

Progression of Writing Skills – Expanded Noun Phrases

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expanded Noun Phrases from curriculum	<ul style="list-style-type: none"> Use adjectives to make their writing more interesting 	<ul style="list-style-type: none"> Use expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> Use expanded noun phrases with adjectives before the noun and further description after it, using relative pronouns (who, which, that) 	<ul style="list-style-type: none"> Use expanded noun phrases containing adjectives, relative pronouns, nouns and prepositions 	<ul style="list-style-type: none"> Confidently use a variety of precise and effective expanded noun phrases containing adjectives, relative pronouns, nouns and prepositions 	<ul style="list-style-type: none"> Confidently use a variety of precise and effective expanded noun phrases containing adjectives, relative pronouns (and omitted), prepositions to add detail, qualification and precision
Teaching Points	<ul style="list-style-type: none"> Adjective(s) before the noun NB: Learners do not need to be using a comma between adjectives, unless class teacher feels the learner is ready 	<ul style="list-style-type: none"> Developed vocabulary – nouns and adjectives Comma between the adjectives 	<ul style="list-style-type: none"> Adjectives before the noun and further description after it, using relative pronouns Relative pronoun 'who' indicates a person (or, usually, if an animal is named or a character) NB: learners do not need to be using a comma to mark the relative clause unless class teacher feels the learner is ready 	<ul style="list-style-type: none"> Varied determiners Adjectives before the noun and further description after it, using relative pronouns and prepositions Begin to use commas within the expanded noun phrase where appropriate 	<ul style="list-style-type: none"> May use hyphenated words Developed language choices to ensure precision Using similes to expand the noun Uses expanded noun phrases to make useful comparisons Commas used appropriately 	<ul style="list-style-type: none"> Add detail, qualify and are precise in their description Uses personification Uses modifiers
Fiction	<ul style="list-style-type: none"> the shiny red bus the big dog 	<ul style="list-style-type: none"> the timid, orange tabby cat the brave, little girl 	<ul style="list-style-type: none"> a small bundle which was wrapped in a scrap of white fur the scared boy who was quaking behind the chair gnawing wolves which were scratching behind the walls 	<ul style="list-style-type: none"> her glistening white tears, which shone like moonstones several shouts above them 	<ul style="list-style-type: none"> her dark hair, like a raven's wing two eyes, black as midwinter some cat-like shrieks, which had no other obvious source The blood-soaked cloth, wrapped in desperation to ease the throbbing pain 	<ul style="list-style-type: none"> a hopeful, pale shard of shining light, which was behind the door two hands, fingers clawed by the cold a series of unscheduled and quite unwelcome visitors
Non-fiction	<ul style="list-style-type: none"> the big hairy spider the green leaves a long walk 	<ul style="list-style-type: none"> the gigantic, powerful tentacles a delicious, healthy wrap 	<ul style="list-style-type: none"> the narrow head which had razor sharp teeth the wild animal that can kill in an instant 	<ul style="list-style-type: none"> the treacherous task in front of him the young girl, who witnessed the event 	<ul style="list-style-type: none"> the yellow-spotted lizard that has a venomous bite the Benu, with a wingspan equivalent to an eagle a skin similar to that of a slippery mongoose many hollowed-out termite mounds near water some solitary creatures, that well-adapted to extreme cold 	<ul style="list-style-type: none"> the eminent president, often concerned with the plight of the poor the dove-like symbol, usually associated with peace

	Year 2	Year 3	Year 4	Year 5	Year 6
Adverbials from curriculum	<ul style="list-style-type: none"> Begin to use adverbials with one word to say when and how 	<ul style="list-style-type: none"> Use fronted adverbials for time, place and manner 	<ul style="list-style-type: none"> Use fronted adverbials for time, place and manner Use commas after fronted adverbials 	<ul style="list-style-type: none"> Indicate degrees of possibility using adverbs or modal verbs Confidently use a range of precise adverbs, including those suitable for non-fiction and factual writing Use adverbials confidently at different points of a sentence 	<ul style="list-style-type: none"> Indicate degrees of possibility using adverbs or modal verbs Confidently use a range of precise adverbs, including those suitable for non-fiction and factual writing Use adverbials confidently at different points of a sentence
Teaching Points	<ul style="list-style-type: none"> Adverbials with one word (when and how) Simple adverbials for time Commas do not need to be explicitly taught, unless class teacher feels the learner is ready 	<ul style="list-style-type: none"> Adverbials are used to show when, where and how Comma used to demarcate the fronted adverbial (this does not need to be taught in year 3, unless class teacher feels the learner is ready) 	<ul style="list-style-type: none"> Adverbials are used to show when, where and how within a piece of writing Comma used to demarcate the fronted adverbial Encourage learners to move away from well-known adverbials e.g. later that day, as quick as a flash, as fast as a cheetah 	<ul style="list-style-type: none"> Understand that prepositional phrases are a type of adverbial phrase (N.B. Prepositions can also be used as conjunctions e.g. before) Indicate degrees of possibility using adverbs (perhaps, surely, probably, definitely, maybe, clearly, certainly) Moving away from well-known adverbials e.g. later that day, as quick as a flash, as fast as a cheetah Vary where adverbials are placed within a sentence, considering the reader 	<ul style="list-style-type: none"> Adverbials are used to add detail, qualification and precision (including indicating degrees of possibility) Manipulate adverbials depending on the type of writing
Fiction	<ul style="list-style-type: none"> Suddenly, the penguin began to swim. In the morning, the baker turned on the oven. She walked down the road quickly. 	<ul style="list-style-type: none"> When Ug woke up, he was ravenous. In a flash of light, the magician appeared on the stage. Behind the walls, scratching could be heard. 	<ul style="list-style-type: none"> Creeping tentatively through the forest, he listened for any sign of danger. As the sun began to set, Varjak started to feel nervous. 	<ul style="list-style-type: none"> I'll definitely stand up to father next time. The mysterious figure drew his gun before entering the saloon. (N.B. Focus is on the man and the gun rather than the saloon) He wiped the sweat from his brow, before turning to dig the next hole of the day. 	<ul style="list-style-type: none"> After a tense debate, Macbeth knew what he needed to do. Within the depths of his soul, he felt the first pangs of regret.
Non-fiction	<ul style="list-style-type: none"> Unfortunately, some animals are not treated well in zoos. Finally, wash it. 	<ul style="list-style-type: none"> At the foot of a volcano, soil is more fertile. 	<ul style="list-style-type: none"> In wartime Britain, rationing was used to ensure every citizen had enough food. 	<ul style="list-style-type: none"> Waste is sorted for processing in purpose-built recycling centres. Ensuring her oxygen mask has been correctly fitted, the astronaut prepares to leave the space station. Prior to killing their prey, they immobilise it using venom. 	<ul style="list-style-type: none"> He almost certainly knew that the machine was dangerous and would probably kill someone. Dahl attended Llandaff Cathedral School for just two years. Police will definitely be continuing to search the area for the missing bag.

Progression of Writing Skills – Conjunctions and Clauses

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Conjunctions from curriculum	<ul style="list-style-type: none"> Use simple and compound sentences, using basic conjunctions (e.g. and) 	<ul style="list-style-type: none"> Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions e.g. Co-ordinating: FANBOYS: for, and, nor, but, or, yet, so Subordinating: when, before, after, while, because, as, if, although 	<ul style="list-style-type: none"> Use a wider range of subordinating conjunctions (e.g. besides, although, by contrast) to write more complex sentences, as well as using a wider range of co-ordinating conjunctions (FANBOYS: for, and, nor, but, or, yet, so) Confidently compose and write compound and complex sentences 	<ul style="list-style-type: none"> Use a wide range of clause structures, including relative clauses (beginning with a relative pronoun (who, which, whom, whose, that) or with an implied (i.e. omitted) relative pronoun), sometimes varying their position within a sentence. Use multi clause sentences, incorporating both co-ordination, embedded information and subordination 	<ul style="list-style-type: none"> Use a wide range of clause structures, including relative clauses (beginning with a relative pronoun (who, which, whom, whose, that) or with an implied (i.e. omitted) relative pronoun), sometimes varying their position within a sentence. Use multi clause sentences, incorporating both co-ordination, embedded information and subordination
Teaching Points	<ul style="list-style-type: none"> Joining words and joining clauses using and 	<ul style="list-style-type: none"> Co-ordinating conjunctions join 2 sentences Subordinating conjunctions extend a sentence NB: Commas do not need to be taught for subordination, unless class teacher feels a learner is ready 	<ul style="list-style-type: none"> Expressing time and cause using conjunctions (when, before, after, while, so, because) Co-ordinating conjunctions join 2 sentences Subordinating conjunctions extend a sentence Commas used to mark subordinating conjunctions 	<ul style="list-style-type: none"> Expressing time and cause using conjunctions (besides, although, by contrast, even though) Experiment with putting the subordinating clause at the start of a sentence, using a comma to punctuate 	<ul style="list-style-type: none"> Multi-clause sentences incorporating co-ordination and subordination (e.g. despite, provided that, once & others from earlier year groups) Manipulate order of clauses for effect, using a comma to separate Relative pronoun 'who' indicates a person (or, usually, if a an animal is named or a character) Commas used for embedded information 	<ul style="list-style-type: none"> Multi-clause sentences incorporating co-ordination and subordination including passive construction clarifies and explains the relationship between different ideas. Teach more archaic conjunctions (e.g. lest) and extend children to correlative conjunctions (e.g. neither...nor, whether...or)
Fiction	<ul style="list-style-type: none"> The Gingerbread Man jumped out of the oven and ran out of the door. He ran away from the little old man and the fox ate him. 	<ul style="list-style-type: none"> She knocked quietly on the door when she arrived at the castle. Don't go beyond the volcano or Gigantosaurus will get you! 	<ul style="list-style-type: none"> Charlotte silently wove her web while Wilbur slept. She pulled the covers up over her head because the wind was howling at the window. 	<ul style="list-style-type: none"> Varjak Paw fought bravely, even though he did not know the way of Jalal. "I won't. I don't like it. Besides, I'm not even old enough." 	<ul style="list-style-type: none"> Once the darkness had settled over the town, he emerged from the shadows, map in hand, and stalked down the alley. Camp Green Lake, which did not live up to its name, was a barren wasteland of misery. 	<ul style="list-style-type: none"> She did not know whether Tommy would return the same or quite changed by the war. He searched and searched but could find neither anything to sell nor anything to keep.
Non-fiction	<ul style="list-style-type: none"> Brunel designed the Suspension Bridge and he made the S.S Great Britain. Feed it and give it a drink. 	<ul style="list-style-type: none"> The Great Fire of London started because the baker forgot to put out the fire. If you are unkind, people get upset. 	<ul style="list-style-type: none"> Roman soldiers wore heavy armour at all times so that they were protected from their enemies. Molten lava spills out of the volcano when it has erupted. 	<ul style="list-style-type: none"> Although stick insects use camouflage to protect themselves, they are still sometimes caught by predators. Some animals use camouflage to protect themselves. In contrast, others use colour protection to appear poisonous and warn predators away. 	<ul style="list-style-type: none"> Despite the fact that he had committed a crime, he should not have been punished so severely because he was only a child. Although it weighs less than 100g, this deadly reptile can paralyse a human in under a minute. 	<ul style="list-style-type: none"> It was also thought (until very recently) that the London Royal Ballet School was the best route if you wanted a career in dance, but now there are many options for non-boarders. Wear your poppy with pride, lest we forget the brave soldiers' sacrifice.

Progression of Writing Skills – Verb forms

	Year 2	Year 3	Year 4	Year 5	Year 6
Verb tenses from curriculum	<ul style="list-style-type: none"> Use the present and past tense mostly correctly and consistently Use the progressive form of verbs in present and past tense to mark actions in progress 	<ul style="list-style-type: none"> Use the simple past, present perfect and progressive verb forms in their writing 	<ul style="list-style-type: none"> Use the simple past, present perfect and progressive verbs forms in their writing 	<ul style="list-style-type: none"> Use the simple past, present perfect, past perfect and progressive verbs forms in their writing Link ideas across paragraphs using tense choices e.g. he had seen her before Use modal verbs to suggest degrees of possibility 	<ul style="list-style-type: none"> Use verb tenses consistently and correctly throughout their writing Use the simple past, present perfect, past perfect and progressive verbs forms in their writing Link ideas across paragraphs using tense choices e.g. he had seen her before Use passive verbs to affect how information is presented Use modal verbs to suggest degrees of possibility
Teaching Points	<ul style="list-style-type: none"> Simple present and past tense used e.g. I play, I played and tense maintained Present tense is often used when a character is speaking To form the progressive you add –ing 	<ul style="list-style-type: none"> Learners can maintain the correct tense through a piece of writing. Simple past (I played) including irregular forms (ate, was/were, went) Present perfect (She has played) is used to indicate that actions have been completed but the effects or consequences of these actions are still relevant. Present perfect is used in non-fiction and for dialogue in fiction Use present and past progressive forms (I am playing; I was playing) 	<ul style="list-style-type: none"> See year 3 	<ul style="list-style-type: none"> Use a range of tenses (simple present and past, present and past perfect, present and past progressive) Vary tenses within a piece of writing Select modal verbs to show the intended degree of possibility 	<ul style="list-style-type: none"> Vary verb forms for meaning and effect Use passive voice in a variety of ways (to create empathy, for a more formal or informal tone, to create suspense) Use passive voice in past, present or future tense
Fiction	<ul style="list-style-type: none"> Pip played with his penguin friends. Then he went home for dinner. The little dinosaur was miserable. He said, "I want my mum." Sam was running down the road when he saw the big dinosaur. He was scared. 	<ul style="list-style-type: none"> "You have made a real mess of this," mum said grumpily. "You made a mess last time," grumbled mum as she was tidying the room. 	<ul style="list-style-type: none"> See year 3 	<ul style="list-style-type: none"> Tristan had kept the mysterious object in his pocket all week. He wanted to tell his mum but he couldn't find the right words. It was burning a hole in his conscience every day. (Variety of verb forms including modal verbs) Varjak could defeat Razor but he would have to call upon the seven skills of Jalal to do this. (modal verbs) 	<ul style="list-style-type: none"> Tom was overcome by fear. The house had been destroyed completely. (Passive voice used to create empathy) Not a sound could be heard. (Passive voice used to create suspense.) The children had peered into the pool of water expecting to see the ancient artefacts. (Past perfect form to imply something will happen as a consequence.)
Non-fiction	<ul style="list-style-type: none"> In school, I play with my friends on the playground and I learn lots of new things. In school I am learning about shapes. 	<ul style="list-style-type: none"> Cirque du Soleil has mesmerised audiences for many years. (N.B. Implies that it will continue mesmerising audiences) Cirque du Soleil mesmerised audiences for many years (N.B. Implies that it is not doing it any more) Planes were flying over London on a daily basis. (Past progressive) The Ancient Greeks have influenced many other cultures. (Present perfect) 	<ul style="list-style-type: none"> See year 3 	<ul style="list-style-type: none"> Most historians date the Shang Dynasty from 1600-1046 BC. There were thirty Shang Emperors. The Shang Dynasty was centred around the Yellow River in north east China but moved its capital on a number of occasions. The artistry of its craftsmen has made the dynasty famous for its bronze and jade work. 	<ul style="list-style-type: none"> The project will be completed successfully. (Future, formal) The city dump made national news last month when an ancient toy was found by a young visitor. Initial inspection appears to indicate that the toy has mystical properties – the like of which are rarely seen. It is anticipated that further investigation may reveal that it will be sold for a record price. (Vary verb forms) Countless miraculous finds have been unearthed by local archaeologists. (Passive)

	Year 3	Year 4	Year 5	Year 6
Sentence Structure from curriculum	<ul style="list-style-type: none"> Begin to group related information into paragraphs (both fiction and non-fiction e.g. subheadings) 	<ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme and use nouns and pronouns appropriately for cohesion and clarity within a paragraph 	<ul style="list-style-type: none"> Use a variety of cohesive devices, both within and between paragraphs e.g. adverbials for time, number, place and manner 	<ul style="list-style-type: none"> Use a range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials of time, manner and place, pronouns, synonyms, repetition and ellipsis
Teaching Points	<ul style="list-style-type: none"> Use planning documentation in order to group information before writing To begin, learners may only have 2-3 sentences in each paragraph demonstrating that that can group ideas. Greater Depth learners in year 2 should have demonstrated this in the previous year and will need to write more established paragraphs. 	<ul style="list-style-type: none"> Use pronouns to avoid repetition of nouns, whilst being clear what noun the pronoun refers to Ensure each sentence is linked to the last Link sentences by turning the object into the subject. Begin to understand the idea of the golden thread 	<ul style="list-style-type: none"> Use a relative clause to extend a sentence to prevent too many sentences from starting with the pronoun Understand that different text types require different adverbials to maintain cohesion (e.g. in persuasion we may use the adverbials <i>as a consequence</i>, <i>clearly</i>, <i>inevitably</i>, etc.) Ensure each sentence is linked to the last Use pronouns to link sentences and begin to use synonyms to prevent repetition Learners are aware of varying sentence length when building cohesion Use tense choices across paragraphs to build cohesion e.g. he had seen her before 	<ul style="list-style-type: none"> Adverbials are used to add detail, qualification and precision (including indicating degrees of possibility) Manipulate adverbials depending on the type of writing Consolidate Year 4 and 5 teaching points. Repeat adjectives for effect e.g. I was scared, scared out of mind Repeat sentence structures e.g. It was cold. It was dark. It was no place for a child. Repeating sentences when using pattern of 3 for effect Use tense choices across paragraphs to build cohesion e.g. he had seen her before
Fiction	<ul style="list-style-type: none"> Ug lived in a dark, gloomy cave. He slept on a rock so he sometimes woke up with terrible back pain. When he hadn't slept, Ug became very grumpy and stomped around a lot. 	<ul style="list-style-type: none"> Stealthily stalking his prey, Varjak Paw crept along the shadows unseen. All of a sudden, he pounced onto the mouse. It heaved its last breath and was still. Varjak thought it tasted delicious. 	<ul style="list-style-type: none"> As the door closed behind him, Alex Rider, who was just learning his trade, began to explore. Clearly, someone had been here before. He noticed a trace of footprints which led up the wooden staircase. 	<ul style="list-style-type: none"> Tommo's heart was pounding an irregular rhythm and he could feel beads of sweat trickling down his forehead, as he waited for the whistle to be blown. On hearing the shrill cry of the whistle, Tommo looked at the man next to him and shared a last moment of hope. With that, he climbed the ladder and said goodbye to life as he knew it.
Non-fiction	<ul style="list-style-type: none"> Roman soldiers wore heavy armour, which was normally made of iron. This helped protect them when they were fighting, but it made it difficult to move quickly. After a battle, they would clean and polish it so it was ready to use again. 	<ul style="list-style-type: none"> When plastic waste is not recycled, it can end up in the sea. This means that fish can ingest it. 	<ul style="list-style-type: none"> Travelling into space is a dangerous undertaking. As a consequence, preparation and training are of paramount importance. Training can take several years, and involves many different aspects. This includes following a rigorous fitness regime. The programme includes both strength building and cardio work. 	<ul style="list-style-type: none"> Ernest Shackleton was born on 15th February 1874 in County Kildare, Ireland. Ireland was a key influence on his later life even though the family moved to London when Shackleton was a young boy. It was here that the great explorer completed his schooling. Rejecting his father's wish that he follow in his footsteps and become a doctor, he joined the merchant navy when he was 16.

Non-standard English	Standard English
should of	should have
I seen (sin) I been (bin)	I saw I have been to the park/I went to the park
we was	I was she/he was we were you were they were (singular – was, plural – were, exception you because it can be both singular and plural)
I ain't It ain't	I am not It is not
I wasn't doing nothing	I wasn't doing anything (double negative)
them houses	those houses
me and my friend went to the park they gave it to me and Sarah	My friend and I went to the park they gave it to Sarah and me (The speaker always goes last. I – subject, me – object. Tip: Remove the other person to see if it makes sense)
I done it You done it	I did it You did it
I did it really good I did it beautiful (using an adjective to describe the verb)	I did it really well I did it beautifully (use an adverb to describe the verb)
I was sat in the chair	I was sitting in the chair (is or was is followed by the progressive form)
there were less coins	there were fewer coins (if it is discrete/you can count it = fewer e.g. fewer books, fewer dollars. If it is continuous/a mass noun = less e.g. less love, less water)
Dear Mrs Smith...yours faithfully	Dear sir/madam...yours faithfully
Dear sir/madam...yours sincerely	Dear Mrs Smith...yours sincerely
This is are house	This is our house