

English writing skills progression

All writing skills					Genre specific skills				
	Word	Sentence Structure	Punctuation	Text	Narrative:	Poetry	Inform	Persuade	Discuss
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>	
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</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,</p> <p>Rhyming couplets/alternate line</p> <p>Rhythm,</p> <p>Expanded noun phrases and prepositional phrases to add detail</p> <p>Abstract/concrete nouns, Repetition of phrases,</p> <p>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>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 you, as a result</u> of its good grip</p>	

				adverbials, prepositions and conjunctions.			Topic sentence to introduce paragraph (TSE =Topic/Supporting/Ending) Introduction, sequenced paragraphs, conclusion/end comment	Repetition of words and phrases for effect e.g. power of three Fronted adverbials link points e.g. Furthermore, additionally Slogan or catchphrase as a hook Introduction, sequenced paragraphs and conclusion/end comment	
5	Nouns or adjectives converted into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing	Comma at the end of a fronted adverbial Commas for clarity Brackets, dashes or commas to indicate parenthesis	Cohesion built within paragraphs using adverbials, relative clauses, parenthesis, conjunctions, synonyms and pronouns Paragraph structured using TSE (TSE =Topic/Supporting/Ending) Ideas linked across paragraphs using adverbials of time, number or place Ideas linked across paragraphs using tense choice, e.g he had seen her before Consistent and correct use of tense throughout a piece of writing Integrated dialogue to convey character	Short sentences for effect/to create tension Extended description sentences Vary paragraph starts through dialogue, action or description Start sentence with subordinate clauses	Figurative language, Syllables Rhythm for effect Themes within and across poems Precise vocabulary choices Narrative, Repetition of ideas and patterns Free verse Informal/formal	Organisational features of non-chronological reports e.g heading, sub-headings, fact boxes and diagrams, pictures with captions Subject specific vocabulary selected for detail and clarity Show understanding of impact on the reader of formal / informal language Relative clauses and parenthesis used to add information Imperative verbs with additional explanation for instruction steps Chronological order using adverbials of time, number and place, and conjunctions (instructions/recount) Introduction, detailed paragraphs, conclusion linked to introduction	Emotive language e.g. destitute, innocent, Clear personal view e.g. It is obvious, In my opinion Exaggeration E.g. As everyone knows, Obviously Repeated phrases and ideas for effect Statistics used to support points Ambiguous phrases to suggest possibility e.g. probably, surely, might, should, Introduction, ordered paragraphs with reasons, conclusion linked to introduction	Balanced impersonal argument Supporting evidence for both sides Conclusion is a reasoned own opinion
6	Understanding of how words are related by meaning as synonyms and antonyms Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing	Appropriate of formal/informal speech structure Knowledge of when to use contracted/non-contracted form Subjunctive form e.g. if only there was a way... Passive voice	Semi-colon, colon and dash used to mark the boundary between independent clauses Colon to introduce a list and semi-colons within lists Commas used to clarify meaning and avoid ambiguity	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 Integrated dialogue to convey character and advance the action	Shift in formality – comment to the reader Create atmosphere	Assonance Extended metaphor Poem's voice Create atmosphere/mood Originality/flair Repetition for structure and effect Rhyming patterns within and across stanzas	Organisational features used to structure texts e.g heading, sub-headings, underlining, columns, tables Bullet points, colons and semi colons used to list information Precise, topic specific, technical language Paragraphs and sentences linked using conjunctions, adverbials, prepositions, synonyms and pronouns to create cohesion	Question tags e.g. We all feel that way, don't we? Use of the passive voice e.g. This must be stopped, the benefits have been identified, Slogans with puns, rhyme or play on words e.g. You snooze, you lose Use of the subjunctive form e.g. If I were to be elected Opinion presented as facts	Balanced impersonal argument throughout main body Supporting evidence, including statistics, for both sides represented fairly Conclusion is the summary of the topic and own opinion

			Hyphens used to avoid ambiguity				<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>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>	
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