



**The Sultan's School**  
**Primary English (Writing) Progression of Skills 2022-23**

**Year 1 – Writing Skills Progression**

Text Structure	
<ul style="list-style-type: none"> <li>• Begin to write simple stories and poems, including using the structures of familiar stories and poems (1Wc.01).</li> <li>• Develop a short written retelling of a familiar story, e.g. by writing sentences to caption pictures (1Wc.03).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to write for a purpose using basic language and features appropriate for the text type (1Wc.04).</li> <li>• Include some relevant information when writing simple non-fiction texts in familiar real-life contexts (1Wc.05).</li> </ul>
Fiction	Non-Fiction
<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Whole class retelling of a story</li> <li>• Planning – whole class story map (1Wc.02)</li> <li>• Understanding beginning/middle/end</li> <li>• Retell simple 5-part story (1Wv.02):               <ul style="list-style-type: none"> <li>○ Once upon a time</li> <li>○ First/Then/Next</li> <li>○ But</li> <li>○ So</li> <li>○ Finally,..... Happily ever after</li> </ul> </li> </ul>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Simple factual sentences closely linked to a story (1Wg.04)</li> <li>• Simple factual sentences based around a theme (1Wg.04)</li> <li>• Names, Labels, Captions, Lists, Diagrams, Messages (1Ws.02)</li> </ul>
<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Take part in whole class story retellings &amp; story mapping (1Wc.02)</li> <li>• Begin to explain and spot what is the beginning, middle &amp; end of a story</li> <li>• Begin to retell simple 5-part stories independently</li> <li>• Write at least 3 sentences independently (decodable by an adult) (1Ws.01, 1Wg.04)</li> </ul>	<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Write names, labels, captions and lists independently (1Ws.02)</li> <li>• Write at least 3 sentences relating to a theme (decodable by an adult) (1Ws.01, 1Wg.04)</li> </ul>
Word Structure/Language	Sentence Construction
<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Determiners - the a my your an this that his her their some all (1Wg.06)</li> <li>• Prepositions - up down in into out to onto</li> <li>• Adjectives e.g. old, little, big, small, quiet (1Wv.01, 1Wv.03)</li> <li>• Adverbs e.g. luckily, unfortunately, fortunately (1Wv.03)</li> <li>• Similes – using 'like'</li> </ul>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Simple sentences (1Wg.04)</li> <li>• Simple connectives - and who because but if so when (1Wg.05)</li> <li>• Say a sentence, write and read it back to check it makes sense (1Wp.06)</li> <li>• Compound sentences using – and/but 'ly' openers (luckily/unfortunately)</li> <li>• Repetition for rhythm - e.g. He walked and he walked</li> <li>• Ensure grammatical agreement of nouns and pronouns with verbs.</li> </ul>
<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use all of the above skills verbally</li> <li>• Use vocabulary relevant to a familiar topic (1Wv.01).</li> <li>• Use own lists of interesting and significant words to extend the range of vocabulary used in written work (1Wv.05).</li> </ul>	<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences independently (1Wg.04)</li> <li>• Use 'and' independently (1Wg.05)</li> <li>• Say a sentence, write and read it back to check it makes sense (1Wp.06)</li> <li>• Verbally use 'and', 'but', 'who', 'because', 'so', 'when' and 'ly' openers</li> </ul>



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Punctuation	Terminology			
<b>Introduce:</b> <ul style="list-style-type: none"> <li>• Capital letters for place names</li> <li>• Question marks</li> <li>• Exclamation marks</li> </ul>	<b>Introduce:</b> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Adjective</li> </ul> </td> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Noun</li> <li>• Verb</li> <li>• Connective</li> <li>• Simile - 'like'</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Adjective</li> </ul>	<ul style="list-style-type: none"> <li>• Noun</li> <li>• Verb</li> <li>• Connective</li> <li>• Simile - 'like'</li> </ul>
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<b>End of Year Expectations:</b> <ul style="list-style-type: none"> <li>• Use finger spaces (at least 80% accuracy)</li> <li>• Always use capital letters for own names and 'I' (1Wg.03)</li> <li>• Begin to use capital letters and full stops for sentences (at least 1 of each) (1Wg.01, 1Wg.02)</li> </ul>	<b>End of Year Expectations:</b> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Adjective</li> </ul> </td> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Noun</li> <li>• Verb</li> <li>• Connective</li> <li>• Simile - 'like'</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Adjective</li> </ul>	<ul style="list-style-type: none"> <li>• Noun</li> <li>• Verb</li> <li>• Connective</li> <li>• Simile - 'like'</li> </ul>
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Reflection & Evaluation				
<ul style="list-style-type: none"> <li>• Read own writing aloud and talk about it (1Wp.06).</li> </ul>				

**Year 2 – Writing Skills Progression**

Text Structure	
<ul style="list-style-type: none"> <li>• Begin to write simple stories and poems, including using the structures of familiar stories and poems (2Wc.01).</li> <li>• Begin to write for a purpose using basic language and features appropriate for the text type (2Wc.04).</li> </ul>	<ul style="list-style-type: none"> <li>• Include additional information to develop some ideas when writing non-fiction texts (2Wc.05).</li> </ul>
Fiction	Non-Fiction
<b>Introduce:</b> <ul style="list-style-type: none"> <li>• Planning – Independent use of story map &amp; whole class story mountain (2Wc.02)</li> <li>• Plan opening around character(s), setting, time of day &amp; type of weather (2Wc.02)</li> <li>• Retell simple 5-part story (2Ws.01):               <ul style="list-style-type: none"> <li>○ Opening – Once upon a time... (2Wc.03)</li> <li>○ Build-up – One day...</li> <li>○ Problem/Dilemma - Suddenly.../Unfortunately...</li> <li>○ Resolution – Fortunately...</li> <li>○ Ending – Finally...</li> </ul> </li> <li>• Begin to use suffixes -s, -ing and -ed appropriately for present and past verb forms in sentences (2Wg.07).</li> </ul>	<b>Introduce:</b> <ul style="list-style-type: none"> <li>• Planning - Text map &amp; washing line (2Wc.02, 2Wp.03)</li> <li>• Headings (2Ws.03)</li> <li>• Introduction – opening factual statement</li> <li>• Middle Section(s) (2Ws.03) -               <ul style="list-style-type: none"> <li>○ Simple factual sentences around a theme</li> <li>○ Bullet points for instructions</li> <li>○ Labelled diagrams</li> </ul> </li> <li>• Ending – concluding sentence</li> <li>• Begin to use suffixes -s, -ing and -ed appropriately for present and past verb forms in sentences (2Wg.07).</li> </ul>
<b>End of Year Expectations:</b>	<b>End of Year Expectations:</b>



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<ul style="list-style-type: none"> <li>• Take part in whole class creations of story mountains (2Wc.02)</li> <li>• Explain and spot what is the beginning, middle &amp; end of a story</li> <li>• Use a story map to retell simple 5-part stories independently</li> <li>• Write a paragraph independently (decodable by an adult) (2Ws.01, 2Ws.02)</li> </ul>	<ul style="list-style-type: none"> <li>• Write headings independently (2Ws.03)</li> <li>• Use bullet points for instructions (2Ws.03)</li> <li>• Write a paragraph relating to a theme (decodable by an adult) (2Ws.02)</li> </ul>		
<b>Word Structure/Language</b>	<b>Sentence Construction</b>		
<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Determiners - lots of many more those these</li> <li>• Prepositions - inside outside towards across under</li> <li>• Adjectives e.g. The old house..., The huge elephant... (2Wv.01, 2Wv.02, 2Wg.10)</li> <li>• Similes – using as....as.... - e.g. as tall as a house</li> <li>• Alliteration – e.g. dangerous dragon, slimy snake</li> <li>• Precise, clear instructions – e.g. First, press on the red button.</li> <li>• Generalisers for information – e.g. Most dogs..., Some cats... (2Wg.08)</li> </ul>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Types of sentences: statements, questions, exclamations, commands (2Wv.04, 2Wg.04)</li> <li>• Simple connectives - or so that then that while where</li> <li>• Connectives as openers – While... When...</li> <li>• 'ly' openers – Fortunately... Unfortunately... Sadly... (2Wv.03)</li> <li>• Use of 'who' - Long ago there was an old woman who lived in a forest (6Wg.07).</li> <li>• Repetition for description – e.g. a green dragon, a fiery dragon</li> </ul>		
<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use all of the above skills verbally</li> <li>• Use vocabulary relevant to a familiar topic (2Wv.01).</li> <li>• Use own lists of interesting and significant words to extend the range of vocabulary used in written work (2Wv.05).</li> <li>• Use adjectives (2Wv.02, 2Wg.10)</li> <li>• Use time connectives (2Wv.03)</li> <li>• Use imperative (bossy) verbs</li> </ul>	<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Writes questions beginning with 'who', 'what', 'where', 'when', 'why'</li> <li>• Begin to use connectives other than 'and': 'but', 'who', 'because', 'if', 'so', 'when' (2Wg.05, 2Wg.06)</li> <li>• Begin to use simple adverbs as openers (2Wv.03)</li> <li>• Use repetition for rhythm in writing - e.g. He walked and he walked</li> <li>• Ensure grammatical agreement of nouns and pronouns with verbs (2Wg.09)</li> </ul>		
<b>Punctuation</b>	<b>Terminology</b>		
<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Speech bubbles (2Wg.03)</li> <li>• Bullet points</li> <li>• Apostrophes – for contractions. E.g. don't, can't</li> <li>• Commas - for items in a list (2Wg.02)</li> </ul>	<p><b>Introduce:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Speech bubble</li> <li>• Bullet points</li> <li>• Singular/plural</li> <li>• Preposition</li> <li>• Apostrophes</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Contraction</li> <li>• Alliteration</li> <li>• Adverb</li> <li>• Simile - 'as'</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Speech bubble</li> <li>• Bullet points</li> <li>• Singular/plural</li> <li>• Preposition</li> <li>• Apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• Contraction</li> <li>• Alliteration</li> <li>• Adverb</li> <li>• Simile - 'as'</li> </ul>
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<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Always use finger spaces</li> <li>• Always use capital letters for 'I' and names of people and places (2Wg.01)</li> <li>• Use capital letters and full stops for around a half of sentences or more (2Wg.01)</li> <li>• Use question marks and exclamation marks (2Wg.01)</li> </ul>	<p><b>End of Year Expectations:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Speech bubble</li> <li>• Bullet points</li> <li>• Singular/plural</li> <li>• Preposition</li> <li>• Apostrophes</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Contraction</li> <li>• Alliteration</li> <li>• Adverb</li> <li>• Simile - 'as'</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Speech bubble</li> <li>• Bullet points</li> <li>• Singular/plural</li> <li>• Preposition</li> <li>• Apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• Contraction</li> <li>• Alliteration</li> <li>• Adverb</li> <li>• Simile - 'as'</li> </ul>
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<b>Reflection &amp; Evaluation</b>			



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- Read own writing to others and share ideas for improvements (2Wp.05).
- Begin to proofread for errors by re-reading own writing aloud (e.g. sentence punctuation, verb forms) (2Wp.06).

**Year 3 – Writing Skills Progression**

Text Structure	
Fiction	Non-Fiction
<ul style="list-style-type: none"> <li>• Develop creative writing in a range of different genres of fiction and types of poems (3Wc.01).</li> <li>• Write a simple playscript based on a given narrative (3Wc.04).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop writing for a purpose using language and features appropriate for a range of text types (3Wc.05).</li> <li>• Develop writing of a range of text types for a specified audience, using appropriate content and language (3Wc.06).</li> </ul>
<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Planning – Independent use of story mountain and whole class ‘Boxing up’ grids (3Wc.02, 3Wp.02)</li> <li>• Create 5-part story with more complex vocabulary (3Ws.01):               <ul style="list-style-type: none"> <li>○ Opening – In a land far away..., One cold but bright morning... (3Wc.03)</li> <li>○ Build-up – Later that day...</li> <li>○ Problem/Dilemma - To his amazement...</li> <li>○ Resolution – As soon as...</li> <li>○ Ending – Luckily..., Fortunately...</li> </ul> </li> <li>• Ending should be a section rather than one final sentence. E.g. suggest how the main character is feeling in the final situation (3Ws.01)</li> <li>• Consistent use of past Vs present tense (3Wg.06, 3Wg.07)</li> <li>• Paragraphs – to organise ideas into each story part (3Ws.01, 3Ws.02)</li> </ul>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Planning – Independent use of text map &amp; washing line and whole class ‘Boxing up’ grids (3Wc.02, 3Wp.02)</li> <li>• Introduction – Heading, Hook to engage reader, Factual statement/definition, Opening question (3Ws.02)</li> <li>• Middle Section(s) (3Ws.02, 3Ws.04) -               <ul style="list-style-type: none"> <li>○ Group related ideas/facts into sections</li> <li>○ Use simple quantifiers appropriately for the context, e.g. some, most, all</li> <li>○ Subheadings to introduce sentences/sections</li> <li>○ Use of lists – what is needed/lists of steps to be taken</li> <li>○ Bullet points for facts</li> <li>○ Labelled diagrams</li> </ul> </li> <li>• Ending – Make final comment to reader, extra tips, ‘did you know?’ facts, ‘true or false?’ questions (3Ws.02)</li> <li>• The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives &amp; Signposts doc), including (3Ws.03):               <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Time</li> <li>○ Ending</li> </ul> </li> <li>• Consistent use of present Vs past tense (3Wg.06, 3Wg.07)</li> </ul>
<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use story maps/mountains to retell/write simple 5-part stories independently (3Wc.02, 3Wp.02)</li> <li>• Plan opening around character(s), setting, time of day &amp; type of weather (3Wc.02)</li> <li>• Write two paragraphs or more independently (decodable by an adult) (3Ws.01, 3Ws.02)</li> </ul>	<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use text maps and washing lines</li> <li>• Write separate paragraphs for the Introduction, each Middle Section and Ending (3Ws.02)</li> </ul>



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Word Structure/Language	Sentence Construction			
<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Prepositions – behind above along before between after (3Wg.08)</li> <li>• Two adjectives to describe the noun – The scary, old woman... (3Wv.05, 3Wv.02)</li> <li>• Adverbs for description – e.g. Snow fell gently and covered the cottage roof</li> <li>• Adverbs for information – e.g. Lift the pot carefully...</li> <li>• Quantifiers – either neither both</li> <li>• Use of determiners 'a' or 'an' - according to whether next word begins with a consonant or vowel. E.g. a rock, an open box</li> <li>• 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...</li> </ul>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Connectives - although before (or other preposition) even though to until (3Wg.05)</li> <li>• Connectives as openers – Because... So... If... (3Wg.05)</li> <li>• 'ly' openers – Usually... Eventually... Finally... Carefully... Slowly... (3Wv.04)</li> <li>• 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 (6Wg.07).</li> <li>• Use of long &amp; short sentences – long sentences too add description and short sentences for emphasis</li> <li>• List of 3 for description – e.g. He wore old shoes, a dark cloak and a red hat.</li> </ul>			
<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use all of the above skills verbally</li> <li>• Use specialised vocabulary accurately to match a familiar topic (3Wv.01).</li> <li>• Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work (3Wv.05).</li> <li>• Use wide range of determiners</li> <li>• Use wide range of prepositions (3Wg.08)</li> <li>• Use similes - 'like' and 'as...(something)...as' (3Wv.06, 4Wv.05)</li> <li>• Use alliteration – e.g. wicked witch, slimy slugs (3Wv.06, 4Wv.05)</li> <li>• Generalisers for information – e.g. Most dogs..., Some cats...</li> </ul>	<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Create a range of sentence types: statements, questions, exclamations, commands (3Wg.04)</li> <li>• Simple connectives - or so that then that while where (3Wg.05)</li> <li>• Use connectives as openers – While... When... (3Wg.05)</li> <li>• Use 'ly' openers – Fortunately... Unfortunately... Sadly... (3Wv.04)</li> <li>• Use 'who' to extend sentences- Long ago there was an old woman who lived in a forest (6Wg.07).</li> <li>• Use repetition for description – e.g. a green dragon, a fiery dragon</li> </ul>			
Punctuation	Terminology			
<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• The two simplest rules of using speech marks – 1) Speech marks at the beginning and end of dialogue, 2) Reporting clause (3Wv.03)</li> <li>• Commas – after 'ly' openers. E.g. Fortunately,.... Slowly,....</li> <li>• Speech marks – for direct speech (3Wg.03)</li> <li>• Apostrophes – for singular possession. E.g. the cat's name is...</li> <li>• Colon – before a list e.g. What you need:</li> </ul>	<p><b>Introduce:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Comma</li> <li>• Speech mark</li> <li>• Apostrophe</li> <li>• Possession/ive</li> <li>• Consonant/vowel</li> <li>• Determiner</li> <li>• Colon</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Noun phrase</li> <li>• Generaliser</li> <li>• Prefix/suffix</li> <li>• Past, present, future tense</li> <li>• Synonyms</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• Comma</li> <li>• Speech mark</li> <li>• Apostrophe</li> <li>• Possession/ive</li> <li>• Consonant/vowel</li> <li>• Determiner</li> <li>• Colon</li> </ul>	<ul style="list-style-type: none"> <li>• Noun phrase</li> <li>• Generaliser</li> <li>• Prefix/suffix</li> <li>• Past, present, future tense</li> <li>• Synonyms</li> </ul>
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<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use capital letters and full stops for more than half of sentences (3Wg.01)</li> <li>• Use bullet points</li> <li>• Use apostrophes – for contractions. E.g. don't, can't (3Wg.02)</li> </ul>	<p><b>End of Year Expectations:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Comma</li> <li>• Speech mark</li> <li>• Apostrophe</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Noun phrase</li> <li>• Generaliser</li> <li>• Prefix/suffix</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• Comma</li> <li>• Speech mark</li> <li>• Apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>• Noun phrase</li> <li>• Generaliser</li> <li>• Prefix/suffix</li> </ul>
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<ul style="list-style-type: none"> <li>• Commas - for items in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Possession/ive</li> <li>• Consonant/vowel</li> <li>• Determiner</li> <li>• Colon</li> </ul>	<ul style="list-style-type: none"> <li>• Past, present, future tense</li> <li>• Synonyms</li> </ul>	
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**Reflection & Evaluation**

<ul style="list-style-type: none"> <li>• Evaluate own and others' writing, suggesting improvements for sense, accuracy and content (3Wp.04).</li> <li>• Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools (3Wp.05).</li> </ul>
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**Year 4 – Writing Skills Progression**

**Text Structure**

<ul style="list-style-type: none"> <li>• Develop creative writing in a range of different genres of fiction and types of poems (4Wc.01).</li> <li>• Write character profiles to inform story writing (4Wc.03).</li> <li>• Write alternative beginnings and endings for stories (4Wc.05).</li> <li>• Begin to express a viewpoint in fiction through a character's opinions about a setting or other characters (4Wc.06).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop writing for a purpose using language and features appropriate for a range of text types (4Wc.08).</li> <li>• Develop writing of a range of text types for a specified audience, using appropriate content and language (4Wc.09).</li> <li>• Adopt a viewpoint in non-fiction writing that is appropriate for the purpose and audience (4Wc.10).</li> </ul>
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**Fiction**

**Non-Fiction**

<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Planning – Independent use of story mountain and whole class 'Boxing up' grids (4Wc.02, 4Wp.02)</li> <li>• Extended vocabulary to introduce 5 story parts (4Ws.01):             <ul style="list-style-type: none"> <li>○ Introduction – Should detailed description of setting and characters (4Wc.04)</li> <li>○ Build-up – Build in some suspense towards the problem or dilemma</li> <li>○ Problem/Dilemma - Include details action/dialogue</li> <li>○ Resolution – Should link with the problem</li> <li>○ 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.</li> </ul> </li> <li>• Paragraphs – multiple paragraphs for each section (4Ws.02)</li> </ul>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Planning – Independent use of text map &amp; washing line and whole class 'Boxing up' grids (4Wc.02, 4Wp.02)</li> <li>• Introduction – Heading, Hook to engage reader, Factual statement/definition, Opening question (4Ws.02)</li> <li>• Middle Section(s) (4Ws.02, 4Ws.04) -             <ul style="list-style-type: none"> <li>○ Group related ideas/facts into sections</li> <li>○ Subheadings to introduce sentences/sections</li> <li>○ Use of lists – what is needed/lists of steps to be taken</li> <li>○ Bullet points for facts</li> <li>○ Labelled diagrams</li> </ul> </li> <li>• Ending – Make final comment to reader, extra tips, 'did you know?' facts, 'true or false?' questions (4Ws.02)</li> <li>• The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives &amp; Signposts doc), including (4Ws.03):             <ul style="list-style-type: none"> <li>○ Generalisation</li> <li>○ Addition</li> </ul> </li> </ul>
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**Primary English (Writing) Progression of Skills 2022-23**

	<ul style="list-style-type: none"> <li>○ Links</li> <li>○ Examples</li> <li>● Consistent use of present Vs past tense (4Wg.06)</li> </ul>
<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>● Use 'Boxing up' grids independently (4Wc.02)</li> <li>● Plan (4Wc.02) &amp; Write 5-part story with more complex vocabulary</li> <li>● Write separate paragraphs for section of the story (4Ws.01, 4Ws.02)</li> <li>● Consistently use of past tense (4Wg.06)</li> </ul>	<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>● Use 'Boxing up' grids independently (4Wc.02)</li> <li>● Write a paragraph for an Introduction - Heading, Hook to engage reader, Factual statement/definition, Opening question (4Ws.02)</li> <li>● Write separate paragraphs for the Middle sections (4Ws.02)</li> <li>● Write a paragraph for an Ending - final comment to reader, extra tips, 'did you know?' facts, 'true or false?' questions (4Ws.02)</li> <li>● The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives &amp; Signposts doc), including (4Ws.03):             <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Time</li> <li>○ Ending</li> </ul> </li> <li>● Consistent use of present tense (4Wg.06)</li> </ul>
<b>Word Structure/Language</b>	<b>Sentence Construction</b>
<p>Introduce:</p> <ul style="list-style-type: none"> <li>● Prepositions – next to by the side of in front of during through throughout because of</li> <li>● Powerful verbs – e.g. stare, tremble, slither (4Wv.04)</li> <li>● Boastful Language – e.g. magnificent, unbelievable, exciting</li> </ul>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>● Embellished simple sentences:             <ul style="list-style-type: none"> <li>○ Adverb starters to add detail – e.g. Carefully, she crawled along the floor of the cave. Amazingly, small insects can...</li> <li>○ 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.</li> <li>○ Prepositional phrases to place the action – e.g. On the mat... Behind the tree... In the air...</li> </ul> </li> <li>● 'ing' clauses as starters – e.g. Sighing, the boy finished his homework (4Wg.05)</li> <li>● 'ed' clauses at starters – Frightened, Tom ran straight home to avoid being caught (4Wg.05)</li> <li>● 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 (6Wg.07).</li> <li>● Sentence of 3 for description – e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</li> <li>● Patterns of 3 for persuasion – e.g. Visit, swim, enjoy!</li> <li>● Topic sentences to introduce non-fiction paragraphs – e.g. Dragons are found across the world.</li> <li>● Use of powerful speech verbs within dialogue - "Hello," she whispered (4Wg.07)</li> </ul>





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<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use all of the above skills verbally</li> <li>• Use specialised vocabulary accurately to match a familiar topic (4Wv.01).</li> <li>• Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work (4Wv.05).</li> <li>• Prepositions – behind above along before between after</li> <li>• Two adjectives to describe the noun – The scary, old woman... (4Wv.02, 4Wv.03)</li> <li>• Adverbs for description – e.g. Snow fell gently and covered the cottage roof (4Wg.10)</li> <li>• Adverbs for information – e.g. Lift the pot carefully... (4Wg.10)</li> <li>• Quantifiers – either neither both (4Wg.09)</li> <li>• Use of determiners ‘a’ or ‘an’ - according to whether next word begins with a consonant or vowel. E.g. a rock, an open box</li> <li>• 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...</li> </ul>	<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Connectives - although before (or other preposition) even though (4Wg.05)</li> <li>• Connectives as openers – Because... So... If... (4Wg.05)</li> <li>• 'ly' openers – Usually... Eventually... Finally... Carefully... Slowly... (4Wg.10)</li> <li>• 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 (6Wg.07).</li> <li>• Use of long &amp; 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.</li> <li>• List of 3 for description – e.g. He wore old shoes, a dark cloak and a red hat.</li> <li>• Ensure subject-verb agreement for different verb forms (4Wg.08)</li> </ul>		
<b>Punctuation</b>	<b>Terminology</b>		
<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• 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 (4Wg.04)</li> <li>• Ellipses – to keep the reader hanging on</li> <li>• Commas – after fronted adverbials (4Wg.02)</li> <li>• Commas – before and after embedded clause (4Wg.02)</li> <li>• Brackets – to provide additional information</li> </ul>	<p><b>Introduce:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Ellipse</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Imperative verb</li> <li>• Brackets</li> </ul> </td> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Clause</li> <li>• Subordinate clause</li> <li>• Embedded clause</li> <li>• Relative clause</li> <li>• Relative pronoun</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Ellipse</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Imperative verb</li> <li>• Brackets</li> </ul>	<ul style="list-style-type: none"> <li>• Clause</li> <li>• Subordinate clause</li> <li>• Embedded clause</li> <li>• Relative clause</li> <li>• Relative pronoun</li> </ul>
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<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Consistently use accurate end-of-sentence punctuation (4Wg.01)</li> <li>• Commas – after ‘ly’ openers. E.g. Fortunately,.... Slowly,.... (4Wg.02)</li> <li>• Speech marks – for direct speech</li> <li>• Apostrophes – for singular possession. E.g. the cat’s name is... (4Wg.03)</li> <li>• Colon – before a list e.g. What you need:</li> </ul>	<p><b>End of Year Expectations:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Colon</li> <li>• Ellipse</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Imperative verb</li> <li>• Brackets</li> </ul> </td> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Clause</li> <li>• Subordinate clause</li> <li>• Embedded clause</li> <li>• Relative clause</li> <li>• Relative pronoun</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Colon</li> <li>• Ellipse</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Imperative verb</li> <li>• Brackets</li> </ul>	<ul style="list-style-type: none"> <li>• Clause</li> <li>• Subordinate clause</li> <li>• Embedded clause</li> <li>• Relative clause</li> <li>• Relative pronoun</li> </ul>
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<b>Reflection &amp; Evaluation</b>			
<ul style="list-style-type: none"> <li>• Evaluate own and others’ writing, suggesting improvements for sense, accuracy and content (4Wp.04).</li> <li>• Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools (4Wp.05).</li> </ul>			

**Year 5 – Writing Skills Progression**





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**Primary English (Writing) Progression of Skills 2022-23**

**Text Structure**

- Develop creative writing in a range of different genres **(5Wc.01)**.
- Write new scenes or characters into a story; rewrite events from the viewpoint of another character **(5Wc.03)**.
- Express a viewpoint in fiction through a character's opinions about a setting or other characters **(5Wc.04)**.
- Write a playscript, including production notes and stage directions to guide performance **(5Wc.05)**.

- Develop writing for a purpose using language and features appropriate for a range of text types **(5Wc.06)**.
- Develop writing of a range of text types for a specified audience, using appropriate content and language **(5Wc.07)**.
- When writing non-fiction texts, present and justify a consistent viewpoint **(5Wc.08)**.

**Fiction**

**Introduce:**

- Plan opening – using description/action (5Wc.02)
- Paragraphs – to organise each part of the story to indicate a change in place or jump in time (5Ws.02, 5Wp.03)

**Non-Fiction**

**Introduce:**

- Logically organised paragraphs (5Ws.02, 5Wp.03)
- The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives & Signposts doc), including (5Ws.01):
  - Change of direction
  - Cause and effect
- Ending – could include personal opinion or response, extra information, reminders, further questions, warnings, encouragement to the reader

**End of Year Expectations:**

- Securely and independently use story maps, story mountains and 'Boxing up' grids (5Wc.02, 5Wp.02)
- Extended vocabulary to introduce 5 story parts (5Ws.01, 5Wp.03):
- 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

**End of Year Expectations:**

- Securely and independently use text maps and 'Boxing up' grids (5Wc.02, 5Wp.02)
- Introduction – Heading, Hook to engage reader, Factual statement/definition, Opening question (5Wp.03)
- Middle Section(s) (5Ws.03, 5Wp.03)-
  - 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 (5Wp.03)
- The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives & Signposts doc), including (5Ws.01):
  - Generalisation
  - Addition
  - Links
  - Examples
- Consistent use of present tense

**Word Structure/Language**

**Sentence Construction**



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<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Prepositions - at underneath since towards beneath beyond</li> <li>• Conditionals/Modal Verbs – could, should, would (5Wg.05)</li> <li>• Comparative and superlative adjectives – e.g. small...smaller...smallest. Good...better...best (5Wg.07)</li> <li>• Specific nouns – e.g. using 'grandfather clock' instead of 'clock', 'stall' instead of 'chair'.</li> <li>• Use of powerful verbs and adverbs in dialogue – e.g. "Hello," she whispered, shyly.</li> <li>• Use of active and passive verb forms within sentences (6Wg.05).</li> <li>• Ensure grammatical agreement of quantifiers with countable and uncountable nouns, e.g. less and fewer (6Wg.06).</li> </ul>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Short sentences – to move events on quickly. E.g. It was midnight. It's great fun.</li> <li>• 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.</li> <li>• 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.</li> <li>• Use of embedded 'ing' clauses – e.g. Jane, laughing at the teacher, fell off her chair.</li> <li>• Sentences of 3 for action – e.g. Sam rushed down the road, jumped on the bus and sank into his seat.</li> <li>• Repetition to persuade – e.g. Find us to find the fun.</li> </ul>
<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use specialised vocabulary accurately to match a familiar topic (5Wv.01).</li> <li>• Explore synonyms and words conveying shades of meaning (e.g. tepid, warm, hot), and use them accurately in own writing (5Wv.02).</li> <li>• Choose and use words and phrases carefully to convey feeling and mood (5Wv.03).</li> <li>• Begin to use figurative language to evoke an imaginative response from the reader (5Wv.04).</li> <li>• Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work (5Wv.05).</li> <li>• Use pronouns, including possessive pronouns (e.g. theirs, mine), appropriately so it is clear to what or whom they refer (5Wg.06).</li> <li>• Prepositions – next to by the side of in front of during through throughout because of</li> <li>• Powerful verbs – e.g. stare, tremble, slither</li> <li>• Use of powerful speech verbs within dialogue - "Hello," she whispered.</li> <li>• Boastful Language – e.g. magnificent, unbelievable, exciting</li> </ul>	<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Embellished simple sentences:</li> <li>• Adverb starters to add detail – e.g. Carefully, she crawled along the floor of the cave. Amazingly, small insects can... (5Wg.04, 5Wg.08)</li> <li>• 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 (5Wg.04, 5Wg.08).</li> <li>• Prepositional phrases to place the action – e.g. On the mat... Behind the tree... In the air...</li> <li>• 'ing' clauses as starters – e.g. Sighing, the boy finished his homework (5Wg.04).</li> <li>• 'ed' clauses at starters – Frightened, Tom ran straight home to avoid being caught (5Wg.04).</li> <li>• 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 (5Wg.04) .</li> <li>• Sentence of 3 for description – e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight (5Wg.04).</li> <li>• Patterns of 3 for persuasion – e.g. Visit, swim, enjoy!</li> <li>• Topic sentences to introduce non-fiction paragraphs – e.g. Dragons are found across the world.</li> </ul>
<b>Punctuation</b>	<b>Terminology</b>
<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Apostrophes to mark plural possession – e.g. The boys' boots... (5Wg.02)</li> <li>• Semicolon to show two independent clauses are closely linked – e.g. It was the best of times; it was the worst of times.</li> </ul>	<p><b>Introduce:</b></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <ul style="list-style-type: none"> <li>• Apostrophe – plural possession</li> <li>• Semicolon</li> <li>• Fronted adverbial</li> </ul> </div>
<b>End of Year Expectations:</b>	<b>End of Year Expectations:</b>



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<ul style="list-style-type: none"> <li>• 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 (5Wg.03).</li> <li>• Ellipses – to keep the reader hanging on</li> <li>• Commas – after fronted adverbials (5Wg.01)</li> <li>• Commas – before and after embedded clause (5Wg.01)</li> <li>• Brackets – to provide additional information (6Wg.01)</li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophe – plural possession</li> <li>• Semicolon</li> <li>• Fronted adverbial</li> </ul>
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**Reflection & Evaluation**

<ul style="list-style-type: none"> <li>• Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect <b>(5Wp.04)</b>.</li> <li>• Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools <b>(5Wp.05)</b>.</li> </ul>
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**Year 6 – Writing Skills Progression**

**Text Structure**

<ul style="list-style-type: none"> <li>• Develop creative writing in a range of different genres <b>(6Wc.01)</b>.</li> <li>• Include different viewpoints in fiction, e.g. when writing stories with flashbacks <b>(6Wc.04)</b>.</li> <li>• Develop writing for a purpose using language and features appropriate for a range of text types <b>(6Wc.06)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop writing of a range of text types for a specified audience, using appropriate content and language <b>(6Wc.07)</b>.</li> <li>• Write balanced arguments, developing points logically and convincingly <b>(6Wc.08)</b>.</li> </ul>
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**Fiction**

**Non-Fiction**

<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Plan opening – using description/action/dialogue (6Wc.02, 6Wp.02)</li> <li>• Paragraphs – to organise each part of the story to indicate a change in place, jump in time or change of action (6Ws.02)</li> <li>• Use of 5 part story structure – writing could start at any of the 5 points and could include flashbacks (6Wc.04, 6Ws.02)</li> <li>• Introduction – Should include action, dialogue and detailed description of setting and characters (6Wc.03)</li> <li>• Build-up – Develop suspense techniques</li> <li>• Problem/Dilemma - Include detailed action/dialogue - may be more than one problem to be resolved</li> <li>• Resolution – Should link with the problem/dilemma</li> <li>• Ending – Character could reflect on events and any changes or lessons or look forward to the future, asking questions (6Ws.01)</li> </ul>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• The linking of ideas within and across paragraphs using a full range of connectives and signposts (see Connectives &amp; Signposts doc), including (6Ws.03):             <ul style="list-style-type: none"> <li>○ Comparison</li> <li>○ Emphasis</li> <li>○ Uncertainty</li> <li>○ Evaluation</li> </ul> </li> <li>• Express own opinions clearly</li> <li>• Consistently maintain viewpoint</li> <li>• Clear summary – to appeal to the reader</li> </ul>
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<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Plan opening – using description/action/dialogue (6Wc.02, 6Wp.02)</li> </ul>	<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Securely and independently use text maps and 'Boxing up' grids (6Wc.02, 6Wp.02)</li> </ul>
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<ul style="list-style-type: none"> <li>• Paragraphs – to organise each part of the story to indicate a change in place, jump in time or change of action (6Ws.02)</li> <li>• Use of 5-part story structure – writing could start at any of the 5 points and could include flashbacks (6Wc.04)</li> <li>• Introduction – Should include action, dialogue and detailed description of setting and characters (6Wc.03)</li> <li>• Build-up – Develop suspense techniques</li> <li>• Problem/Dilemma - Include detailed action/dialogue - may be more than one problem to be resolved (6Wg.02)</li> <li>• Resolution – Should link with the problem/dilemma</li> <li>• Ending – Character could reflect on events and any changes or lessons or look forward to the future, asking questions (6Ws.01)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction – Heading, Hook to engage reader, Factual statement/definition, Opening question</li> <li>• Middle Section(s) (6Ws.04) -             <ul style="list-style-type: none"> <li>○ Group related ideas/facts into sections</li> <li>○ Subheadings to introduce sentences/sections</li> <li>○ Use of lists – what is needed/lists of steps to be taken</li> <li>○ Bullet points for facts</li> <li>○ Labelled diagrams</li> </ul> </li> <li>• Ending – Make final comment to reader, extra tips, ‘did you know?’ facts, ‘true or false?’ questions</li> <li>• The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives &amp; Signposts doc), including (6Ws.03):             <ul style="list-style-type: none"> <li>○ Change of direction</li> <li>○ Cause and effect</li> </ul> </li> <li>• Consistent use of present tense</li> </ul>
<b>Word Structure/Language</b>	<b>Sentence Construction</b>
<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Metaphor (6Wv.05)</li> <li>• Personification (6Wv.05)</li> <li>• Onomatopoeia (6Wv.05)</li> <li>• Empty words – e.g. Someone, somewhere was out to get him.</li> <li>• Technical language</li> <li>• Use of powerful verbs and action in dialogue – e.g. “Stop!” he shouted, picking up the stick and sprinting after the thief (6Wg.02).</li> <li>• Use of modal verbs (might, should, will, must) or adverbs (perhaps, surely) to indicate degrees of possibility</li> </ul>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Expanded ‘ed’ clauses as starters – e.g. Encouraged by the bright weather, Jane set out for a long walk (6Wg.01, 6Wg.03, 6Wg.04).</li> <li>• Embedded ‘ed’ clauses – The lesser known Bristol dragon, recognised by its purple spots, is rarely seen (6Wg.01, 6Wg.03, 6Wg.04).</li> <li>• Elaboration of starters using adverbial phrases – e.g. Beyond the dark gloom of the cave, Zach saw the wizard move (6Wg.03, 6Wg.04).</li> <li>• Sentence reshaping techniques – e.g. lengthening or shortening sentences for meaning and/or effect</li> <li>• Moving sentence chunks (how, when, where) around for different effects – e.g. The siren echoed loudly...through the lonely streets...at midnight</li> <li>• Use of rhetorical questions</li> </ul>
<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Use specialised vocabulary accurately to match a familiar topic (6Wv.01).</li> <li>• Explore and use words and phrases to convey shades of meaning appropriate to the context (6Wv.02, 6Wv.03, 6Wv.04).</li> <li>• Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work (6Wv.05).</li> <li>• Prepositions - at underneath since towards beneath beyond</li> <li>• Conditionals – could, should, would</li> </ul>	<p><b>End of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• Short sentences – to move events on quickly. E.g. It was midnight. It’s great fun.</li> <li>• 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 (6Wg.03, 6Wg.04).</li> <li>• 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 (6Wg.01, 6Wg.03, 6Wg.04).</li> <li>• Use of embedded ‘ing’ clauses – e.g. Jane, laughing at the teacher, fell off her chair (6Wg.01, 6Wg.03, 6Wg.04).</li> </ul>



**The Sultan's School**  
**Primary English (Writing) Progression of Skills 2022-23**

<ul style="list-style-type: none"> <li>• Comparative and superlative adjectives – e.g. small...smaller...smallest. Good...better...best</li> <li>• Specific nouns – e.g. using 'grandfather clock' instead of 'clock', 'stall' instead of 'chair'.</li> <li>• Use of powerful verbs and adverbs in dialogue – e.g. "Hello," she whispered, shyly.</li> <li>• Use of active and passive verb forms within sentences (6Wg.05).</li> <li>• Ensure grammatical agreement of quantifiers with countable and uncountable nouns, e.g. less and fewer (6Wg.06).</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences of 3 for action – e.g. Sam rushed down the road, jumped on the bus and sank into his seat (6Wg.03).</li> <li>• Repetition to persuade – e.g. Find us to find the fun.</li> </ul>			
<b>Punctuation</b>	<b>Terminology</b>			
<b>Introduce:</b> <ul style="list-style-type: none"> <li>• Dashes (6Wg.01)</li> </ul>	<b>Introduce:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> <li>• Rhetorical question</li> <li>• Dash</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetorical question</li> <li>• Dash</li> </ul>
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<b>End of Year Expectations:</b> <ul style="list-style-type: none"> <li>• Apostrophes to mark plural possession – e.g. The boys' boots...</li> <li>• Semicolon to show two independent clauses are closely linked – e.g. It was the best of times; it was the worst of times.</li> <li>• Dashes (6Wg.01)</li> </ul>	<b>End of Year Expectations:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> <li>• Rhetorical question</li> <li>• Dash</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetorical question</li> <li>• Dash</li> </ul>
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<b>Reflection &amp; Evaluation</b>				
<ul style="list-style-type: none"> <li>• Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect (6Wp.04).</li> <li>• Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools (6Wp.05).</li> </ul>				