



English writing skills progression across the Writing Curriculum

English writing skills progression										
All writing skills					Genre specific skills					Handwriting
	Word	Sentence Structure	Punctuation	Text	Narrative:	Poetry	Inform	Persuade	Discuss	
2	<p>Some contractions</p> <p>Homophones and near homophones</p> <p>Add suffixes to spell longer words - ment, -ness, -full, -less, -ly</p>	<p>Statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p> <p>Present, past and progressive tense</p> <p>Subordination when, if, that, because</p> <p>Coordination or, and, but</p> <p>Some features of standard English</p>	<p>Full stops, capital letters, exclamation marks, question marks, commas for lists</p> <p>Singular apostrophe for possession</p> <p>Apostrophes for contracted forms</p>	<p>Developing a structure</p> <p>Checking the meaning is clear</p> <p>Continuing to understand the difference between spoken and written language</p>	<p>Personal experiences and those of others</p> <p>Real and fictional</p> <p>Including new vocabulary from reading and class discussions</p> <p>Writing sentence by sentence</p> <p>Cause and effect (e.g. what prompted a character's behaviour)</p>	<p>Beginning to write poetry</p>	<p>Understanding of the purpose</p> <p>Cause and effect (E.g. why a date is commemorated)</p>	<p>Understanding of the purpose</p>		<p>Form lower Case letters of the correct size relative to one another</p> <p>Start to join letters and understand which are best left un-joined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between the words that reflects the size of the letters</p>
3	<p>Expanded noun phrases</p> <p>Powerful verbs</p> <p>A or an as a determiner</p> <p>Contractions</p> <p>Nouns formed using prefixes</p> <p>Word families to explore vocabulary choices</p>	<p>Coordinating and subordinating conjunctions (FANBOYS and ISAWAWUB)</p> <p>Adverbs of time, place and manner</p> <p>Adverbs of cause [for example, then, next, soon, therefore]</p> <p>Prepositions [for example, before, after, during, in, because of]</p> <p>Varied sentence starters</p> <p>Pronouns and nouns to avoid repetition (cohesion within paragraphs)</p> <p>Present perfect e.g. She has lived here all her life.</p>	<p>Recap Y2: exclamation marks, ellipses, question marks, full stops, capital letters for proper nouns</p> <p>Inverted commas for speech and new speaker new line introduced</p> <p>Commas in a list</p>	<p>Reporting clause after speech</p> <p>Paragraphs to group related material – introduce TiPToP ((Time, person, place, topic)</p> <p>Cohesion built within and across sentences through appropriate use of pronoun to replace noun</p>	<p>Synonyms for said in speech and up-levelled vocabulary choices including using a thesaurus</p> <p>Show not tell</p> <p>5 senses</p>	<p>Imagery</p> <p>Alliteration</p> <p>Similes</p> <p>Onomatopoeia,</p> <p>Repetition</p> <p>Rhyming pairs</p> <p>Poem structure</p> <p>Layout and punctuation</p>	<p>Heading and subheadings to aid presentation</p> <p>Include some specific vocabulary linked to the subject</p> <p>Adverbs of time and frequency</p> <p>Imperative verbs at the start of instruction steps</p> <p>Sequence writing in chronological order (instructions/recount)</p> <p>Rhetorical questions</p> <p>Paragraphs to group related material – introduce TiPToP ((Time, person, place, topic)</p> <p>Introduction, sequenced paragraphs and end comment</p>	<p>Persuasive vocabulary chosen e.g. amazing, brilliant</p> <p>Noun phrases expanded to add persuasive detail e.g.</p> <p>Emotive language e.g.</p> <p>Fronted adverbials used to order points E.g. Firstly, secondly</p> <p>Alliterative phrases e.g. amazing adventure,</p> <p>Repetition of words for effect E.g. Buy, buy, buy</p> <p>Rhetorical questions</p> <p>Introduction, sequenced paragraphs and end comment</p>		<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left unjoined</p>



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4	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Apostrophes to show plural and possessive –s</p> <p>Contraction</p>	<p>Fronted adverbials</p> <p>Increased range of coordinating and subordinating conjunctions (FANBOYS and ISAWAWUB)</p> <p>Synonyms of nouns to avoid repetition (cohesion within and between paragraphs)</p> <p>Mostly consistent use of past/present/present perfect/progressive tense</p> <p>Standard English instead of local spoken verb forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Comma after a fronted adverbial</p> <p>Inverted commas and other punctuation to indicate speech.</p> <p>Variety of position of the reporting clause between beginning and end of the sentence</p> <p>Contraction and singular/plural possession marked with apostrophes</p>	<p>Paragraphs used to group related material – reinforce TIPTop (Time, person, place, topic)</p> <p>Topic sentence to introduce paragraph (TSE =Topic/Supporting/Ending)</p> <p>Speech - new line, new speaker.</p> <p>Cohesion built within and across sentences through appropriate use of pronoun or noun (synonym) to avoid repetition,</p> <p>Cohesion built within and across sentences and paragraphs using adverbials, prepositions and conjunctions.</p>	<p>Power of three</p> <p>Use narrative language e.g. On a cold winter's day, Dear diary,</p> <p>Action or character description woven through the dialogue</p> <p>Sentences starter variety using past and progressive verbs e.g Exhausted, Crying,</p> <p>Similes and metaphors used to make writing vivid</p> <p>Characters described in a way that provokes emotion e.g. sympathy or dislike</p>	<p>Metaphor</p> <p>Personification</p> <p>Stanza</p> <p>Free verse, Rhyming couplets/alternate line</p> <p>Rhythm, Expanded noun phrases and prepositional phrases to add detail</p> <p>Abstract/concrete nouns, Repetition of phrases, Themes of genre</p>	<p>Heading and sub-headings to organise ideas</p> <p>Bullet points</p> <p>Include subject specific vocabulary</p> <p>Rhetorical questions to engage with the reader</p> <p>Formal/informal tone</p> <p>Fronted adverbials and prepositions to link across and between paragraphs</p> <p>Imperative verbs and some explanation within steps (instructions)</p> <p>Chronological order (instructions/recount)</p> <p>Topic sentence to introduce paragraph (TSE =Topic/Supporting/Ending)</p> <p>Introduction, sequenced paragraphs, conclusion/end comment</p>	<p>Carefully chosen persuasive vocabulary e.g. make your taste buds tingle, thrilling, stunning, palatial</p> <p>Expansion of noun phrases aids persuasive effect. E.g. luxurious, velvety, crimson carpet</p> <p>Subject referred to in different ways to avoid repetition e.g. Water World of Adventures: this amazing theme park, this wonderful attraction</p> <p>Cause and effect conjunctions justify point of view e.g. buy this <u>so that</u> you, <u>as a result</u> of its good grip</p> <p>Repetition of words and phrases for effect e.g. power of three</p> <p>Fronted adverbials link points e.g. Furthermore, additionally</p> <p>Slogan or catchphrase as a hook</p> <p>Introduction, sequenced paragraphs and conclusion/end comment</p>		<p>Increase the legibility. consistency and quality of their handwriting</p>
5	<p>Nouns or adjectives converted into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Correct subject and verb agreement when using singular and plural, distinguishing between the</p>	<p>Comma at the end of a fronted adverbial</p> <p>Commas for clarity</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Cohesion built within paragraphs using adverbials, relative clauses, parenthesis, conjunctions, synonyms and pronouns</p> <p>Paragraph structured using TSE (TSE =Topic/Supporting/Ending)</p> <p>Ideas linked across paragraphs using</p>	<p>Short sentences for effect/to create tension</p> <p>Extended description sentences</p> <p>Vary paragraph starts through dialogue, action or description</p> <p>Start sentence with subordinate clauses</p>	<p>Figurative language, Syllables</p> <p>Rhythm for effect</p> <p>Themes within and across poems</p> <p>Precise vocabulary choices</p> <p>Narrative, Repetition of ideas and patterns</p> <p>Free verse</p> <p>Informal/formal</p>	<p>Organisational features of non-chronological reports e.g heading, sub-headings, fact boxes and diagrams, pictures with captions</p> <p>Subject specific vocabulary selected for detail and clarity</p> <p>Show understanding of impact on the reader of formal / informal language</p> <p>Relative clauses and parenthesis used to add information</p>	<p>Emotive language e.g. destitute, innocent,</p> <p>Clear personal view e.g. It is obvious, In my opinion</p> <p>Exaggeration E.g. As everyone knows, Obviously</p> <p>Repeated phrases and ideas for effect</p> <p>Statistics used to support points</p>	<p>Balanced impersonal argument</p> <p>Supporting evidence for both sides</p> <p>Conclusion is a reasoned own opinion</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choosing when to join or not join specific letters</p> <p>Choose a writing implement best suited to the task</p>



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		language of speech and writing		<p>adverbials of time, number or place</p> <p>Ideas linked across paragraphs using tense choice, e.g he had seen her before</p> <p>Consistent and correct use of tense throughout a piece of writing</p> <p>Integrated dialogue to convey character</p>			<p>Imperative verbs with additional explanation for instruction steps</p> <p>Chronological order using adverbials of time, number and place, and conjunctions (instructions/recount)</p> <p>Introduction, detailed paragraphs, conclusion linked to introduction</p>	<p>Ambiguous phrases to suggest possibility e.g. probably, surely, might, should,</p> <p>Introduction, ordered paragraphs with reasons, conclusion linked to introduction</p>		
6	<p>Understanding of how words are related by meaning as synonyms and antonyms</p> <p>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>	<p>Appropriate of formal/informal speech structure</p> <p>Knowledge of when to use contracted/non-contracted form</p> <p>Subjunctive form e.g. if only there was a way...</p> <p>Passive voice</p>	<p>Semi-colon, colon and dash used to mark the boundary between independent clauses</p> <p>Colon to introduce a list and semi-colons within lists</p> <p>Commas used to clarify meaning and avoid ambiguity</p> <p>Hyphens used to avoid ambiguity</p>	<p>Ideas linked across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Integrated dialogue to convey character and advance the action</p>	<p>Shift in formality – comment to the reader</p> <p>Create atmosphere</p>	<p>Assonance</p> <p>Extended metaphor</p> <p>Poem’s voice</p> <p>Create atmosphere/mood</p> <p>Originality/flair</p> <p>Repetition for structure and effect</p> <p>Rhyming patterns within and across stanzas</p>	<p>Organisational features used to structure texts e.g heading, sub-headings, underlining, columns, tables</p> <p>Bullet points, colons and semi colons used to list information</p> <p>Precise, topic specific, technical language</p> <p>Paragraphs and sentences linked using conjunctions, adverbials, prepositions, synonyms and pronouns to create cohesion</p> <p>Relative clauses and parenthesis (using hyphens, commas and brackets) to add detail</p> <p>Passive voice used to present information impersonally</p> <p>Shift in formality adapted to suit test</p> <p>Imperative verbs with additional explanation and reasoning for instruction steps</p> <p>Introduction, detailed paragraphs, conclusion that links to introduction</p>	<p>Question tags e.g. We all feel that way, don’t we?</p> <p>Use of the passive voice e.g. This must be stopped, the benefits have been identified,</p> <p>Slogans with puns, rhyme or play on words e.g. You snooze, you lose</p> <p>Use of the subjunctive form e.g. If I were to be elected</p> <p>Opinion presented as facts</p> <p>Counter argument addressed e.g. Although you might think.</p> <p>Comments used to appeal to reader</p> <p>Shared experiences</p> <p>Flattery e.g. a clever person like you</p> <p>Introduction, logical, detailed and reasoned paragraphs, conclusion links to and builds on introduction</p>	<p>Balanced impersonal argument throughout main body</p> <p>Supporting evidence, including statistics, for both sides represented fairly</p> <p>Conclusion is the summary of the topic and own opinion</p>	<p>Write legibly, fluently and with speed</p>