

Year 1 – Writing Skills Progression

Text Structure	
Fiction	Non-Fiction
<p>Introduce:</p> <ul style="list-style-type: none"> • Whole class retelling of a story • Planning – whole class story map • Understanding beginning/middle/end • Retell simple 5-part story: Once upon a time First/Then/Next But So Finally,..... Happily ever after 	<p>Introduce:</p> <ul style="list-style-type: none"> • Simple factual sentences closely linked to a story • Simple factual sentences based around a theme • Names, Labels, Captions, Lists, Diagrams, Messages
<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Take part in whole class story retellings & story mapping • Begin to explain and spot what is the beginning, middle & end of a story • Begin to retell simple 5-part stories independently • Write at least 3 sentences independently (decodable by an adult) 	<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Write names, labels, captions and lists independently • Write at least 3 sentences relating to a theme (decodable by an adult)
Word Structure/Language	Sentence Construction
<p>Introduce:</p> <ul style="list-style-type: none"> • 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’ 	<p>Introduce:</p> <ul style="list-style-type: none"> • Simple sentences • Simple connectives - and who because but if so when • Say a sentence, write and read it back to check it makes sense • Compound sentences using – and/but ‘ly’ openers (luckily/unfortunately) • Repetition for rhythm - e.g. He walked and he walked
<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Use all of the above skills verbally 	<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Write simple sentences independently • Use ‘and’ independently

	<ul style="list-style-type: none"> • Say a sentence, write and read it back to check it makes sense • Verbally use 'and', 'but', 'who', 'because', 'so', 'when' and 'ly' openers 		
Punctuation	Terminology		
Introduce: <ul style="list-style-type: none"> • Capital letters for place names • Question marks • Exclamation marks 	Introduce: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td> <ul style="list-style-type: none"> • Punctuation • Question mark • Exclamation mark • Adjective </td> <td> <ul style="list-style-type: none"> • Noun • Verb • Connective • Simile - 'like' </td> </tr> </table>	<ul style="list-style-type: none"> • Punctuation • Question mark • Exclamation mark • Adjective 	<ul style="list-style-type: none"> • Noun • Verb • Connective • Simile - 'like'
<ul style="list-style-type: none"> • Punctuation • Question mark • Exclamation mark • Adjective 	<ul style="list-style-type: none"> • Noun • Verb • Connective • Simile - 'like' 		
End of Year Expectations: <ul style="list-style-type: none"> • Use finger spaces (at least 80% accuracy) • Always use capital letters for own names and 'I' • Begin to use capital letters and full stops for sentences (at least 1 of each) 	End of Year Expectations: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td> <ul style="list-style-type: none"> • Punctuation • Question mark • Exclamation mark • Adjective </td> <td> <ul style="list-style-type: none"> • Noun • Verb • Connective • Simile - 'like' </td> </tr> </table>	<ul style="list-style-type: none"> • Punctuation • Question mark • Exclamation mark • Adjective 	<ul style="list-style-type: none"> • Noun • Verb • Connective • Simile - 'like'
<ul style="list-style-type: none"> • Punctuation • Question mark • Exclamation mark • Adjective 	<ul style="list-style-type: none"> • Noun • Verb • Connective • Simile - 'like' 		

Year 2 – Writing Skills Progression

Text Structure	
Fiction	Non-Fiction
Introduce: <ul style="list-style-type: none"> • Planning – Independent use of story map & whole class story mountain • Plan opening around character(s), setting, time of day & type of weather • Retell simple 5-part story: <ul style="list-style-type: none"> Opening – Once upon a time... Build-up – One day... Problem/Dilemma - Suddenly.../Unfortunately... Resolution – Fortunately... Ending – Finally... 	Introduce: <ul style="list-style-type: none"> • Planning - Text map & washing line • Headings • Introduction – opening factual statement • Middle Section(s) - <ul style="list-style-type: none"> ○ Simple factual sentences around a theme ○ Bullet points for instructions ○ Labelled diagrams • Ending – concluding sentence
End of Year Expectations:	End of Year Expectations:

- Take part in whole class creations of story mountains
- Explain and spot what is the beginning, middle & end of a story
- Use a story map to retell simple 5-part stories independently
- Write a paragraph independently (decodable by an adult)

- Write headings independently
- Use bullet points for instructions
- Write a paragraph relating to a theme (decodable by an adult)

Word Structure/Language

Sentence Construction

Introduce:

- **Determiners** - lots of many more those these
- **Prepositions** - inside outside towards across under
- **Adjectives** e.g. The **old** house..., The **huge** elephant...
- **Similes** – using as....as.... - e.g. as tall as a house
- **Alliteration** – e.g. dangerous dragon, slimy snake
- **Precise, clear instructions** – e.g. First, press on the red button.

Introduce:

- **Types of sentences: statements, questions, exclamations, commands**
- **Simple connectives** - or so that then that while where
- **Connectives as openers** – While... When...
- **'ly' openers** – Fortunately... Unfortunately... Sadly...
- **Use of 'who'** - Long ago there was an old woman **who** lived in a forest.
- **Repetition for description** – e.g. a green dragon, a fiery dragon

End of Year Expectations:

- Use all of the above skills verbally
- Use adjectives
- Use time connectives
- Use imperative (bossy) verbs

End of Year Expectations:

- Writes questions beginning with 'who', 'what', 'where', 'when', 'why'
- Begin to use connectives other than 'and': 'but', 'who', 'because', 'if', 'so', 'when'
- Begin to use simple adverbs as openers
- Use repetition for rhythm in writing - e.g. He walked and he walked

Punctuation

Terminology

Introduce:

- Speech bubbles
- Bullet points
- Apostrophes – for contractions. E.g. don't, can't

Introduce:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Speech bubble • Bullet points • Singular/plural • Preposition • Apostrophes | <ul style="list-style-type: none"> • Contraction • Alliteration • Adverb • Simile - 'as' |
|---|--|

End of Year Expectations:

- Always use finger spaces

End of Year Expectations:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Speech bubble | <ul style="list-style-type: none"> • Contraction |
|---|---|

<ul style="list-style-type: none"> • Always use capital letters for 'I' and names of people and places • Use capital letters and full stops for around a half of sentences or more • Use question marks and exclamation marks 		<ul style="list-style-type: none"> • Bullet points • Singular/plural • Preposition • Apostrophes 	<ul style="list-style-type: none"> • Alliteration • Adverb • Simile - 'as' 	
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Year 3 – Writing Skills Progression

Text Structure	
Fiction	Non-Fiction
<p>Introduce:</p> <ul style="list-style-type: none"> • Planning – Independent use of story mountain and whole class 'Boxing up' grids • Create 5-part story with more complex vocabulary: Opening – In a land far away..., One cold but bright morning... Build-up – Later that day... Problem/Dilemma - To his amazement... Resolution – As soon as... Ending – 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 • Consistent use of past Vs present tense • Paragraphs – to organise ideas into each story part 	<p>Introduce:</p> <ul style="list-style-type: none"> • Planning – Independent use of text map & washing line and whole class 'Boxing up' grids • Introduction – Heading, Hook to engage reader, Factual statement/definition, Opening question • Middle Section(s) - <ul style="list-style-type: none"> ○ Group related ideas/facts into sections ○ Subheadings to introduce sentences/sections ○ Use of lists – what is needed/lists of steps to be taken ○ Bullet points for facts ○ Labelled diagrams • Ending – Make final comment to reader, extra tips, 'did you know?' facts, 'true or false?' questions • The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives & Signposts doc), including: <ul style="list-style-type: none"> ○ Introduction ○ Time ○ Ending • Consistent use of present Vs past tense
End of Year Expectations:	End of Year Expectations:

<ul style="list-style-type: none"> • Use story maps/mountains to retell/write simple 5-part stories independently • Plan opening around character(s), setting, time of day & type of weather • Write two paragraphs or more independently (decodable by an adult) 	<ul style="list-style-type: none"> • Use text maps and washing lines • Write separate paragraphs for the Introduction, each Middle Section and Ending 		
Word Structure/Language	Sentence Construction		
<p>Introduce:</p> <ul style="list-style-type: none"> • Prepositions – behind above along before between after • Two adjectives to describe the noun – The scary, old woman... • Adverbs for description – e.g. Snow fell gently and covered the cottage roof • Adverbs for information – e.g. Lift the pot carefully... • Generalisers for information – e.g. Most dogs..., Some cats... • Use of determiners ‘a’ or ‘an’ - according to whether next word begins with a consonant or vowel. E.g. a rock, an open box • Use of ‘in’, ‘at’ and ‘on’ - to describe when time or location is more general or specific. E.g. In July..., In London..., On Friday..., On the corner..., At 7am..., At the shop... 	<p>Introduce:</p> <ul style="list-style-type: none"> • Connectives - although before (or other preposition) even though to until • Connectives as openers – Because... So... If... • ‘ly’ openers – Usually... Eventually... Finally... Carefully... Slowly... • Use of embedded clauses with ‘who’, ‘which’ and ‘when’- The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. • Use of long & short sentences – long sentences too add description and short sentences for emphasis • List of 3 for description – e.g. He wore old shoes, a dark cloak and a red hat. 		
<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Use all of the above skills verbally • Use wide range of determiners • Use wide range of prepositions • Use similes - ‘like’ and ‘as...(something)...as’ • Use alliteration – e.g. wicked witch, slimy slugs 	<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Create a range of sentence types: statements, questions, exclamations, commands • Simple connectives - or so that then that while where • Use connectives as openers – While... When... • Use ‘ly’ openers – Fortunately... Unfortunately... Sadly... • Use ‘who’ to extend sentences- Long ago there was an old woman who lived in a forest. • Use repetition for description – e.g. a green dragon, a fiery dragon 		
Punctuation	Terminology		
<p>Introduce:</p> <ul style="list-style-type: none"> • Commas - for items in a list 	<p>Introduce:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <ul style="list-style-type: none"> • Comma </td> <td style="width: 50%; text-align: center;"> <ul style="list-style-type: none"> • Noun phrase </td> </tr> </table>	<ul style="list-style-type: none"> • Comma 	<ul style="list-style-type: none"> • Noun phrase
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<ul style="list-style-type: none"> • Commas – after ‘ly’ openers. E.g. Fortunately,.... Slowly,.... • Speech marks – for direct speech • Apostrophes – for singular possession. E.g. the cat’s name is... • Colon – before a list e.g. What you need: 		<ul style="list-style-type: none"> • Speech mark • Apostrophe • Possession/ive • Consonant/vowel • Determiner • Colon 	<ul style="list-style-type: none"> • Generaliser • Prefix/suffix • Past, present, future tense • Synonyms 			
<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Use capital letters and full stops for more than half of sentences • Use bullet points • Use apostrophes – for contractions. E.g. don’t, can’t 	<p>End of Year Expectations:</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> • Comma • Speech mark • Apostrophe • Possession/ive • Consonant/vowel • Determiner • Colon </td> <td> <ul style="list-style-type: none"> • Noun phrase • Generaliser • Prefix/suffix • Past, present, future tense • Synonyms </td> </tr> </table>				<ul style="list-style-type: none"> • Comma • Speech mark • Apostrophe • Possession/ive • Consonant/vowel • Determiner • Colon 	<ul style="list-style-type: none"> • Noun phrase • Generaliser • Prefix/suffix • Past, present, future tense • Synonyms
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Year 4 – Writing Skills Progression

Text Structure	
Fiction	Non-Fiction
<p>Introduce:</p> <ul style="list-style-type: none"> • Planning – Independent use of story mountain and whole class ‘Boxing up’ grids • Extended vocabulary to introduce 5 story parts: <ul style="list-style-type: none"> Introduction – Should detailed description of setting and characters Build-up – Build in some suspense towards the problem or dilemma Problem/Dilemma - Include details action/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>Introduce:</p> <ul style="list-style-type: none"> • Planning – Independent use of text map & washing line and whole class ‘Boxing up’ grids • Introduction – Heading, Hook to engage reader, Factual statement/definition, Opening question • Middle Section(s) - <ul style="list-style-type: none"> ○ Group related ideas/facts into sections ○ Subheadings to introduce sentences/sections ○ Use of lists – what is needed/lists of steps to be taken ○ Bullet points for facts

<ul style="list-style-type: none"> • Paragraphs – multiple paragraphs for each section 	<ul style="list-style-type: none"> ○ Labelled diagrams • Ending – Make final comment to reader, extra tips, ‘did you know?’ facts, ‘true or false?’ questions • The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives & Signposts doc), including: <ul style="list-style-type: none"> ○ Generalisation ○ Addition ○ Links ○ Examples • Consistent use of present Vs past tense
<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Use 'Boxing up' grids independently • Plan & Write 5-part story with more complex vocabulary • Write separate paragraphs for section of the story • Consistently use of past tense 	<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Use 'Boxing up' grids independently • Write a paragraph for an Introduction - Heading, Hook to engage reader, Factual statement/definition, Opening question • Write separate paragraphs for the Middle sections • Write a paragraph for an Ending - final comment to reader, extra tips, ‘did you know?’ facts, ‘true or false?’ questions • The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives & Signposts doc), including: <ul style="list-style-type: none"> ○ Introduction ○ Time ○ Ending • Consistent use of present tense
Word Structure/Language	Sentence Construction
<p>Introduce:</p> <ul style="list-style-type: none"> • 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 	<p>Introduce:</p> <ul style="list-style-type: none"> • 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. E.g. 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.

	<p>Prepositional phrases to place the action – e.g. On the mat... Behind the tree... In the air...</p> <ul style="list-style-type: none"> • 'ing' clauses as starters – e.g. Sighing, the boy finished his homework. • 'ed' clauses at starters – Frightened, Tom ran straight home to avoid being caught. • Use of embedded clauses with 'whom' and 'whose' - The girl, whom I remember, had long, black hair. The boy, whose name is George, thinks he is very brave. • Sentence of 3 for description – e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. • Patterns of 3 for persuasion – e.g. Visit, swim, enjoy! • Topic sentences to introduce non-fiction paragraphs – e.g. Dragons are found across the world. • Use of powerful speech verbs within dialogue - "Hello," she whispered.
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<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Use all of the above skills verbally • Prepositions – behind above along before between after • Two adjectives to describe the noun – The scary, old woman... • Adverbs for description – e.g. Snow fell gently and covered the cottage roof • Adverbs for information – e.g. Lift the pot carefully... • Generalisers for information – e.g. Most dogs..., Some cats... • Use of determiners 'a' or 'an' - according to whether next word begins with a consonant or vowel. E.g. a rock, an open box • Use of 'in', 'at' and 'on' - to describe when time or location is more general or specific. E.g. In July..., In London..., On Friday..., On the corner..., At 7am..., At the shop...
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<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Connectives - although before (or other preposition) even though • Connectives as openers – Because... So... If... • 'ly' openers – Usually... Eventually... Finally... Carefully... Slowly... • Use of embedded clauses with 'who', 'which' and 'when' - The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. • Use of long & short sentences – long sentences too add description or information and short sentences for emphasis and making key points. E.g. Sam was really unhappy. Visit the farm now. • List of 3 for description – e.g. He wore old shoes, a dark cloak and a red hat.

Punctuation

Terminology

<p>Introduce:</p> <ul style="list-style-type: none"> • The five rules of using speech marks – 1) Speech marks at the beginning and end of dialogue, 2) Capital letter at the beginning of dialogue, 3)

<p>Introduce:</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="1267 1396 1635 1481"> <ul style="list-style-type: none"> • Ellipse • Direct speech </td> <td data-bbox="1635 1396 1993 1481"> <ul style="list-style-type: none"> • Clause • Subordinate clause </td> </tr> </table>	<ul style="list-style-type: none"> • Ellipse • Direct speech 	<ul style="list-style-type: none"> • Clause • Subordinate clause
<ul style="list-style-type: none"> • Ellipse • Direct speech 	<ul style="list-style-type: none"> • Clause • Subordinate clause 	

<p>Punctuation at the end of dialogue, 4) Reporting clause, 5) New speaker, new line.</p> <ul style="list-style-type: none"> • Ellipses – to keep the reader hanging on • Commas – after fronted adverbials • Commas – before and after embedded clause • Brackets – to provide additional information 	<table border="1"> <tr> <td data-bbox="1267 97 1635 220"> <ul style="list-style-type: none"> • Inverted commas • Imperative verb • Brackets </td> <td data-bbox="1639 97 1993 220"> <ul style="list-style-type: none"> • Embedded clause • Relative clause • Relative pronoun </td> </tr> </table>	<ul style="list-style-type: none"> • Inverted commas • Imperative verb • Brackets 	<ul style="list-style-type: none"> • Embedded clause • Relative clause • Relative pronoun
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<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Commas - for items in a list • Commas – after ‘ly’ openers. E.g. Fortunately,.... Slowly,.... • Speech marks – for direct speech • Apostrophes – for singular possession. E.g. the cat’s name is... • Colon – before a list e.g. What you need: 	<p>End of Year Expectations:</p> <table border="1"> <tr> <td data-bbox="1267 430 1635 673"> <ul style="list-style-type: none"> • Colon • Ellipse • Direct speech • Inverted commas • Imperative verb • Brackets </td> <td data-bbox="1639 430 1993 673"> <ul style="list-style-type: none"> • Clause • Subordinate clause • Embedded clause • Relative clause • Relative pronoun </td> </tr> </table>	<ul style="list-style-type: none"> • Colon • Ellipse • Direct speech • Inverted commas • Imperative verb • Brackets 	<ul style="list-style-type: none"> • Clause • Subordinate clause • Embedded clause • Relative clause • Relative pronoun
<ul style="list-style-type: none"> • Colon • Ellipse • Direct speech • Inverted commas • Imperative verb • Brackets 	<ul style="list-style-type: none"> • Clause • Subordinate clause • Embedded clause • Relative clause • Relative pronoun 		

Year 5 – Writing Skills Progression

Text Structure	
Fiction	Non-Fiction
<p>Introduce:</p> <ul style="list-style-type: none"> • Plan opening – using description/action • Paragraphs – to organise each part of the story to indicate a change in place or jump in time 	<p>Introduce:</p> <ul style="list-style-type: none"> • Logically organised paragraphs • The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives & Signposts doc), including: <ul style="list-style-type: none"> ○ Change of direction ○ Cause and effect • Ending – could include personal opinion or response, extra information, reminders, further questions, warnings, encouragement to the reader

<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Securely and independently use story maps, story mountains and 'Boxing up' grids • Extended vocabulary to introduce 5 story parts: • Introduction – Should detailed description of setting and characters • Build-up – Build in some suspense towards the problem or dilemma • Problem/Dilemma - Include details action/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. • Paragraphs – multiple paragraphs for each section 	<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Securely and independently use text maps and 'Boxing up' grids • Introduction – Heading, Hook to engage reader, Factual statement/definition, Opening question • Middle Section(s) - <ul style="list-style-type: none"> ○ Group related ideas/facts into sections ○ Subheadings to introduce sentences/sections ○ Use of lists – what is needed/lists of steps to be taken ○ Bullet points for facts ○ Labelled diagrams • Ending – Make final comment to reader, extra tips, 'did you know?' facts, 'true or false?' questions • The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives & Signposts doc), including: <ul style="list-style-type: none"> ○ Generalisation ○ Addition ○ Links ○ Examples • Consistent use of present tense
<p>Word Structure/Language</p>	<p>Sentence Construction</p>
<p>Introduce:</p> <ul style="list-style-type: none"> • Prepositions - at underneath since towards beneath beyond • Conditionals – could, should, would • Comparative and superlative adjectives – e.g. small...smaller...smallest. Good...better...best • Specific nouns – e.g. using 'grandfather clock' instead of 'clock', 'stall' instead of 'chair'. 	<p>Introduce:</p> <ul style="list-style-type: none"> • Short sentences – to move events on quickly. E.g. It was midnight. It's great fun. • Similes as starters – 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. • 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. • Use of embedded 'ing' clauses – e.g. Jane, laughing at the teacher, fell off her chair. • Sentences of 3 for action – e.g. Sam rushed down the road, jumped on the bus and sank into his seat. • Repetition to persuade – e.g. Find us to find the fun.

	<ul style="list-style-type: none"> • Use of powerful verbs and adverbs in dialogue – e.g. “Hello,” she whispered, shyly.
<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • 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 	<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • 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. E.g. 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 – e.g. On the mat... Behind the tree... In the air... • ‘ing’ clauses as starters – e.g. Sighing, the boy finished his homework. • ‘ed’ clauses at starters – Frightened, Tom ran straight home to avoid being caught. • Use of embedded clauses with ‘whom’ and ‘whose’ - The girl, whom I remember, had long, black hair. The boy, whose name is George, thinks he is very brave. • Sentence of 3 for description – e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. • Patterns of 3 for persuasion – e.g. Visit, swim, enjoy! • Topic sentences to introduce non-fiction paragraphs – e.g. Dragons are found across the world. • Use of powerful speech verbs within dialogue - “Hello,” she whispered.
Punctuation	Terminology
<p>Introduce:</p> <ul style="list-style-type: none"> • Apostrophes to mark plural possession – e.g. The boys’ boots... • Semicolon to show two independent clauses are closely linked – e.g. It was the best of times; it was the worst of times. 	<p>Introduce:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <ul style="list-style-type: none"> • Apostrophe – plural possession • Semicolon • Fronted adverbial </div>
<p>End of Year Expectations:</p>	<p>End of Year Expectations:</p>

<ul style="list-style-type: none"> • The five rules of using speech marks – 1) Speech marks at the beginning and end of dialogue, 2) Capital letter at the beginning of dialogue, 3) Punctuation at the end of dialogue, 4) Reporting clause, 5) New speaker, new line. • Ellipses – to keep the reader hanging on • Commas – after fronted adverbials • Commas – before and after embedded clause • Brackets – to provide additional information 	<ul style="list-style-type: none"> • Apostrophe – plural possession • Semicolon • Fronted adverbial
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Year 6 – Writing Skills Progression

Text Structure	
Fiction	Non-Fiction
<p>Introduce:</p> <ul style="list-style-type: none"> • Plan opening – using description/action/dialogue • Paragraphs – to organise each part of the story to indicate a change in place, jump in time or change of action • Use of 5 part story structure – writing could start at any of the 5 points and could include flashbacks. • Introduction – Should include action, dialogue and detailed description of setting and characters • Build-up – Develop suspense techniques • Problem/Dilemma - Include detailed action/dialogue - may be more than one problem to be resolved • Resolution – Should link with the problem/dilemma • Ending – Character could reflect on events and any changes or lessons or look forward to the future, asking questions 	<p>Introduce:</p> <ul style="list-style-type: none"> • The linking of ideas within and across paragraphs using a full range of connectives and signposts (see Connectives & Signposts doc), including: <ul style="list-style-type: none"> ○ Comparison ○ Emphasis ○ Uncertainty ○ Evaluation • Express own opinions clearly • Consistently maintain viewpoint • Clear summary – to appeal to the reader
End of Year Expectations:	End of Year Expectations:

- **Plan opening** – using description/action/dialogue
- **Paragraphs** – to organise each part of the story to indicate a change in place, jump in time or change of action
- **Use of 5-part story structure** – writing could start at any of the 5 points and could include flashbacks.
- **Introduction** – Should include action, dialogue and detailed description of setting and characters
- **Build-up** – Develop suspense techniques
- **Problem/Dilemma** - Include detailed action/dialogue - may be more than one problem to be resolved
- **Resolution** – Should link with the problem/dilemma
- **Ending** – Character could reflect on events and any changes or lessons or look forward to the future, asking questions

- **Securely and independently use text maps and 'Boxing up' grids**
- **Introduction** – Heading, Hook to engage reader, Factual statement/definition, Opening question
- **Middle Section(s)** -
 - Group related ideas/facts into sections
 - Subheadings to introduce sentences/sections
 - Use of lists – what is needed/lists of steps to be taken
 - Bullet points for facts
 - Labelled diagrams
- **Ending** – Make final comment to reader, extra tips, 'did you know?' facts, 'true or false?' questions
- **The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives & Signposts doc), including:**
 - **Change of direction**
 - **Cause and effect**
- **Consistent use of present tense**

Word Structure/Language

Introduce:

- **Metaphor**
- **Personification**
- **Onomatopoeia**
- **Empty words** – e.g. Someone, somewhere was out to get him.
- **Technical language**

Sentence Construction

Introduce:

- **Expanded 'ed' clauses as starters** – e.g. Encouraged by the bright weather, Jane set out for a long walk.
- **Embedded 'ed' clauses** – The lesser known Bristol dragon, recognised by its purple spots, is rarely seen.
- **Elaboration of starters using adverbial phrases** – e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.
- **Sentence reshaping techniques** – e.g. lengthening or shortening sentences 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**
- **Use of powerful verbs and action in dialogue** – e.g. "Stop!" he shouted, picking up the stick and sprinting after the thief.
- **Use of modal verbs (might, should, will, must) or adverbs (perhaps, surely) to indicate degrees of possibility**

<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Prepositions - at underneath since towards beneath beyond • Conditionals – could, should, would • Comparative and superlative adjectives – e.g. small...smaller...smallest. Good...better...best • Specific nouns – e.g. using ‘grandfather clock’ instead of ‘clock’, ‘stall’ instead of ‘chair’. 	<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Short sentences – to move events on quickly. E.g. It was midnight. It’s great fun. • Similes as starters – 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. • 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. • Use of embedded ‘ing’ clauses – e.g. Jane, laughing at the teacher, fell off her chair. • Sentences of 3 for action – e.g. Sam rushed down the road, jumped on the bus and sank into his seat. • Repetition to persuade – e.g. Find us to find the fun. • Use of powerful verbs and adverbs in dialogue – e.g. “Hello,” she whispered, shyly. 		
Punctuation	Terminology		
<p>Introduce:</p> <ul style="list-style-type: none"> • Dashes 	<p>Introduce:</p> <table border="1" data-bbox="1267 847 1995 970"> <tr> <td data-bbox="1267 847 1637 970"> <ul style="list-style-type: none"> • Metaphor • Personification • Onomatopoeia </td> <td data-bbox="1637 847 1995 970"> <ul style="list-style-type: none"> • Rhetorical question • Dash </td> </tr> </table>	<ul style="list-style-type: none"> • Metaphor • Personification • Onomatopoeia 	<ul style="list-style-type: none"> • Rhetorical question • Dash
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<p>End of Year Expectations:</p> <ul style="list-style-type: none"> • Apostrophes to mark plural possession – e.g. The boys’ boots... • Semicolon to show two independent clauses are closely linked – e.g. It was the best of times; it was the worst of times. • Dashes 	<p>End of Year Expectations:</p> <table border="1" data-bbox="1267 1066 1995 1189"> <tr> <td data-bbox="1267 1066 1637 1189"> <ul style="list-style-type: none"> • Metaphor • Personification • Onomatopoeia </td> <td data-bbox="1637 1066 1995 1189"> <ul style="list-style-type: none"> • Rhetorical question • Dash </td> </tr> </table>	<ul style="list-style-type: none"> • Metaphor • Personification • Onomatopoeia 	<ul style="list-style-type: none"> • Rhetorical question • Dash
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