

The Skills of Writing – Whole School Progression (Years 2 – 6)

Skill	Year 2	Year 3	Year 4	Year 5	Year 6
I can....					
Purpose and Paragraphing	<p>Generate my own ideas and redraft and edit my work to make sure it makes sense.</p> <p>Make clear who my target audience is and make sure my writing has a purpose.</p> <p>Group sentences together.</p> <p>Make sure my writing has a clear beginning, middle and end.</p>	<p>Generate my own ideas and redraft and edit my work to make sure it makes sense.</p> <p>Make clear who my target audience is and make sure my writing has a purpose.</p> <p>Use paragraphs to group my ideas in order.</p>	<p>Draft and edit my work, including using resources like dictionaries, thesaurus and spell checkers</p> <p>Make my writing purposeful so it has an impact on the reader.</p> <p>Correctly order paragraphs and use adverbs or adverbials to begin them.</p> <p>Use presentational devices such as bullet points, subheadings and tables.</p>	<p>Draft and edit my work, including using resources like dictionaries, thesaurus and spell checkers</p> <p>Make my writing purposeful so it has an impact on the reader.</p> <p>Correctly order paragraphs and use adverbs or adverbials to begin them.</p> <p>Use presentational devices such as bullet points, subheadings and tables.</p>	<p>Draft and edit my work, including using resources like dictionaries, thesaurus and spell checkers</p> <p>Make my writing purposeful so it has an impact on the reader.</p> <p>Make my grammar, layout and vocabulary reflect my audience and demonstrate the correct level of formality.</p> <p>Correctly order paragraphs and use adverbs or adverbials to begin them.</p> <p>Use presentational devices such as bullet points, subheadings and tables.</p>
Basics	<p>Can identify different sentence types – statement, question, command, exclamation.</p> <p>Can use expanded noun phrases to add detail, including adjectives and determiners.</p> <p>Identify and use verbs in all sentence types.</p> <p>Adjectives before noun</p> <p>Adverbs with verbs</p> <p>Able to use comparative and superlative ‘-er and -est’</p>	<p>Expand noun phrase using adjectives to add detail.</p> <p>Pronouns to avoid repetition</p> <p>Adjectives at the end of a sentence in a list (following a dash/colon)</p> <p>Begin sentence with a group of adjectives.</p> <p>Use an adjective, comparison and superlative: He sneezed a big sneeze. He sneezed a bigger sneeze. He sneezed the biggest sneeze.</p> <p>Begin sentences with a feeling or two.</p>	<p>Expanded noun phrase by adding information after the noun</p> <p>Identify pronouns and possessive pronouns.</p> <p>Objects/people described with a list of superlatives.</p> <p>Use comparative pairs: Near and far</p>	<p>Expand noun phrase by adding adjectives and/or information after the noun</p> <p>Use modal verbs to show possibility or permission, e.g. could, will, might, may, shall, must</p> <p>Use prefixes ‘dis’ and ‘un’ to create negative vocabulary</p>	<p>Expand noun phrase by adding adjectives and/or information after the noun</p> <p>Use antonyms and synonyms to avoid repetition</p> <p>Identify the subject and object within a sentence</p> <p>Use modal verbs to show possibility or permission, e.g. could, will, might, may, shall, must</p> <p>Abstract and collective nouns</p> <p>Use a pair of power of three adjectives to indicate change. Subjunctive form</p>

		Prefix 'super' and 'auto'			
Adverbials	<p>Begin sentence with single adverb</p> <p>Begin sentence with adverbial or prepositional phrases (when, where)</p> <p>Begin sentence with -ing verb phrase (how)</p> <p>Begin sentence with group of 3 -ing verbs</p>	<p>Can use a wider range of adverbials including when, why and how often.</p> <p>Use prepositional phrases to add detail</p> <p>Combine an adverbial of time and place: Once upon a time, in a faraway land,</p> <p>Use multiple adverbials to begin a sentence</p>	<p>Can use a wider range of adverbials including when, why, how often and to what extent.</p> <p>Use prepositional phrases to add detail</p> <p>Multiple adverbials in different parts of the sentence</p> <p>Begin sentence with an -ed verb</p>	<p>Can use a wider range of adverbials including when, why, how often and to what extent.</p> <p>Use prepositional phrases to add detail</p> <p>Begin sentence with an adverb that shows possibility (perhaps as an inner thought)</p> <p>Use the words 'with' or 'without' to begin adverbial phrase</p> <p>Use adverbial phrases in the beginning middle and end position of a sentence.</p>	<p>Can use a wider range of adverbials including when, why, how often and to what extent.</p> <p>Use prepositional phrases in different places within my sentence</p>
Sentence Structure	<p>Write compound sentences using and, but, or, so.</p> <p>Begin sentences with subordinating conjunctions (when, because, if).</p>	<p>Identify the main and subordinate clause</p> <p>Use all the coordinating conjunctions</p> <p>Use a range of subordinating conjunctions.</p> <p>Use a subordinating conjunction at the beginning and middle of sentences (because and although)</p> <p>Use a conjunction to show two things happened at the same time (whilst, as)</p> <p>Use an embedded relative clause.</p>	<p>Use a wide range of conjunctions including 'when' or 'before'</p> <p>Use all the coordinating conjunctions</p> <p>Begin sentences with fronted adverbials or subordinate clause.</p> <p>Relative clauses in the middle and/or end of sentences</p> <p>Short sentences for impact.</p> <p>Use the connective However to link a positive and negative sentence.</p>	<p>Use subordinating and coordinating conjunctions effectively.</p> <p>Use and identify relative pronouns to begin relative clauses: who, which, where, when and that.</p> <p>Embed relative and subordinate clauses within my sentence.</p> <p>Use multiple subordinating and/or coordinating conjunctions within the same sentence.</p> <p>Use a dash to add additional information to the end of a sentence.</p> <p>Use contrasting connectives to link sentences:</p>	<p>Use subordinating and coordinating conjunctions effectively.</p> <p>Use and identify relative pronouns to begin relative clauses: who, which, where, when and that</p> <p>Use fronted adverbials and subordinate clauses in a variety of positions within my sentences.</p> <p>Embed relative and subordinate clauses within my sentence.</p>
Punctuation	<p>Use full stops and capital letters correctly.</p> <p>Use question and exclamation marks</p> <p>Use question mark for simple questions in speech.</p> <p>Use commas to separate adjectives and between nouns in a list (and to</p>	<p>Use full stops and capital letters accurately.</p> <p>Use question and exclamation marks</p> <p>Use commas to separate adjectives and between nouns in a list (and to separate a list of actions at the start of a sentence)</p>	<p>Use all basic punctuation.</p> <p>Use commas to separate clauses including fronted adverbials, after some coordinating conjunctions and when I have begun my sentence with a subordinate clause.</p> <p>Apostrophe for single and plural possession and for omission.</p>	<p>Use all basic punctuation.</p> <p>Use commas to separate clauses including fronted adverbials, after some coordinating conjunctions and when I have begun my sentence with a subordinate clause.</p> <p>Use a pair of commas to separate an embedded clause from a main clause.</p>	<p>Use commas to separate clauses and phrases appropriately and for clarity.</p> <p>Use different parenthesis including commas, dashes and brackets.</p> <p>Use colons to introduce a list and add detail to a previous clause.</p> <p>Use hyphens to add two or more words to make a compound adjective.</p>

	<p>separate a list of actions at the start of a sentence)</p> <p>Use apostrophes for omission in contractions and single possession</p>	<p>Use apostrophes for omission in contractions and plural possession</p> <p>Colon/dash to introduce list</p> <p>Rhetorical questions – both to the reader and the character of themselves.</p> <p>Ellipsis to show a break</p>	<p>I can use ellipsis for effect.</p> <p>Group of questions</p>	<p>Use different parenthesis including commas, dashes and brackets.</p> <p>Apostrophe for single and plural possession and for omission.</p> <p>Brackets to add extra information</p> <p>Use modal verbs to begin questions</p> <p>Dash to add extra information to the end of a sentence</p>	<p>Use a Semi colon to link two independent clauses (in place of a coordinating conjunction)</p> <p>Semi colon to separate items in a description: Her eyes told stories of the past; her gossamer hair glimmered in the evening light; her smile was warm and welcoming.</p> <p>Colons to introduce list and add detail to previous clause</p> <p>Hyphens to join two or more words to create compound adjectives (and in similes –like)</p>
<p>Speech</p>	<p>Dialogue followed by tag line: “The dark is scary,” he whimpered.</p> <p>Dialogue to include questions: “Where did it go?” she asked.</p> <p>Speech to include commands.</p>	<p>Use inverted commas to show directed speech.</p> <p>Speech at final part of sentence: Speech longer than a single sentence.</p> <p>Use ellipsis to show stuttered speech</p>	<p>Use inverted commas to show speech. Speech begins with a capital and ends with punctuation within the inverted commas.</p> <p>Begin speech sentence with the word ‘with’.</p> <p>Use relative clause after the speaker (when speech is at the end).</p> <p>Use inverted comments to show ‘unspoken speech’: The smile on his face said everything it needed to, ‘I love you’.</p>	<p>Begin sentences with emotions and/or actions before speech</p> <p>Use tag line between speech: “Mum I’m going out with a friend!” he shouted, as he peered down at his new buddy. “Come on, Sunny!”</p>	<p>Use the full range of speech punctuation, including beginning sentences with emotions and/or actions before/after the speech</p> <p>Use speech which contrasts to what the character is actually thinking: “Don’t worry, it will be fine,” replied Hansel, even though he knew that deep down their mother wanted them to disappear.</p>
<p>Tense and Voice</p>	<p>Use past and present simple tense.</p>	<p>Use the simple and progressive tense (‘verb to be’ + ‘-ing verb’)</p> <p>Begin to use past perfect</p>	<p>Can use simple, progressive and perfect tense.</p> <p>Passive voice for short sentences: Voices were raised. Doors were slammed.</p>	<p>Can use simple, progressive and perfect tense.</p>	<p>Can use simple, progressive and perfect tense.</p> <p>Use the passive voice</p> <p>Passive relative clause</p>

Figurative Language	Simile	Use the word 'like' to compare two things. Compare an attribute to that of something else: I as _____ as _____	Begin sentence with simile _____ as _____ as a _____ that _____ As sad as a tree that had lost all its leaves Develop a simile by including three adjectives in the final position. He chose books as red as lipstick – shimmering, shiny, pretty.	Use similes: Begin sentence with an adverbial phrase which supports the simile: As the shopkeeper handed him the chocolate bar enthusiastically, his eyes twinkled like a disco ball above a busy dance floor. Create a three-simile sentence where three of the features are described with different similes.	Use similes:	Use similes: Use hyphens to create similes (-like): The creature's knife-like teeth...
	Alliteration	Alliteration of adjective and noun: Frozen fields Alliteration of verbs: Bumped and bounced	Alliterative noun phrase: He dreamt of his fantastic forever friend.	Use alliteration: Alliterative group of three after a dash Three alliterative pairs: The cellar was dark and damp, dank and dusty, stuffy and smelly.	Use alliteration:	Use alliteration:
	Onomatopoeia	Three exclamations of sound at start of sentence: Whizz! Crash! Crackle!	Sounds at the start and end of sentences.		Use onomatopoeia:	Use onomatopoeia:
	Personification	Simple personification: The wispy clouds danced across the sky.	Use a conjunction to include two pieces of personification. Begin sentence with personification verb.	Plural apostrophe: The trees' leaves danced		Use personification:
	Metaphor	✓	✓	✓		Use metaphors:
	Pathetic Fallacy	✓	Include 3 ways in which the environment reflects the character's mood.			
Repetition	Repetition of opening adverb: Slowly, slowly, the curtain opened. Repetition of opener: All was quiet. All was calm. All was still. Repetition of verb: The storm threw litter, threw seagulls, threw items of clothing.	Repetition of the phrase 'if only...' Repetition of adverbial phrase at the start of each sentence. Repetition of comparative: Closer, closer, closer	Repetition for comparison (simile): The cave was dark – as dark as bat's wing. Repeat the same verb but using synonyms: He looked. He glared. He stared.	Build expand a noun phrase to repeat: It was a Monday morning. Another boring Monday morning. Another, ordinary, boring Monday morning. Use repetition in three short sentences about time: Second by second. Minute by minute. Hour by Hour.		
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