

# Learn together, grow together

## Progression in Writing



*In English we aim to provide pupils with a high-quality education, that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. English is taught in a cross curricular way, linking up with other areas of the curriculum so that pupils develop and apply their writing skills. We develop the children's' writing skills so that they have stamina and the ability to write for a range of audiences and for different purposes.*

*Reading is at the heart of our curriculum as know these skills underpin all other learning. Our pupils are encouraged to read for pleasure and to read more complex texts as these will widen their vocabulary. We use Read, Write Inc. for our phonics programme; this helps the development of early reading.*

Reception	
<ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>

Year 1				
Text Structure	Sentence Construction	Word structure/language	Punctuation	Terminology
<p><b>Consolidate Reception list</b></p> <p><b>Introduce: Fiction: Planning Tools:</b> Story map / story mountain</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding stories have a beginning /middle /end</p> <p>Understanding 5 parts to a story: <b>Opening:</b> Once upon a time <b>Build-up:</b> One day <b>Problem / Dilemma:</b> Suddenly Unfortunately <b>Resolution:</b> Fortunately,... <b>Ending:</b> Finally,....</p> <p><b>Non-fiction: Planning tools:</b> text map / washing line <b>Heading Introduction</b> Opening factual statement <b>Middle section(s)</b></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce: Types of sentences:</b> Statements Questions Exclamations</p> <p>Simple Connectives: and, or, but, so, because, so that, then, that, while, when, where</p> <p><b>Also as openers:</b> While... When... Where...</p> <p><b>-ly' openers</b> Fortunately,... Unfortunately, Sadly,...</p> <p><b>Simple sentences</b> e.g. I went to the park. The castle is haunted.</p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce: Prepositions:</b> inside, outside, towards, across, under</p> <p><b>Determiners:</b> the, a, my, your, an, this, that, his, her, their, some, all, lots, of, many, more, those, these</p> <p><b>Adjectives to describe</b> e.g. The old house... The huge elephant...</p> <p><b>Alliteration</b> e.g. dangerous dragon slimy snake</p> <p><b>Similes using as....as...</b> e.g. as tall as a house as red as a radish</p> <p><b>Precise, clear language to give information</b> e.g. First, switch on the red button.</p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce: Capital letter for names</b></p> <p><b>Capital letter for the personal pronoun I</b></p> <p>Full stops Question marks Exclamation marks Speech bubble Bullet points</p>	<p><b>Consolidate:</b> Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like'</p> <p><b>Introduce:</b> Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/plural Adjective Verbs Connective Alliteration Simile – 'as'</p>

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<p>Simple factual sentences around a them          Bullet points for instructions          Labelled diagrams  <b>Ending</b>          Concluding sentence</p>	<p><b>Embellished simple sentences using adjectives</b> e.g. The giant had an enormous beard.          Red squirrels enjoy eating delicious nuts.  <b>Compound sentences using coordinating conjunctions</b>          and/or/ but/so          e.g. The children played on the swings <b>and</b> slid down the slide.          Spiders can be small <b>or</b> they can be large.          Charlie hid <b>but</b> Sally found him.          It was raining <b>so</b> they put on their coats.</p> <p><b>Complex sentences: Use of 'who' (relative clause)</b>          e.g. Once upon a time there was a little old woman <b>who</b> lived in a forest.          There are many children <b>who</b> like to eat ice cream.</p> <p><b>Repetition for rhythm</b>          e.g. He walked and he walked and he walked.</p> <p><b>Repetition for description</b> 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><b>Regular plural noun suffixes – s or –es</b>          e.g. dog, dogs; wish, wishes</p> <p><b>Suffixes that can be added to verbs</b>          e.g. helping, helped, helper</p> <p><b>How the prefix un– changes the meaning of verbs and adjectives</b>          e.g. unkind, or undoing,          e.g. untie the boat</p>		
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Year 2				
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce: Fiction Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxingup' grid</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b> <b>Opening</b> e.g. In a land far away.... One cold but bright morning.....</p> <p><b>Build-up</b> e.g. Later that day</p> <p><b>Problem / Dilemma</b> e.g. To his amazement</p> <p><b>Resolution</b> e.g. As soon as</p> <p><b>Ending</b> e.g. Luckily, Fortunately,</p> <p><b>Ending should be a section rather than one final sentence</b> e.g. suggest how the main character is feeling in the final situation.</p> <p><b>Non-Fiction Introduce: Secure use of planning tools:</b> Text map / washing line / 'Boxing -up' grid</p> <p><b>Introduction:</b> Heading Hook to engage reader Factual statement / definition</p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce: Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>-'ly' starters</b> e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p><b>Vary openers to sentences</b> <b>Embellished simple sentences using: adjectives</b> e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p> <p><b>Secure use of compound sentences using coordinating conjunctions:</b> and/ or / but / so</p> <p><b>Complex sentences (Subordination) using: Drop in a relative clause: who/which</b> e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b> what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees.</p> <p><b>Use long and short sentences:</b> Long sentences to add description or information. Use short sentences for emphasis.</p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce: Prepositions:</b> behind, above, along, before, between, after</p> <p><b>Alliteration</b> e.g. wicked witch slimy slugs</p> <p><b>Similes using...like...</b> e.g. ... like sizzling sausages ...hot like a fire</p> <p><b>Two adjectives to describe the noun</b> e.g. The scary, old woman... Squirrels have long, bushy tails.</p> <p><b>Adverbs for description</b> e.g. Snow fell gently and covered the cottage in the wood.</p> <p><b>Adverbs for information</b> e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p><b>Generalisers for information,</b> e.g. Most dogs.... Some cats....</p> <p><b>Formation of nouns using suffixes such as -ness, -er</b></p> <p><b>Formation of adjectives using suffixes such as -ful, -less</b></p> <p><b>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</b></p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce: Demarcate sentences:</b> Capital letters Full stops Question marks Exclamation marks</p> <p><b>Commas to separate items in a list</b></p> <p><b>Comma after -ly opener</b> e.g. Fortunately,....Slow ly,....</p> <p><b>Speech bubbles /speech marks for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. don't, can't</p> <p><b>Apostrophes to mark singular possession</b> e.g. the cat's name</p>	<p><b>Consolidate:</b> Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile - 'as'/ 'like'</p> <p><b>Introduce:</b> Apostrophe (contractions and singular possession) Commas for description Speech marks Suffix Verb / adverb Statement question exclamation Command (imperative verbs) Tense (past, present, future) Adjective / noun Noun phrases Generalisers</p>

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<p>Opening question</p> <p><b>Middle section(s)</b> Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p><b>Ending</b> Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p><b>The consistent use of present tense versus past tense throughout texts</b></p> <p><b>Use of the continuous form of verbs in the present and past tense to mark actions in progress</b> e.g. she is drumming, he was shouting</p>	<p><b>Expanded noun phrases</b> e.g. lots of people, plenty of food</p> <p><b>List of 3 for description</b> e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</p>			
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Year 3				
Text Structure	Sentence Construction	Word Language	Punctuation	Terminology
<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce: Fiction Secure use of planning tools:</b> Story map /story mountain / story grids / 'Boxing-up' grid</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part <b>Extended vocabulary</b> to introduce 5 story parts: <b>Introduction</b> –should include detailed description of setting or characters <b>Build-up</b> –build in some suspense towards the problem or dilemma <b>Problem / Dilemma</b> –include detail of actions / dialogue <b>Resolution</b> - should link with the problem <b>Ending</b> – 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> <p><b>Non-Fiction</b> <b>Secure use of planning tools:</b> e.g. Text map, washing line, 'Boxing –up' grid, story grids</p> <p><b>Paragraphs</b> to organise ideas around a theme <b>Introduction</b> Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....? <b>Middle Section(s)</b> Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs</p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce: Vary long and short sentences:</b> Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p><b>Embellish ed simple sentences: Adverb starters to add detail</b> e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</p> <p><b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</p> <p><b>Prepositional phrases to place the action:</b> on the mat; behind the tree, in the air</p> <p><b>Compound sentences using coordinating conjunctions</b> and/ or / but / so / for /nor / yet <b>Develop complex sentences with range of subordinating conjunctions</b></p> <p><b>-'ing' clauses as starters</b> e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</p> <p><b>Drop in a relative clause</b> using: who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair.</p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce: Prepositions</b> Next to by the side of In front of during through throughout because of</p> <p><b>Powerful verbs</b> e.g. stare, tremble, slither</p> <p><b>Boastful Language</b> e.g. magnificent, unbelievable, exciting!</p> <p><b>More specific / technical vocabulary</b> to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately Drops of rain pounded on the corrugated, tin roof.</p> <p><b>Nouns formed from prefixes</b> e.g. auto... super...anti...</p> <p><b>Word Families</b> based on common words e.g. teacher –teach, beauty – beautiful</p> <p><b>Use of determiners</b> a or an according to whether next word begins with a vowel e.g. a rock, an open box</p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce: Colon</b> before a list e.g. What you need:</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><b>Use of commas after fronted adverbials</b> e.g. Later that day, I heard the bad news.</p>	<p><b>Consolidate: Punctuation</b> Finger spaces Letter Word Sentence Statement Question Exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble Speech marks Bullet points Apostrophe (contractions only) Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Imperative verbs Tense (past, present, future) Connective Generalisers Alliteration Simile – 'as' / 'like'</p> <p><b>Introduce:</b> Word family Conjunction Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Clause Subordinate clause Determiner Synonyms Relative clause Relative pronoun Imperative Colon for instructions</p>

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<p>Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram</p> <p><b>Develop Ending</b> Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. I have written it down so I can check what it said.</p> <p><b>Use of present perfect instead of simple past.</b> He has left his hat behind, as opposed to He left his hat behind.</p>	<p>The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</p> <p><b>Sentence of 3 for description</b> e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p><b>Pattern of 3 for persuasion</b> e.g. Visit, Swim, Enjoy! Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world</p>			
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Year 4				
Text Structure	Sentence Construction	Word structure/language	Punctuation	Terminology
<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce: Secure use of planning tools:</b> e.g. story map /story mountain /story grids /'Boxing-up' grids</p> <p><b>Plan opening using:</b> Description /action</p> <p><b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma</p> <p><b>Developed 5 parts to story</b> Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p><b>Non-Fiction</b> <b>Introduce: Secure use of planning tools:</b> Text map/ washing line/ 'Boxing -up' grid</p> <p><b>Paragraphs to organise ideas around a theme</b> Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p><b>Introduction</b> <b>Middle section(s)</b> <b>Ending</b> Ending could Include personal opinion, response, extra information, reminders, question,</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce: Standard English for verb inflections instead of local spoken forms</b></p> <p><b>Long and short sentences:</b> Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun.</p> <p><b>Start with a simile</b> 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.</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences using coordinating conjunction</b> and / or / but / so / for / nor / yet</p> <p><b>Develop complex sentences:</b> (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p> <p><b>-'ed' clauses as starters</b> e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p><b>Expanded -'ing' clauses as starters</b> e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce: Prepositions</b> at underneath since towards beneath beyond</p> <p><b>Conditionals</b> - could, should, would</p> <p><b>Comparative and superlative adjectives</b> e.g. small...smaller...smallest good...better...best</p> <p><b>Proper nouns</b> - refers to a particular person or thing e.g. Monday, Jessica, October, England</p> <p><b>The grammatical difference between plural and possessive -s</b></p> <p><b>Standard English forms for verb inflections instead of local spoken forms</b> e.g. we were instead of we was, or I did instead of I done</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce: Commas to mark clauses and to mark off fronted adverbials</b></p> <p><b>Full punctuation for direct speech:</b> Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p><b>Apostrophes to mark singular and plural possession</b> e.g. the girl's name, the boys' boots as opposed to s to mark a plural</p>	<p><b>Consolidate: Punctuation</b> Finger spaces Letter Word Sentence Statement Question Exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble Speech marks Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 3 – description, action Colon - instructions Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Imperative verbs Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun Alliteration Simile – 'as' / 'like' Synonyms</p> <p><b>Introduce:</b> Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession</p>

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<p>warning, encouragement to the reader</p> <p><b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b></p>	<p><b>Drop in -'ing' clause</b> e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p><b>Sentence of 3 for action</b> e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p><b>Repetition to persuade</b> e.g. Find us to find the fun</p> <p><b>Dialogue - verb + adverb -</b> "Hello," she whispered, shyly.</p> <p><b>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</b></p>			
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Year 5				
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce: Secure independent use of planning tools</b> Story mountain /grids/flow diagrams</p> <p><b>Plan opening using:</b> Description /action/dialogue</p> <p><b>Paragraphs:</b> Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5 part story structure</b> Writing could start at any of the 5 points. This may include flashbacks</p> <p><b>Introduction</b> –should include action / description -character or setting / dialogue</p> <p><b>Build-up</b> –develop suspense techniques</p> <p><b>Problem / Dilemma</b> –may be more than one problem to be resolved</p> <p><b>Resolution</b> –clear links with 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>Non -Fiction</b> <b>Introduce:</b> Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction / Middle / Ending</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce: Relative clauses beginning with</b> who, which, that, where, when, whose or an omitted relative pronoun.</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Develop complex sentences: (Subordination)</b> Main and subordinate clauses with full range of conjunctions:</p> <p><b>Expanded –ed clauses as starters</b> e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p> <p><b>Elaboration of starters using adverbial phrases</b> e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p><b>Drop in –'ed' clause</b> e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p><b>Sentence reshaping techniques</b></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him Developed use of technical language Converting nouns or adjectives into verbs using suffixes e.g. – ate; –ise; –ify Verb prefixes e.g. dis–, de–, mis–, over– and re–</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity</p>	<p><b>Consolidate: Punctuation</b> Letter/ Word Sentence Statement Question Exclamation Command Full stops/ Capitals Question mark Exclamation mark Speech marks Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action Colon – instructions Parenthesis / bracket / dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Imperative verbs Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – 'as' / 'like' Synonyms <b>Introduce:</b> Relative clause/ pronoun Modal verb Parenthesis Bracket – dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia</p>

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<p><b>Secure use of paragraphs:</b> Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p><b>Link ideas within and across paragraphs</b> using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. The siren echoed loudly ....through the lonely streets ....at midnight</p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p> <p><b>Indicating degrees of possibility using modal verbs</b> e.g. might, should, will, must) or adverbs (perhaps, surely)</p>			<p>Rhetorical question</p>
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Year 6				
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 5 list</b></p> <p><b>Secure independent planning across story types using 5 part story structure.</b> Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p><b>Paragraphs</b> -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><b>Non-fiction:</b> <b>Secure planning</b> across nonfiction 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>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion e.g. repetition of a word or phrase, grammatical connections</p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences: (Subordination)</b> Main and subordinate clauses with full range of conjunctions:</p> <p><b>Active and passive verbs</b> to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</p> <p><b>Developed use of rhetorical questions for persuasion</b></p> <p><b>Expanded noun phrases</b> to convey complicated information concisely e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech as in If I were you .</p>	<p><b>Consolidate Year 5 list</b></p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. said versus reported, alleged, or claimed in formal speech or writing</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Use of the semi-colon, colon and dash</b> to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p><b>Punctuation of bullet points</b> to list information.</p> <p>How <b>hyphens</b> can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover</p>	<p><b>Consolidate: Punctuation</b></p> <p>Letter/ Word Sentence Statement Question Exclamation Command Full stops/ Capitals Question mark Exclamation mark Speech marks Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action, views/opinions, facts Colon – instructions Parenthesis Bracket- dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Imperative verbs Tense (past, present, future) Modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Cohesion Ambiguity Alliteration Simile – 'as'/ 'like' Synonyms Metaphor Personification Onomatopoeia</p>

# Learn together, grow together

## Progression in Writing



<p>e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>				<p><b>Introduce:</b></p> <p>Active and passive voice Subject and object</p> <p>Hyphen</p> <p>Synonym, antonym</p> <p>Colon/ semi-colon</p> <p>Bullet points</p> <p>Ellipsis</p>
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