

Writing Progression Map (Key Skills/Grammar/Punctuation) – KS2

Yr.	Text	Sentence	Word	Punctuation
3	<ul style="list-style-type: none"> • Consistent verb tense (<i>past / present</i>) throughout a piece of writing • Introduction to paragraphs (as a way to group related material) • In narratives, create settings, characters and plot. • Plan openings around character/s, setting, time of day or type of weather 	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions (<i>For example: when, before, after, while, so, because</i>), adverbs (<i>For example: then, next, soon, therefore</i>), or prepositions (<i>For example: before, after, during, in, because of</i>) • Extend the range of sentences using a wider range of conjunctions, e.g. <i>because, and, but, so, when/while, if, that</i>, etc. 	<ul style="list-style-type: none"> • Use more effective similes using 'as' or 'like' • Use of the forms 'a' or 'an' before a noun (according to whether the next word begins with a consonant or a vowel) • Use capital letters for proper nouns 	<ul style="list-style-type: none"> • Apostrophes to mark where letters are missing, i.e. contraction (<i>For example: I'm, didn't, etc.</i>) and to mark singular possession in nouns (<i>For example: the man's book</i>)
	<ul style="list-style-type: none"> • In non-narrative writing, use simple organisational devices (e.g. headings and sub-headings) 	<ul style="list-style-type: none"> • Developing the range of sentences with more than one clause by using a wider range of conjunctions, including: <i>when, if, because, although</i> • Use adverb (ly) starters or prepositional starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave...; Behind the box, he found a mouse, etc.</i> 	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes (<i>For example: super-, anti-, auto-</i>) • Use powerful verbs choices (i.e. Synonyms for verbs such as "said" or "go") • Use possessive pronouns, i.e. <i>my, your, his, hers, its, ours, theirs</i> • Identifying all the basic word classes of a simple sentence (i.e. <i>noun, verb, adjective, preposition, adverb</i>) 	<ul style="list-style-type: none"> • Use a comma <u>after</u> a fronted adverbial phrase (of <i>time/manner</i>), prepositional phrase or adverb ending in "-ly" • Introduce inverted commas to punctuate direct speech
	<ul style="list-style-type: none"> • In narratives, begin to use paragraphs to organise each part of story to indicate a change in place or jump in time 	<ul style="list-style-type: none"> • Understand the difference between a phrase and a clause • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • Word families based on common words, showing how words are related in form and meaning (<i>For example: fear, feared, fearful, fearfully</i>) 	<ul style="list-style-type: none"> • <u>Introduce</u> a colon for instructions • Use bullet points for simple lists (e.g. <i>Instructions – equipment, ingredients, etc.</i>)
4	<ul style="list-style-type: none"> • Plan openings around character/s, setting description or action • In narratives, use paragraphs to organise each part of story to indicate a change in place or jump in time • In non-fiction, use paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> • Extend the range of sentences using a wider range of conjunctions of subordination and coordination, e.g. <i>because, as, so, even though, although, despite, meanwhile, etc.</i> • Use 'ed' and 'ing' clauses as starters, e.g. <i>Frightened, Tom ran straight home to avoid being caught; Grinning menacingly, he slipped the treasure into his rucksack.</i> • Use similes to compare one thing with another (using 'as' or 'like') and to <u>begin</u> to use metaphors and personification. 	<ul style="list-style-type: none"> • Use proper nouns to refer to a particular person or thing, e.g. <i>Monday, Emily, October, England</i> • Develop the use of possessive pronouns • Develop confidence in identifying all the word classes of a sentence (i.e. <i>noun, verb, adjective, preposition, adverb, determiner, pronoun, proper noun</i>) • Use present perfect form of verbs (e.g. <i>He has gone out to play</i> instead of <i>He went out to play</i>) 	<ul style="list-style-type: none"> • Use commas to mark clauses and to mark off fronted adverbials • <u>Full punctuation</u> for direct speech – i.e. Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella. Or use end punctuation within inverted commas, e.g. The conductor shouted, "Sit down!"</i>
	<ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Noun phrases <u>expanded</u> by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>'The teacher' expanded to: 'The strict maths teacher with curly hair'</i>) • When writing dialogue, use verb + adverb pairing, e.g. <i>"Hello," she whispered, shyly.</i> • Intersperse narrative <u>between lines</u> of dialogue. 	<ul style="list-style-type: none"> • Develop confidence in using of figurative devices (e.g. <i>metaphor, alliteration, personification, onomatopoeia, simile</i>) • Use prefixes to give the antonym (e.g. <i>"im-", "in-", "ir-", "il-"</i>) 	<ul style="list-style-type: none"> • Use apostrophes to mark singular <u>and</u> plural possession (e.g. <i>the man's book, the girls' coats</i>) <u>and</u> irregular contracted forms (e.g. <i>won't, can't shan't, etc.</i>)
	<ul style="list-style-type: none"> • Make increasingly accurate changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> • Drop in 'ing' clauses, e.g. <i>Sara, laughing at the teacher, fell off her chair.</i> • Begin to develop lines of narrative, when writing dialogue. • <u>Begin</u> to know the difference between direct speech and reported speech 	<ul style="list-style-type: none"> • Introduce <u>some</u> modal verbs (e.g. <i>would, should, could</i>). 	<ul style="list-style-type: none"> • Use colons effectively in writing

Yr.	Text	Sentence	Word	Punctuation
5	<ul style="list-style-type: none"> Develop confidence in using paragraphs by changing place, time and action (and linking ideas across paragraphs). Use a wider range of devices to build cohesion <u>within</u> a paragraph (For example: <i>then, after that, this, firstly</i>). 	<ul style="list-style-type: none"> Confidently, use a range of conjunctions of subordination and coordination, e.g. <i>because, as, so, even though, although, despite, while, meanwhile, etc.</i> <u>Introduce relative clauses</u> beginning with: <i>who, which, that, where, when</i> Confidently start sentences in a range of ways, inc. fronted adverbials. Develop sentences, when writing dialogue, e.g. "Help!" Katy screamed, <u>as</u> she jumped backwards. 	<ul style="list-style-type: none"> Indicate degrees of possibility using modal verbs (e.g. <i>might, should, will, must, etc.</i>) <u>or adverbs</u> (<i>perhaps, surely, etc.</i>) Make careful selection of specific nouns (e.g. <i>The great oak in the middle of the park..., A Lamborghini raced down the road..., etc.</i>) 	<ul style="list-style-type: none"> Consolidate the use of <u>full punctuation</u> for direct speech – i.e. Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella.</i> <u>Or</u> use end punctuation within inverted commas, e.g. <i>The conductor shouted, "Sit down!"</i> Embed the use of apostrophes for contraction and possession (<u>including plurals</u>) Parenthesis (<u>using commas, brackets, dashes</u>)
	<ul style="list-style-type: none"> In narratives, thoughtfully describe settings and characters to <u>reveal mood/atmosphere</u>. Linking ideas <u>across</u> paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>) <u>Ensure</u> the consistent and correct use of verb tense throughout a piece of writing Ensure the correct subject and verb agreement when using singular or plural 	<ul style="list-style-type: none"> Develop use of compound and complex sentences using a <u>full range</u> of conjunctions for coordination and subordination (e.g. <i>so, although, despite, while/whilst, even though, because, as, etc.</i>) <u>Continue</u> to develop the use of relative clauses beginning with: <i>who, which, that, where, when</i> Know the difference between direct speech and reported speech 	<ul style="list-style-type: none"> Ensure greater confidence in using a <u>range</u> of figurative devices (e.g. <i>metaphor, alliteration, personification, onomatopoeia, simile</i>) <u>for effect</u> 	<ul style="list-style-type: none"> Use of commas to clarify meaning or avoid ambiguity
	<ul style="list-style-type: none"> In narratives, integrate dialogue to convey character and advance the action 	<ul style="list-style-type: none"> Intersperse narrative <u>between lines</u> of dialogue, (i.e. <i>using action and/or thought</i>). Develop the use of sentence reshaping techniques (e.g. <i>lengthening or shortening sentences</i>) for meaning and/or effect Use present progressive and past progressive form of verbs 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) Understand the <u>difference between</u> relative and possessive pronouns 	<ul style="list-style-type: none"> <u>Begin</u> to use hyphenated words <u>for description</u> (e.g. <i>blue-eyed, old-aged, quick-witted, red-headed, etc.</i>) <u>Begin</u> to use semi-colons to mark boundaries <u>between independent clauses</u> (For example: <i>It's raining; I'm fed up.</i>)
6	<ul style="list-style-type: none"> Linking ideas <u>across paragraphs</u> using a wider range of cohesive devices – For example: repetition of a word or phrase, grammatical connections (For example: <i>the use of adverbials, such as - on the other hand, in contrast, or as a consequence</i>), and ellipsis Choosing <u>appropriate layout devices</u> (For example: <i>headings, sub-headings, columns, bullets, or tables, to structure text</i>) 	<ul style="list-style-type: none"> Intersperse narrative <u>between lines</u> of dialogue, to move the action forward and to develop characterisation. Extend lines of narrative in dialogue, using <i>as, whilst, while, etc.</i> Use a range of simple, compound and complex sentences for effect - using a <u>full range</u> of conjunctions for coordination and subordination. 	<ul style="list-style-type: none"> Confidently use relative clauses beginning with: <i>who, which, where, when, whose, that, or an omitted relative pronoun</i> Indicating degrees of possibility using adverbs (For example: <i>perhaps, surely, etc.</i>) or modal verbs (For example: <i>might, should, will, must, etc.</i>) Fully understand a range of synonyms and antonyms (<i>and how they relate to one another</i>) 	<ul style="list-style-type: none"> Use semi-colons, colons or dashes to mark boundaries <u>between independent clauses</u> (For example: <i>He fell to the floor; he was unsure whether he'd survive.</i>) Use of the colon to <u>introduce</u> a list and use of semi-colons <u>within</u> lists
	<ul style="list-style-type: none"> In narratives, secure the effective description of settings and characters to reveal <u>appropriate mood/atmosphere</u> In narratives, effectively integrate dialogue to convey character and advance the action In narratives, include suspense, cliff hangers, flashbacks/forwards, time slips In non-fiction, use a variety of text layouts appropriate to purpose 	<ul style="list-style-type: none"> Use active and passive voice to create effect, For example: <ul style="list-style-type: none"> - Active: <i>Tom accidentally dropped the glass.</i> - Passive: <i>The glass <u>was</u> accidentally dropped <u>by</u> Tom.</i> - Active: <i>The class heated the water.</i> - Passive: <i>The water <u>was</u> heated.</i> 	<ul style="list-style-type: none"> Be clear of the <u>difference between</u> vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (For example: <i>find out – discover; ask for – request; go in – enter</i>) Use a full range of literary/figurative devices <u>for effect</u> (e.g. Rhyme, Alliteration, Metaphor, Simile, Hyperbole, Onomatopoeia, Personification) 	<ul style="list-style-type: none"> Understand how hyphens can be used to avoid ambiguity (For example: <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>, etc.)
	<ul style="list-style-type: none"> Self-select or create a specific publishing format to enhance a text-type and to engage the reader 	<ul style="list-style-type: none"> Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (For example: <i>the use of question tags: He's your friend, isn't he?, Or the use of subjunctive forms such as: If I were you...</i>) 	<ul style="list-style-type: none"> Understand abstract nouns (e.g. <i>peace, love, harmony, etc.</i>) Realise that when you find a synonym, the word may mean something slightly different, e.g. <i>"big" and "grand"</i> - "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big" 	<ul style="list-style-type: none"> Revise the full range of punctuation <u>for effect</u>