</u> Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids <u>Plan opening using:</u> Description /action <u>Paragraphs:</u> to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma <u>Developed 5 parts to story</u> Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.	<u>Consolidate Year 3 list</u> <u>Introduce:</u> Standard English for verb inflections instead of local spoken forms <u>Long and short sentences:</u> Long sentences to enhance description or information. Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun.</i> 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> 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	<u>Consolidate Year 3 list</u> <u>Introduce:</u> Prepositions at underneath since towards beneath beyond <u>Conditionals</u> - could, should, would <u>Comparative and superlative adjectives</u> e.g. small...smaller...smallest good...better...best <u>Proper nouns</u> - 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)	<u>Consolidate Year 3 list</u> <u>Introduce:</u> 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	<u>Consolidate:</u> 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



Writing Progression Map



	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
Year 4 By the end of Year 4, children will be taught to:	<u>Non-Fiction</u> 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. <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i> 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> 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> 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> Repetition to persuade e.g. <i>Find us to find the fun</i> Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	<u>Continuation from previous page:</u> 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)	<u>As on previous page</u>	<u>Continuation from previous page:</u> 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 <u>Introduce:</u> Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession



Writing Progression Map



Year 5
By the end of Year 5, children will be taught to:

	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
	<u>Consolidate Year 4 list</u> <u>Introduce:</u> Secure independent use of planning tools Story mountain /grids/flow diagrams <u>Plan opening using:</u> 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. <u>Use 5 part story structure</u> Writing could start at any of the 5 points. This may include flashbacks <u>Introduction</u> –should include action / description -character or setting / dialogue <u>Build-up</u> –develop suspense techniques <u>Problem / Dilemma</u> –may be more than one problem to be resolved <u>Resolution</u> –clear links with dilemma <u>Ending</u> –character could reflect on events, any changes or lessons, look forward to the future ask a question.	<u>Consolidate Year 4 list</u> <u>Introduce:</u> 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. <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> 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>	<u>Consolidate Year 4 list</u> <u>Introduce:</u> Metaphor Personification Onomatopoeia Empty words e.g. <i>someone, somewhere was out to get him</i> 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–)	<u>Consolidate Year 4 list</u> <u>Introduce:</u> Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity	<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 Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition



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:	<u>Non -Fiction</u> <u>Introduce:</u> Independent planning across all genres and application Secure use of range of layouts suitable to text. <u>Structure:</u> Introduction / Middle / Ending <u>Secure use of paragraphs:</u> 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. <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i> 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. <i>The siren echoed loudlythrough the lonely streetsat midnight</i> Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i> Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)	<u>As on previous page</u>	<u>As on previous page</u>	Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – ‘as’/ ‘like’ Synonyms <u>Introduce:</u> Relative clause/ pronoun Modal verb Parenthesis Bracket- dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question Tense: present and past progressive



Writing Progression Map



Year 6
By the end of Year 6, children will be taught to:

	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
	<u>Consolidate Year 5 list</u> 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 <u>Non-fiction:</u> 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	<u>Consolidate Year 5 list</u> Secure use of simple / embellished simple sentences Secure use of compound sentences <u>Secure use of complex sentences:</u> (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. <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> Developed use of rhetorical questions for persuasion	<u>Consolidate Year 5 list</u> 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	<u>Consolidate Year 5 list</u> 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)	<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 Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase



Writing Progression Map



Year 6

By the end of Year 6, children will be taught to:

	 Text Structure	 Sentence Construction	 Word Structure / Language	 Punctuation	 Terminology
	<u>Continuation from previous page:</u> 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	<u>Continuation from previous page:</u> 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>) 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> .	<u>As on previous page</u>	<u>As on previous page</u>	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 <u>Introduce:</u> Active and passive voice Subject and object Hyphen Synonym, antonym Colon/ semi-colon Bullet points Ellipsis Subjunctive