



# Writing Progression Document

\*adapted from Pie Corbett's Talk 4 Writing Progression document.

This document illustrates how text structure, sentence construction, word structure, punctuation and language progresses from Reception to Year 6.

Each year group uses this document as a 'guideline' for the teaching of writing.

When looking at a specific year group, the preceding year group's progression grid should be consolidated.

## Class 1 – Reception – Writing Progression

Text structure	Sentence Construction	Word structure	Punctuation	Language
<p><b><u>T4W – Planning tool</u></b> ‘story map/story mountain’.</p> <p><b><u>Whole class retelling of stories</u></b></p> <p>Understanding of: Beginning, middle and end</p> <p><b><u>Retelling simple 5-part story:</u></b> Once upon a time First, then, next But So Finally...happily ever after</p> <p><b><u>Non-Fiction:</u></b> Factual writing closely linked to a story with simple factual sentence based around a specific theme:</p> <p>Names Labels Captions Lists Diagrams Message</p>	<p>Introduce simple sentences</p> <p><b>Introduce simple connectives:</b> and, but</p> <p><b>oral rehearsal of connectives:</b> who, until</p> <p>saying sentences out loud, writing sentences and reading it back to check sense</p> <p>Compound sentences using connectives (coordinating conjunctions) and, but</p> <p>- <b>ly openers</b> luckily, suddenly, unfortunately</p> <p>‘run’ – repetition for rhythm e.g. <b>He walked and he walked</b></p> <p>Repetition in description e.g. <b>a lean cat, a mean cat</b></p>	<p><b><u>Determiners:</u></b> the/a/an my/your this/that his/her/their some/all</p> <p><b><u>Prepositions:</u></b> up/down in/into/out To/onto</p> <p><b><u>Adjectives:</u></b> e.g. old, little, big, small, quiet</p> <p><b><u>Adverbs:</u></b> e.g. luckily, unfortunately. Fortunately, suddenly</p>	<p><b><u>Introduce:</u></b></p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b><u>Introduce:</u></b></p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p>



## Year 1 – Writing Progression

Text structure	Sentence Construction	Word structure	Punctuation	Language
<p><b><u>Introduce:</u></b> Fiction</p> <p><b><u>Planning Tools:</u></b> Story map / story mountain</p> <p><b><u>Plan opening around:</u></b> characters, setting, time of day and type of weather.</p> <p><b><u>Understanding of beginning, middle and end to a story.</u></b></p> <p><b><u>Understanding 5 parts to a story:</u></b></p> <p><b><u>Opening</u></b> E.g. Once upon a time</p> <p><b><u>Build up:</u></b> One day...</p> <p><b><u>Problem/dilemma:</u></b> Suddenly, unfortunately</p> <p><b><u>Resolution:</u></b> Fortunately...</p> <p><b><u>Ending:</u></b> Finally...</p>	<p><b><u>Introduce types of sentences:</u></b> Statements Questions Exclamations</p> <p><b><u>Simple connectives:</u></b> and or, but, so because, so that, then, that, while, when, where</p> <p><b><u>-ly openers:</u></b> fortunately, unfortunately, sadly</p> <p><b><u>Simple sentences:</u></b> I went to the shop The house is haunted The giant had an enormous beard Brown owls enjoy eating delicious nuts.</p> <p><b><u>Compound sentences:</u></b> Introduce 'relative pronoun' <b>who</b> to use in a relative clause: Once upon a time there was a little old man <b>who</b> lived in a forest. There are many children <b>who</b> like to play in the sand</p>	<p><b><u>Introduce:</u></b></p> <p><b><u>Prepositions:</u></b> inside/outside towards/across/under</p> <p><b><u>Determiners:</u></b> the/a/an my/your this/that his/her/their some/all lots of/many/more those/these</p> <p><b><u>Adjectives</u></b> The <b>old</b> house The <b>huge</b> elephant</p> <p><b><u>Alliteration:</u></b> dangerous dragon slimy snake</p> <p><b><u>Similes: using as – an</u></b> As tall as a house As red as a radish</p> <p><b><u>Precise language to give information:</u></b> First, press the red button.</p>	<p><b><u>Introduce:</u></b></p> <p><b><u>Capital letters:</u></b> at the start of sentences for proper nouns for the pronoun 'I'</p> <p>full stops question marks exclamation marks speech bubble bullet points</p>	<p>Finger spaces</p> <p>Letter Word Sentence Full stops Capital letter Simile</p> <p>Introduce:</p> <p>Punctuation Questions mark Exclamation mark Speech bubble Bullet point</p> <p>Singular and plural</p> <p>Adjective Verbs Alliteration Simile – 'as' connective</p>

	<p>'run' – repetition for rhythm e.g.</p> <p>He walked and he walked and he walked.</p> <p><u>Repetition in description</u> e.g. a lean cat, a mean cat A green dragon, a fiery dragon</p>	<p>Next, wait for the green light to flash...</p> <p><u>Regular plural noun suffixes</u> -s or -es (e.g. cat, cats, dish, dishes)</p> <p><u>Superlatives/comparatives:</u> Fast, faster, fastest Help, helping, helped</p> <p><u>Prefixes:</u> How the prefix <b>-un</b> changes the meaning of verbs and adjectives: undo, unkind, untie</p> <p>Use phonic knowledge to spell words, including common exception words</p>		
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## Year 2 – Writing Progression

Text structure	Sentence Construction	Word structure/language	Punctuation	Language
<p><b><u>Introduce:</u></b></p> <p><b><u>Fiction</u></b></p> <p><b>Secure the use of planning tools:</b></p> <p>Story map</p> <p>Story mountain</p> <p>Story grid</p> <p>Boxing-up grid</p> <p><b><u>Plan opening of stories around:</u></b> characters, setting, time of day and type of weather</p> <p><b><u>Understanding 5-parts to a story with more complex vocabulary:</u></b></p> <p><b>Opening:</b></p> <p>In a land far away...</p> <p>One cold but bright night...</p> <p>Once upon a time</p> <p><b><u>Build-up:</u></b></p> <p>Later that day...</p> <p><b><u>Problem/dilemma:</u></b></p> <p>To his amazement...</p> <p><b><u>Resolution:</u></b></p> <p>As soon as...</p> <p><b><u>Ending:</u></b></p> <p>Luckily, fortunately</p>	<p><b><u>Introduce types of sentences:</u></b></p> <p>Statements</p> <p>Questions</p> <p>Exclamations</p> <p>Commands</p> <p><b><u>-ly openers:</u></b></p> <p>Usually, eventually, finally, carefully, slowly</p> <p><b>Vary openers</b> to sentences</p> <p>Use <b>adjectives</b> and <b>adverbs</b> to extend sentences:</p> <p>The boy peered inside the dark cave</p> <p>Pip ran quickly down the lane</p> <p><b><u>Secure the use of coordinating conjunctions:</u></b></p> <p>and, or, but, so</p> <p><b><u>Secure use of relative clauses for subordination:</u></b></p> <p>Who/which</p> <p>e.g. Dan, <b>who</b> was happy, jumped for joy.</p> <p>The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b><u>Use subordinating conjunctions:</u></b></p>	<p><b><u>Introduce:</u></b></p> <p><b><u>Prepositions:</u></b></p> <p>Behind, above, along, before, between, after</p> <p><b><u>Alliteration:</u></b></p> <p>wicked witch</p> <p>slimy slugs</p> <p><b><u>Similes using like:</u></b></p> <p>e.g.</p> <p>...like sizzling sausages</p> <p>...hot like a fire</p> <p><b><u>Use two adjectives to describe a noun:</u></b></p> <p>The scary, old woman</p> <p>Squirrels have long, bushy tails</p> <p><b><u>Adverbs for description and information:</u></b></p> <p>Snow fell gently and covered the cottage in the woods</p> <p>Lift the pot carefully onto the stove.</p> <p><b><u>Generalisers for information:</u></b></p> <p>Most dogs..</p> <p>Some cats...</p>	<p>Capital letters</p> <p>Full stops</p> <p>Questions marks</p> <p>Exclamation marks</p> <p><b>Commas</b> to separate information in lists</p> <p><b>Commas after -ly sentence</b> starters (fortunately, slowly)</p> <p>Use <b>speech marks/speech bubbles</b> for <b>direct speech</b></p> <p>Implicitly understand how to change from indirect to direct speech</p> <p><b>Apostrophes for contraction and singular possession:</b></p> <p>Don't, can't</p> <p>The cat's name</p> <p>Joe's dog</p>	<p><b><u>Introduce:</u></b></p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet point</p> <p>Singular/plural</p> <p>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile (as, like)</p> <p>Apostrophe for contraction</p> <p>Apostrophe for singular possession</p> <p>Commas for description</p> <p>'speech marks'</p> <p>Suffix</p> <p>Verb/adverb</p> <p>Statement</p> <p>Question</p>

<p>Ending should be a short paragraph rather than a short sentence e.g. suggest how the character is feeling in the final sentence.</p> <p><b><u>Non-Fiction:</u></b>  <b>Secure the use of planning tools:</b>  Text maps  Washing line  Boxing-up grids</p> <p><b><u>Introduction:</u></b>  Heading  Hook to engage the reader  Factual statement /  Definitions  Opening question</p> <p><b><u>Middle Section(s)</u></b>  Group all related ideas or facts into sections  Use subheadings to introduce sections  Use lists – what is needed, steps to take, bullet points for facts  Diagrams</p> <p><b><u>Ending:</u></b>  Final comments to the reader  Extra tips  Did you know? Facts  True or false</p> <p>The consistent use of present tense vs. past tense throughout texts</p> <p>Use of continuous form of verbs in the present and past tense to mark actions in progress (e.g. – <b>she is drumming, he was shouting</b>).</p>	<p>What, while, when, where, because, then, so that, if, to until</p> <p><b>Vary sentence lengths</b> to include <b>long and short</b>.  Longer sentences to add description and shorter sentences for more emphasis</p> <p><b><u>Expanded noun phrases:</u></b>  e.g. <b>lots of people, plenty of food, fluffy pencil case</b></p> <p><b><u>List of 3 for description:</u></b>  e.g. <b>He wore old shoes, a dark coat and a red hat.</b></p> <p><b>African elephants have long trunks, curly tusks and large ears.</b></p>	<p><b>Suffixes:</b>  -ness, -er, -ful, -less  Using suffixes -er and -est to form comparisons.</p> <p>See the full list of suffixes in appendix</p>	<p>Command (bossy verbs)  Exclamation</p> <p>Tense (past, present, future)</p> <p>Adjective  Noun</p> <p>Noun phrase  Generalisers</p> <p>Coordinating and subordinating conjunctions</p>
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## Year 3 – Writing progression

Text structure	Sentence Construction	Word structure	Punctuation	Language
<p><b><u>Introduce:</u></b></p> <p><b><u>Fiction</u></b> Secure the use of planning tools: Story map Story mountain Story grid Boxing-up grid</p> <p><b><u>Plan opening of stories around:</u></b> characters, setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p> <p><b>Extended vocabulary</b> to introduce the 5 story parts: <b><u>Introduction:</u></b> Detailed description of setting and characters</p> <p><b><u>Build-up:</u></b> Build in some suspense towards the problem or the dilemma</p> <p><b><u>Problem/dilemma:</u></b> Include detail of actions/dialogue</p> <p><b><u>Resolution:</u></b> Should link with the problem</p> <p><b><u>Ending:</u></b> Clear ending should link back to the problem</p>	<p><b><u>Introduce:</u></b></p> <p>Vary long and short sentences: <b>Long sentences</b> to add description or information. <b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy</i> <i>Visit the farm now</i></p> <p><b>Adverb starters to add detail</b> e.g. <i>Carefully, she crawled along the floor of the cave....</i> <i>Amazingly, small insects can....</i> <b>Adverbial phrases</b> used as a ‘where’, ‘when’ or ‘how’ starter <b>Fronted adverbials</b> <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i></p> <p><b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Co-ordinating conjunctions to make compound sentences:</b> <b>FANBOYS</b> For, and, nor, but, or, yet, so</p> <p><b>Develop complex sentences, using subordinate conjunctions:</b> (see appendix)</p>	<p><b><u>Introduce:</u></b></p> <p><b>Prepositions</b> <i>Next to, by the side of</i> <i>In front of, during, through, throughout, because of</i></p> <p><b>Powerful verbs</b> <i>e.g. stare, tremble, slither</i></p> <p><b>Boastful Language</b> <i>e.g. magnificent, unbelievable, exciting!</i></p> <p><b>More specific / technical vocabulary to add detail</b> 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></p> <p><b>Nouns formed from prefixes</b> <i>e.g. auto... super...anti...</i></p> <p><b>Word Families based on common words</b> <i>e.g. teacher –teach, beauty –</i></p>	<p><b>Colon</b> before a list e.g. <i>What you need:</i></p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.)</i></p>	<p><b><u>Introduce:</u></b> Word family Conjunction Subordinating conjunction Coordinating conjunction</p> <p>Clause Subordinate clause Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Determiner Synonyms Relative clause Relative pronoun Imperative Colon for instructions</p>

<p><b><u>Non-Fiction:</u></b></p> <p><b>Secure the use of planning tools:</b> Text maps Washing line Boxing-up grids Story-grids</p> <p><b><u>Paragraphs:</u></b> To organise ideas around the theme</p> <p><b><u>Introduction:</u></b> Develop a <b>hook</b> to introduce and tempt the reader:</p> <p>What? Who? Where? Why? When? How?</p> <p><b>Middle Section(s)</b> Group all related ideas or facts into paragraphs Use subheadings to introduce sections/paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken bullet points for facts flow diagrams</p> <p><b><u>Develop Ending:</u></b> Personal response Extra information/reminders: e.g. Information boxes, 5 amazing facts, wow comments</p> <p><b><u>Use of the perfect form of verbs</u></b> to mark relationships in time and cause</p> <p><b><u>Use of present perfect instead of simple past:</u></b> <b>He has</b> left his hat behind, as opposed to <b>he left</b> his hat behind.</p>	<p><b>-ing words to start sentences:</b> Sighing, the boy did his homework Grunting, the pig rolled in the hay</p> <p><b><u>Relative clauses:</u></b> Who, whom, which, whose The Clifton Suspension Bridge, <b>which was completed in 1864</b>, is a tourist attraction.</p> <p><b><u>Sentences of 3 for description:</u></b> The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p><b><u>Pattern of 3 for persuasion:</u></b> Visit, swim, enjoy...</p> <p><b>Topic sentences to introduce non-fiction paragraphs:</b> Dragons are found across the world</p> <p><b><u>Dialogue:</u></b> "Hello," she whispered.</p>	<p><i>beautiful</i></p> <p><b>Use of determiners a, an</b> <i>e.g. a rock, an open box</i></p>		
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## Year 4 – Writing Progression

Text structure	Sentence Construction	Word structure	Punctuation	Language
<p><b><u>Introduce:</u></b></p> <p><b><u>Fiction</u></b> Secure the use of planning tools: Story map Story mountain Story grid Boxing-up grid</p> <p><b><u>Plan opening of stories around:</u></b> Description and action</p> <p><b>Paragraphs</b> to organise each part of the story to indicate a change in place or a jump in time</p> <p><b>Build in suspense writing to introduce the dilemma</b></p> <p><b><u>Develop 5 parts to story:</u></b> Introduction Build-up Problem/Dilemma Resolution/ending</p> <p>Clear distinction between the resolution and ending. The ending should include reflection on events or the characters.</p> <p><b><u>Non-Fiction:</u></b></p> <p>Secure the use of planning tools: Text maps Washing line Boxing-up grids Story-grids</p>	<p><b><u>Introduce:</u></b> The use of <b>standard English</b> instead of local spoken forms.</p> <p><b>Long and short sentences:</b> <b>Long sentences</b> to add description or information. <b>Short sentences</b> to move events on quickly e.g. <i>it was midnight, It's great fun.</i></p> <p><b>Start with a simile</b> e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Use co-ordinating conjunctions to make compound sentences:</b> <b>FANBOYS</b> <i>For, and, nor, but, or, yet, so</i></p> <p><b>Develop complex sentences, using main and subordinate clauses and subordinating conjunctions:</b> (see appendix)</p> <p><b><u>-ed clauses as starters</u></b> e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p>	<p><b><u>Introduce:</u></b></p> <p><b>Prepositions</b> <i>At, underneath, since, towards, beneath, beyond</i></p> <p><b>Modal Verbs:</b> <i>Could, should, would</i></p> <p><b>Proper nouns:</b> <i>Monday, Windsor Castle, England, Slimbridge Primary School</i></p> <p><b>Plural and possessive 's'</b> <i>Pupil's, pupils', dogs, dog's</i></p> <p><b>Standard English for verbs instead of local spoken forms:</b> <i>We were - rather than we was</i> <i>I did – rather than I done</i></p> <p><b>Metaphors and Onomatopoeia</b></p>	<p>Introduce <b>commas to mark clauses and for fronted adverbials.</b></p> <p>Full punctuation for direct speech: New speaker – new line Commas between direct speech and reporting clause – e.g. <i>"It's late," gasped Lucy.</i></p> <p><b>Apostrophes to mark singular and plural possession:</b> <i>The girl's name</i> <i>The boys' boots</i></p>	<p>Singular/plural Suffix/prefix Word family Consonant/vowel</p> <p>Adjective Noun phrase Adverb Adverbial Imperative verbs Tense – past, present and future</p> <p>Conjunction Preposition Determiner Clause Subordinate clause Relative clause Relative pronoun</p> <p>Coordinating conjunction Subordinating conjunction Alliteration Simile – as/like</p>

<p><b><u>Paragraphs:</u></b>          To organise ideas around the theme          Logical organisation          Group related paragraphs          Develop the use of a topic sentence          Link information within paragraphs with a range of connectives.          Use bullet points, diagrams</p> <p><b><u>Introduction:</u></b>  <b><u>Middle Section(s)</u></b>  <b><u>Ending</u></b></p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.</p> <p><b><u>Appropriate use of pronoun or noun across sentences to aid cohesion</u></b></p>	<p><b><u>-ing clauses as sentence starters</u></b>          Grinning menacingly, he slipped the treasure into his rucksack.          Hopping speedily toward the pool, the frog dived underneath the leaves.          Jane, laughing at the teacher, fell off her chair.          The tornado, sweeping across the city, destroyed the houses.</p> <p><b><u>Sentences of 3 for action:</u></b>          Sam rushed down the road, jumped on the bus and sank into his seat.          The Romans enjoyed food, loved marching but hated the weather.</p> <p><b><u>Repetition for persuasion:</u></b>          Find us to find the fun...</p> <p><b><u>Dialogue – verb + adverb</u></b>          “Hello,” she whispered, shyly.</p>			<p>Synonyms</p> <p><b><u>Introduce:</u></b></p> <p>Pronouns          Possessive pronouns          Adverbial          Fronted adverbial          Apostrophe for plural possession</p>
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## Year 5 – Writing Progression

Text structure	Sentence Construction	Word structure	Punctuation	Language
<p><b>Fiction</b> Secure the use of planning tools: Story map Story mountain Story grid Boxing-up grid</p> <p><b>Plan opening of stories around:</b> Description, action and dialogue</p> <p><b>Paragraphs</b> vary connectives within paragraphs to build cohesion into a paragraph. Use change of time, place and action to link across paragraphs.</p> <p><b>Use 5 parts to story:</b> Writing could start at any of the five points This may include flashbacks</p> <p><b>Introduction</b> Should include action/description of character or setting</p> <p><b>Build-up</b> develop suspense techniques</p> <p><b>Problem/Dilemma</b> May be more the one problem to be resolved</p> <p><b>Resolution</b> Clear links with the dilemma</p> <p><b>Ending</b> Character could reflect on events, any changes or lessons, look forward to the future, ask a question.</p>	<p><b>Relative clauses:</b> Who, which, that, where, when, whose</p> <p>Secure the use of simple / embellished sentences</p> <p>Secure the use of compound sentences</p> <p>Develop complex sentences, using main and subordinate clauses and subordinating conjunctions: (see appendix)</p> <p><b>Expanded -ed clauses as starters</b> e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaborate sentence starters using adverbial phrases: <i>Beyond the dark gloom of the cave, Dave saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in – ‘ed’ clauses: <i>Poor Tim, exhausted by so much effort, ran home.</i></p>	<p><b>Introduce:</b> Metaphor Personification Onomatopoeia</p> <p>Empty words: <i>Someone, somewhere was out to get him</i></p> <p>Develop the use of <b>technical language</b></p> <p><b>Use suffixes</b> to convert nouns or adjectives into verbs <i>-ate, -ise, -ify</i></p> <p><b>Verb prefixes</b> <i>-dis, -de, -mis, -over, -re</i></p> <p><b>Prepositions</b> <i>At, underneath, since, towards, beneath, beyond</i></p>	<p>Introduce</p> <p><b>Rhetorical questions</b></p> <p><b>Brackets, dashes, commas for parenthesis</b></p> <p><b>Colons</b></p> <p><b>Commas to clarify the meaning and also to avoid ambiguity</b></p>	<p>Singular/plural Suffix/prefix Word family Consonant/vowel</p> <p>Adjective Noun phrase Adverb Adverbial Imperative verbs Tense – past, present and future</p> <p>Conjunction Preposition Determiner Clause Subordinate clause Relative clause Relative pronoun</p> <p>Subordinate clause Relative clause Adverbial Fronted adverbial</p>

<p><b><u>Non-Fiction:</u></b></p> <p><b>Independent planning across all genres</b></p> <p>Secure the use of a range of different layouts which are suitable to the text</p> <p><b><u>Structure:</u></b></p> <p>Introduction, middle, ending</p> <p><b><u>Secure use of paragraphs:</u></b></p> <p>Use a variety of different ways to open texts and draw the reader in. Make the purpose clear. Link ideas within and across paragraphs using a full range of connectives. Use rhetorical questions to draw the reader in</p> <p>Express opinions clearly and consistently maintain viewpoint.</p> <p>Summarise work clearly at the end to appeal directly to the reader.</p>	<p>The lesser known Sugar Dragon, recognised by its pink ears, is rarely seen.</p> <p><b>Sentence reshaping techniques:</b> Lengthening or shortening sentences for meaning or effect</p> <p><b>Moving sentences around (how, when, where) for different effects.</b></p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech:</b> "Stop!" he shouted, picking up the stick and running after the thief.</p> <p><b>Indicating degrees of possibility using modal verbs:</b> might, should, could, may, will, must, perhaps, surely, etc.</p>	<p><b>Modal Verbs:</b> <i>Could, should, would</i></p> <p><b>Proper nouns:</b> <i>Monday, Windsor Castle, England, Slimbridge Primary School</i></p> <p><b>Plural and possessive 's'</b> <i>Pupil's, pupils', dogs, dog's</i></p> <p><b>Standard English for verbs instead of local spoken forms:</b> <i>We were - rather than we was</i> <i>I did – rather than I done</i></p> <p><b>Metaphors and Onomatopoeia</b></p>	<p>Alliteration Simile – as/like Synonyms !</p> <p><b><u>Introduce:</u></b></p> <p>relative clause pronoun modal verb parenthesis bracket – dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question</p> <p>tense: present and past progressive</p>
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## Year 6 – Writing Progression

Text structure	Sentence Construction	Word structure	Punctuation	Language
<p>Secure independent planning across story types using 5 part story structure: Include suspense, cliff hangers, flashbacks, flash forwards, time slips</p> <p><u>Start story at any point of the 5 part structure:</u> Maintain plot consistently working from plan</p> <p><u>Paragraphs</u> - Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><u>Non-fiction:</u></p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader: comments, questions, observations, rhetorical questions</p>	<p>Secure use of simple / embellished simple sentences and compound sentences</p> <p>Secure use of complex sentences: Main and subordinate clauses with <b>full range of conjunctions</b>.</p> <p><b>Active and passive verbs</b> to create effect and to affect presentation of information e.g. <u>Active:</u> <i>Tom accidentally dropped the glass.</i> <u>Passive:</u> <i>The glass was accidentally dropped by Tom.</i></p> <p>Rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p>	<p>Build in literary features to create effects: alliteration onomatopoeia similes metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p><u>How words are related as synonyms and antonyms</u> e.g. <i>big/ large / little</i></p>	<p>semi-colon, colon and dash in place of commas.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Bullet points</p> <p>How <b>hyphens</b> can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Sentence Statement question exclamation Command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' / inverted commas Direct speech/indirect speech Bullet points Apostrophe for contraction Apostrophe for possession</p> <p>Colon Instructions Parenthesis – brackets, commas, dash</p> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p> <p>Verb / Adverb Imperative Tense (past, present, future)</p>

<p><b>Express balanced coverage of a topic</b></p> <p><b>Use different techniques to conclude texts</b></p> <p><b>Use appropriate formal and informal styles of writing</b></p> <p><b>Choose or create publishing format</b> to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>:</p> <p>Semantic <b>cohesion</b> (e.g. <b>repetition of a word or phrase</b>), <b>grammatical connections</b> (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b> (I'm, let's).</p> <p><u><b>Use a variety of layout devices:</b></u> headings, sub-headings, columns, bullets, or tables, to structure texts</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing:</p> <p><b>Question tags:</b> <i>He's your friend, isn't he</i></p> <p><b>The Subjunctive:</b> (in formal writing) <i>- If I were you</i></p>			<p>Modal verbs</p> <p>Conjunction / Connective</p> <p>Preposition</p> <p>Determiner/ generaliser</p> <p>Pronoun – relative/ possessive</p> <p>Clause</p> <p>Subordinate / relative clause</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Rhetorical question</p> <p><i>Present and past progressive</i></p> <p><i>present perfect; past perfect</i></p> <p>Cohesion</p> <p>Ambiguity</p> <p>Alliteration</p> <p>Simile –as'/ 'like'</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p><u><b>Introduce:</b></u></p> <ul style="list-style-type: none"> <li>• Active and passive voice</li> <li>• Subject and object</li> <li>• Hyphen</li> <li>• Synonym, antonym</li> <li>• Colon/ semi-colon</li> <li>• Bullet points</li> <li>• Ellipsis</li> <li>• Subjunctive</li> </ul>
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