



Text Structure						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Fiction:</p> <p>To plan a story map /story mountain.</p> <p>Retell a story as a whole class with actions.</p> <p>Retell stories using a mixture of exact repetition and their own words.</p> <p>Understand story structure: beginning/ middle / end</p> <p>Take part in imaginative role-play to develop vocabulary and an understanding of the plot and characters.</p> <p>Practise possible conversations between characters.</p> <p>Retell a simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i></p>	<p>Consolidate EYFS skills</p> <p>Fiction:</p> <p>To use a story map / story mountain to plan their writing.</p> <p>Write an opening to a story around character(s), setting, time of day and type of weather</p> <p>Retell/ write stories with a beginning /middle /end.</p> <p>Develop a greater understanding of the structure of a 5- part to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p>	<p>Consolidate Year 1 skills</p> <p>Fiction:</p> <p>Use planning tools independently: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>Plan and write an opening with character(s), setting, time of day and type of weather</p> <p>Structure stories in 5 parts with more complex vocabulary:</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g.</p>	<p>Consolidate Year 2 skills</p> <p>Fiction:</p> <p>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Use paragraphs to organise ideas into each story part</p> <p>Write a 5 -part story using an extended vocabulary:</p> <p>Introduction –should include detailed description of setting or characters</p> <p>Build-up –build in some suspense towards the problem or dilemma</p>	<p>Consolidate Year 3 skills</p> <p>Fiction:</p> <p>Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids</p> <p>Plan opening using: Description /action</p> <p>Use paragraphs to organise a written text.</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Include greater detail in each of the 5 parts to story- Introduction Build-up/ Problem / Dilemma Resolution/ Ending</p> <p>Make a clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Consolidate Year 4 list</p> <p>Fiction:</p> <p>Secure independent use of planning tools Story mountain /grids/flow diagrams</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5- part story structure. Writing could start at any of the 5- points. This may include flashbacks.</p> <p>Introduction – should include action / description - character or setting / dialogue</p>	<p>Consolidate Year 5 list</p> <p>Fiction:</p> <p>Secure independent planning across story types using 5- part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips. Be able to start a story at any point of the 5- part structure. Maintain the plot consistently working from their plan.</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs.</p> <p>Secure development of characterisation</p>



<p><i>Finally...happily ever after</i></p>	<p>Problem / Dilemma <i>Suddenly,.../ Unfortunately,....</i></p> <p>Resolution <i>Fortunately,</i></p> <p>Ending <i>Finally,....</i></p> <p>Non-Fiction:</p> <p>Use planning tools , such as a text map / washing line to plan their writing.</p> <p>Write text with a heading.</p> <p>Write a short introduction consisting of an opening factual statement.</p>	<p><i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Write a concluding section, rather than one final sentence.</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting.</i>)</p> <p>Non-Fiction :</p> <p>Write a factual Introduction with a heading, a hook to engage reader</p> <p>Write factual statements and use these in introductions and conclusions.</p>	<p>Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>Ending – 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>Non-Fiction:</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</p>	<p>Non-Fiction</p> <p>Use paragraphs to organise ideas around a theme. Write with logical organisation. Develop the use of a topic sentence.</p> <p>Link information within paragraphs with a range of connectives. Use bullet points and labelled</p>	<p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non-Fiction</p> <p>Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p>	<p>Non-fiction:</p> <p>Secure planning across non-fiction 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,</p>
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<p>Non-fiction:</p> <p>Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme.</p> <p>Write for different purposes:</p> <p>Names Labels Captions Lists Diagrams Message</p>	<p>Middle section:</p> <p>Use simple factual sentences around a theme .</p> <p>Use bullet points for writing instructions.</p> <p>Draw and label diagrams.</p> <p>Ending Write a concluding sentence to their factual writing.</p>	<p>Middle section:</p> <p>Group related ideas / facts into sections</p> <p>Use sub- headings to introduce sentences /sections</p> <p>Write lists to convey what is needed / lists or steps to be taken</p> <p>Use bullet points for facts</p> <p>Create labelled diagrams.</p> <p>Ending Write a final comment to reader, eg Extra tips! / Did-you-know? facts / True or false? Make consistent use of present tense versus past tense throughout texts</p>	<p>Middle Section(s)to include:</p> <p>Group related ideas /facts into paragraphs Use sub -headings to introduce sections / paragraphs. Use topic sentences to introduce paragraphs. Lists of steps to be taken Bullet points for facts Flow diagram</p> <p>Ending Write a more developed ending, eg <i>a personal response; extra information / reminders e.g. Information boxes; five Amazing Facts; a 'wow' comment.</i> Use the perfect form of verbs to mark relationships of time and cause, e.g. <i>I have written it down so I can check what it said.</i></p>	<p>diagrams to communicate information.</p> <p>Write non-fiction accounts which include more detail in the Introduction Middle section(s) and Ending. <i>The ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.</i></p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion.</p>	<p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear.</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts.</p> <p>Use rhetorical questions to draw reader in.</p> <p>Express own opinions clearly. Consistently maintain a viewpoint.</p> <p>Write a clear Summary at the end to appeal directly to the reader.</p>	<p>observations, rhetorical questions.</p> <p>Express balanced coverage of a topic.</p> <p>Use different techniques to conclude texts.</p> <p>Use appropriate formal and informal styles of writing.</p> <p>Choose or create a publishing format to enhance the 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 (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,</p>
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			Use the present perfect instead of the simple past tense: <i>He has left his hat behind</i> , as opposed to <i>He left his hat behind</i> .			columns, bullets, or tables, to structure text.
Vocabulary: Fact, Fiction Non-fiction Labels Captions Lists Diagrams Message Story structure- beginning, middle, end Once upon a time First / Then / Next But So Finally...happily ever after Story map, story mountain	Vocabulary: Fact, Fiction Non-fiction Heading Introduction Labels Captions Message Story structure- beginning, middle, end Story map, story mountain Instructions Bullet points Conclusion	Vocabulary: Finger spaces Letter Word Sentence Fact, Fiction Non-fiction Heading Introduction Labels Diagram List Comma Caption Message Story structure- beginning, middle, end Story map, story mountain Present tense Past tense Instructions Bullet points Conclusion	Vocabulary: Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Apostrophe Commas for sentence of 3 – description Adjective / noun / Noun phrases /Verb / adverb Imperative (Bossy) verbs Tense (past, present, future) Connectives Generalisers Alliteration	Vocabulary: Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Apostrophe Commas for sentence of 3 - description Conjunction Pronoun Paragraph	Vocabulary: Bullet points Commas for sentence of 3 – description, action Colon – instructions Relative clause /relative pronoun Cohesion Ambiguity Metaphor Personification Alliteration Dialogue Onomatopoeia Rhetorical question Tense: present and past progressive	Vocabulary: Bullet points Commas for sentence of 3 – description, action Colon – instructions Relative clause /relative pronoun Cohesion Ambiguity Metaphor Personification Alliteration Dialogue Onomatopoeia Rhetorical question Tense: present and past progressive present perfect; past perfect Active and passive voice



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			<p>Simile – ‘as’/ ‘like’</p> <p>Word family Conjunction Coordinating conjunction Subordinating conjunction Clause Subordinate clause Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Determiner Relative clause Relative pronoun Imperative Colon for instructions</p>			
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Sentence Structure						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Arrange writing going from left to right, top to bottom.</p> <p>Develop small motor skills to use pencils for writing. Use the correct pencil grip and posture for writing.</p> <p>Form lower-case and capital letters correctly. Regularly practise letter formation through copying, tracing and writing so that it becomes automatic, efficient and fluent over time.</p> <p>Orally form a complete sentence before writing.</p> <p>Develop social phrases through role play.</p> <p>Write short sentences with words with known sound-letter correspondences</p>	<p>Consolidate EYFS list</p> <p>Identify, say and write different types of sentences: Statements Questions Exclamations</p> <p>Say and write sentences with simple connectives: <i>and, or, but so, because, then, that, while, when, where</i></p> <p>Use the following as openers: <i>While... When... Where...</i></p> <p>Say and write sentences using -'ly' openers: <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p>Write simple sentences independently e.g. <i>I went to the park.</i></p> <p>Say and write embellished simple sentences using adjectives: <i>The giant had an enormous beard.</i></p>	<p>Consolidate Year 1 list</p> <p>Write sentences with:</p> <ul style="list-style-type: none"> • Statements • Questions • Exclamations • Commands <p>Use -'ly' starters <i>e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences.</p> <p>Construct embellished simple sentences using Adjectives: <i>The boys peeped inside the dark cave.</i></p> <p>Construct embellished simple sentences using Adverbs: <i>Tom ran quickly down the hill.</i></p> <p>Say and write compound sentences with coordinating conjunctions: <i>and/ or / but / so</i></p> <p>Say and write more complex sentences,</p>	<p>Consolidate Year 2 list</p> <p>Compose long sentences to add description or information.</p> <p>Compose short sentences for emphasis and making key points: <i>Sam was really unhappy.</i> Construct embellished simple sentences using Adverb starters to add detail: Carefully, <i>she crawled along the floor of the cave....</i></p> <p>Write adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials):</p> <p>A few days ago, <i>we discovered a hidden box.</i> At the back of the eye, <i>is the retina.</i></p>	<p>Consolidate Year 3 list</p> <p>Standard English for verb inflections instead of local spoken forms</p> <p>Compose a variety of long and short sentences to enhance description or information, or build up drama.</p> <p>Start sentences with a simile starting with 'As' or 'Like': As curved as a ball, <i>the moon shone brightly in the night sky.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Be secure in the writing of compound sentences using coordinating conjunctions:</p>	<p>Consolidate Year 4 list</p> <p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions.</p> <p>Expanded -ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane</i></p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Use active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i></p>



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<p>using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Connect one idea or action to another using a range of connectives: <i>and who until but because</i></p> <p>Describe events in some detail using sequencing words: 'Before', 'Then', 'After'.</p> <p>Use problem-solving words and phrases in explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Say and write compound sentences using connectives (coordinating conjunctions) <i>and/or/ but/so</i> :</p> <p><i>It was raining so they put on their coats.</i></p> <p>Say and write complex sentences using 'who' to add a relative clause:</p> <p><i>Once upon a time there was a little old woman who lived in a forest.</i></p> <p>Use repetition for rhythm:</p> <p><i>He walked and he walked and he walked.</i></p> <p>Use repetition for description:</p> <p><i>a lean cat, a mean cat/ a green dragon, a fiery dragon</i></p>	<p>dropping in a relative clause: who/which, e.g.</p> <p><i>Sam, who was lost, sat down and cried.</i></p> <p><i>The Fire of London, which started in Pudding Lane, spread quickly.</i></p> <p>Say and write more complex sentences using additional subordinating conjunctions: <i>what/ while/ when/ where/ because/ then/ so that/ if/ to/ until</i></p> <p>e.g. <i>While the animals were munching breakfast, two visitors arrived.</i></p> <p>Use long sentences to add description or information.</p> <p>Use short sentences for emphasis.</p> <p>Write sentences with expanded noun phrases.</p> <p>Write a list of 3 for description:</p>	<p>Use prepositional phrases to place the action:</p> <p><i>on the mat; behind the tree, in the air.</i></p> <p>Compose compound sentences with coordinating conjunctions: <i>and/ or / but / so / for /nor / yet</i></p> <p>Develop complex sentences with a range of subordinating conjunctions.</p> <p>Use -'ing' clauses as starters:</p> <p><i>Sighing, the boy finished his homework.</i></p> <p>Drop a relative clause into sentences using who /whom/ which/whose/ that:</p> <p><i>The boy, whose name is George, thinks he is very brave.</i></p> <p><i>The Clifton Suspension bridge,</i></p>	<p><i>and / or / but / so / for / nor / ye.t</i></p> <p>Develop complex sentences with main and subordinate clauses and with range of subordinating conjunctions.</p> <p>Use -'ed' clauses as starters:</p> <p><i>Frightened, Tom ran straight home to avoid being caught.</i></p> <p>Use expanded -'ing' clauses as sentence starters:</p> <p><i>Grinning menacingly, he slipped the treasure into his rucksack.</i></p> <p>Drop in an -'ing' clause to a sentence:</p> <p><i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Use a sentence of 3 powerful verbs for action, e.g.</p> <p><i>Sam rushed down</i></p>	<p><i>set out for a long walk.</i></p> <p>Elaboration of starters using adverbial phrases, e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i></p> <p>Drop in -'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i></p> <p>Sentence reshaping techniques, e.g. lengthening or shortening sentence for meaning and /or effect.</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the</i></p>	<p>Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p> <p>Use expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there</i>).</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. <i>He's your friend, isn't he?</i> or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>
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<p>Say a sentence, write and read it back to check it makes sense.</p> <p>Begin to say and write compound sentences using connectives (coordinating conjunctions) <i>and/ but</i></p> <p>Use -'ly' openers <i>Luckily / Unfortunately</i> when retelling stories and events.</p> <p>Use repetition for rhythm: e.g. <i>He walked and he walked</i></p> <p>Use repetition in description, e.g. <i>a lean cat, a mean cat</i></p>		<p><i>He wore old shoes, a dark cloak and a red hat.</i></p>	<p>which was finished in 1864, is a popular tourist attraction.</p> <p>Compose a sentence of 3 for description: <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Write a pattern of 3 for persuasion: <i>Visit, Swim, Enjoy!</i></p> <p>Write topic sentences to introduce non-fiction paragraphs: <i>Dragons are found across the world.</i></p> <p>Choose powerful speech verbs for dialogue: <i>“Hello,” she whispered.</i></p>	<p><i>the road, jumped on the bus and sank into his seat.</i></p> <p>Use repetition to persuade: <i>Find us to find the fun.</i></p> <p>Write dialogue - verb + adverb : <i>“Hello,” she whispered, shyly.</i></p> <p>Chooses appropriate choice of pronouns or nouns within a sentence to avoid ambiguity and repetition.</p>	<p><i>lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (perhaps, surely)</p>	
<p>Vocabulary:</p> <p><i>Sentence conjunction and who until</i></p>	<p>Vocabulary:</p> <p>Statements Questions Exclamations Connective/Conjunction Relative clause</p>	<p>Vocabulary:</p> <p>Statements Questions Exclamations Connective/Conjunction Relative clause</p>	<p>Vocabulary:</p> <p>Sentence Statement question exclamation Command</p>	<p>Vocabulary:</p> <p>Sentence Statement question exclamation Command</p>	<p>Vocabulary:</p> <p>Letter/ Word Sentence Statement question exclamation</p>	<p>Vocabulary:</p> <p>Letter/ Word Sentence Statement question exclamation</p>



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<i>but</i>	Repetition Description Adjective	Repetition Description Adjective Adverb	Full stops Capital letter Question mark Exclamation mark Speech bubble Direct speech Inverted commas 'Speech marks' Bullet points Apostrophe Contractions Commas for sentence of 3 or description/persuasion Adjective / noun / Noun phrases /Verb / adverb Tense (past, present, future) Conjunction/ Connective Clause Subordinate clause Preposition Relative clause	Full stops Capital letter Question mark Exclamation mark Speech bubble Direct speech Inverted commas 'Speech marks' Bullet points Apostrophe Contractions Commas for sentence of 3 or description/persuasion Adjective / noun / Noun phrases /Verb / adverb Standard English Tense (past, present, future) Conjunction/ Connective Main Clause Subordinate clause Relative clause Preposition Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession	Command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Tense (past, present, future) Adjective / noun / noun phrase/ expanded noun phrase Commas for sentence of 3 – description, action Colon – instructions Apostrophe (contractions/ possession) Modal verb Parenthesis / bracket / dash Alliteration Simile – 'as' / 'like' Synonyms Verb / Adverb Bossy verbs – imperative	Command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Tense (past, present, future) Modal verb Imperative verb Adjective / noun / noun phrase/expanded noun phrase Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Commas for sentence of 3 – description, action, views/opinions, facts Colon – instructions Parenthesis
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						<p>Bracket- dash Apostrophe (contractions/ possession) Present and past progressive present perfect; past perfect future Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Metaphor Personification Onomatopoeia Active and passive voice Subject and object Hyphen Synonym/ antonym Colon/ semi-colon Bullet points Ellipsis Subjunctive</p>
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Word Structure/Language						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read individual letters by saying the sounds for them.	Consolidate EYFS list	Consolidate Year 1 list	Consolidate Year 2 list	Consolidate Year 3 list	Consolidate Year 4 list	Consolidate Year 5 list
Spot and suggest rhymes.	Use prepositions in spoken and written sentences: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i>	Prepositions: <i>above along</i> <i>before between</i> <i>after</i>	Prepositions <i>Next to</i> <i>by the side of</i> <i>In front of</i> <i>through</i> <i>throughout</i> <i>because of</i>	Use a wider range of Prepositions: <i>At, underneath, since, towards, beneath, beyond</i>	Metaphor Personification Onomatopoeia	Build in literary features to create effects e.g. alliteration, onomatopoeia, similes, metaphors
Count or clap syllables in a word.		Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i>	Powerful verbs e.g. <i>stare, tremble, slither</i>	Use conditionals - <i>could, should, would</i>	Empty words e.g. <i>someone, somewhere was out to get him</i>	Show awareness of the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>).
Spell sounds by identifying the sounds and then writing the sound with letters.	Say and write determiners: <i>The, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these</i>	Similes using ...like... e.g. ... like sizzling sausages ...hot like a fire	Boastful language e.g. <i>magnificent, unbelievable, exciting!</i>	Know comparative and superlative adjectives: small...smaller...smallest good...better...best	Developed use of technical language	
Say and write Determiners: <i>the / a/ an</i> <i>my</i> <i>your</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i>	Use adjectives to describe: <i>The huge elephant...</i>	Two adjectives to describe the noun e.g. <i>The scary, old woman... Squirrels have long, bushy tails.</i>	Compose sentences using more specific / technical vocabulary to add detail: <i>Drops of rain pounded on the corrugated, tin roof.</i>	Recognise and write Proper nouns, e.g. <i>Monday, Jessica, October, England</i>	Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)	Understand how words are related as synonyms and antonyms e.g. <i>big/ large / little</i> .
Say and write Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i>	Recognise and use Alliteration: <i>dangerous dragon/ slimy snake</i>	Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i>	<i>Use the prefixes auto...,super...,anti... to form nouns.</i>	Know the grammatical difference between plural and possessive -s.	Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)	
	Compose similes using as....as... : <i>as tall as a house</i>	Adverbs for information e.g.	Know word families based on common words e.g. <i>teacher –teach, beauty – beautiful</i>	Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)		



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<p>onto</p> <p>Begin to use adjectives in their spoken and written sentences, e.g. <i>old, little, big, small, quiet</i></p> <p>Say and write adverbs e.g. <i>luckily, unfortunately, fortunately</i></p> <p>Begin to say and write Similes using 'like'.</p>	<p>Use precise, clear language to give information:</p> <p><i>First, switch on the red button. Next, wait for the green light to flash...</i></p> <p>Write regular plural noun suffixes -s or -es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Spell words with suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>Know how the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p><i>Lift the pot carefully onto the tray</i></p> <p><i>The river quickly flooded the town.</i></p> <p>Generalisers for information, e.g. <i>Most dogs.... Some cats....</i></p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Compound nouns, eg <i>whiteboard Superman sunflower</i></p>	<p>Know when to use the determiners 'a' or 'an' according to whether next word begins with a vowel: a rock, an open box.</p>			
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Vocabulary: Determiner Preposition, Adjective, Adverb Simile	Vocabulary: Determiner Preposition, Adjective, Adverb Simile-‘like’/‘as’ Preposition Alliteration Suffix Prefix	Vocabulary: Determiner Preposition, Adjective Adverb, Noun Compound noun Simile-‘like’/‘as’ Preposition Suffix Prefix	Vocabulary: Preposition Powerful Verb Prepositions Determiner Prefix Word families	Vocabulary: Preposition Conditionals Adjectives Comparative Superlative Singular/plural Possessive Apostrophe Proper Nouns Standard English Imperative Verbs	Vocabulary: Prefix Suffix Noun/Verb/Adjective/ Adverb Preposition Conditionals Adjectives Comparative Superlative Singular/plural Possessive Apostrophe Proper Nouns Standard English Imperative Verbs Metaphor Personification Onomatopoeia Empty words	Vocabulary: Consonant/Vowel Prefix Suffix Noun/Verb/Adjective/ Adverb Preposition Conditionals Adjectives Comparative Superlative Singular/plural Possessive Apostrophe Proper Nouns Standard English Imperative Verbs Metaphor Personification Onomatopoeia Empty words Tense (past, present, future, subjunctive) Modal verb Synonym/ antonym Informal/formal styles
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Punctuation						
End of Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use finger spaces between words</p> <p>Know the difference between a letter, a word and a sentence.</p> <p>Know how to write lower and uppercase letters.</p> <p>Begin to write sentences starting with a capital letter and ending with a full stop.</p>	<p>Consolidate EYFS Punctuation</p> <p>Start a sentence with a capital letter.</p> <p>Use a Capital letter for names of people/places.</p> <p>Use a Capital letter for the personal pronoun I.</p> <p>Write the appropriate punctuation-full stops, question marks, exclamation marks – at the end of sentences.</p> <p>Write speech bubbles in the first person to convey characters' speech, thoughts and emotions.</p> <p>Use bullet points for lists and to convey information consisely.</p>	<p>Consolidate Year 1 Punctuation</p> <p>Demarcate sentences with:</p> <ul style="list-style-type: none"> Capital letters Full stops Question marks Exclamation marks <p>Use Commas to separate items in a list.</p> <p>Use a Comma after an '–ly' opener: <i>Fortunately,...Slowly,....</i></p> <p>Write speech bubbles /speech marks for direct speech. Implicitly understand how to change from indirect speech to direct speech.</p> <p>Use apostrophes to show contractions: <i>e.g. don't, can't</i></p> <p>Begin to use apostrophes to mark singular possession: <i>e.g. the cat's name</i></p>	<p>Consolidate Year 2 Punctuation</p> <p>Use a colon before a list, eg <i>What you need:</i></p> <p>Use ellipses to keep the reader hanging on.</p> <p>Secure use of inverted commas for direct speech.</p> <p>Use commas after fronted adverbials: <i>Later that day, I heard the bad news.</i></p>	<p>Consolidate Year 3 list</p> <p>Commas to mark clauses and to mark off fronted adverbials.</p> <p>Use full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!"</i></p> <p>Apostrophes to mark singular and plural possession e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural.</p>	<p>Consolidate Year 4 list</p> <p>Rhetorical question with question mark</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>Recognise how hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>).</p>



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Finger spaces, Letter, Word, Sentence, Full stop, Capital letter	Finger spaces, Letter, Word, Sentence, Full stop, Capital letter Question mark Exclamation mark Speech bubble Bullet points	Finger spaces, Letter, Word, Sentence, Full stop, Capital letter Question mark Exclamation mark Comma Inverted commas- (speech marks) Speech bubble Apostrophe Contraction Apostrophe for possession Colon Ellipses Fronted adverbial	Full stop, Capital letter Question mark Exclamation mark Comma Direct speech Inverted commas- (speech marks) Speech bubble Apostrophe Contraction Apostrophe for possession Colon Ellipses Fronted adverbial	Full stop, Capital letter Question mark Exclamation mark Comma Direct speech Inverted commas Apostrophe Contraction Apostrophe for possession Colon Ellipses Fronted adverbial	Full stop, Capital letter Question mark Rhetorical question Exclamation mark Comma Direct speech Inverted commas Apostrophe Contraction Apostrophe for possession Colon Ellipses Fronted adverbial Dash/brackets Parenthesis	Full stop, Capital letter Question mark Rhetorical question Exclamation mark Comma Direct speech Inverted commas Apostrophe Contraction Apostrophe for possession Colon Ellipses Fronted adverbial Dash/brackets Parenthesis Hyphen Colon/ semi-colon Bullet points Ellipsis