

**WRITING SKILLS PROGRESSION GENRE – STORY**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>WORD CLASSES</b>	<p><u>Noun</u> What a noun is Regular plurals nouns with 'er'</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add. 'es' to nouns.</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p>	<p><u>Nouns</u> Expanded noun phrases to convey complicated information concisely.</p>
	<p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p>	<p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es'. 'es' and 'ing' to verbs.</p>	<p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p>	<p><u>Verbs</u> Standard English forms for verbs.</p>	<p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify</p>	<p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p>
	<p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p>	<p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>
	<p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p>	<p><u>Connective/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, what</p>	<p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p>
	<p><u>Tense</u> Simple past tense. 'ed'</p>	<p><u>Tense</u> Correct use of past and present tense.</p>	<p><u>Tense</u> Correct and consistent use of past and present tense</p>	<p><u>Tense</u> Correct use of past and present tense.</p>	<p><u>Tense</u> Change tense according to features of the genre</p>	<p><u>Tense</u> Change tense according to features of the genre.</p>
		<p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>	<p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>

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<b>PUNCTUATION</b>	Use spaces to separate words.  Begin to use full stops.  Capital letters for start of sentence, names, personal pronouns.  Begin to use exclamation marks.  Begin to use question marks.  Read words with contractions.	Use spaces that reflect the size of letters.  Use full stops correctly.  Use capital letters correctly.  Use exclamation marks correctly.  Use question marks correctly.  Apostrophes for contractions.  Possessive apostrophes for singular nouns.  Comma to separate items in lists.	Introduce possessive apostrophes or plural nouns.  Introduce inverted commas.	Use inverted commas and other punctuation to indicate direct speech.  Commas after fronted adverbials.  Apostrophes to mark singular and plural possession.	Consolidate all previous learning.  Brackets  Dashes  Colons  Semi colons	Use a wide range of punctuation throughout the writing.

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<b>SENTENCE STRUCTURE</b>	<p>Simple sentences, starting with a pronoun and a verb e.g. he went home....</p> <p>Simple connective are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Subject/verb sentences e.g. He was....They were.... It happened....</p> <p>Simple connectives and, but, then, so, will link clauses.</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent – typically past tense for narration, present tense in dialogue.</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose....</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed.</p> <p>Adverbials e.g. when she reached home....</p> <p>Expanded noun phrases e.g. two horrible hours...</p>	<p>Variation in sentence structures e.g. while although, until.</p> <p>Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously.</p> <p>Tenses changes appropriate; verbs may refer to continuous action e.g. will be thinking.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement e.g. the ring was removed from the drawer..</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis.</p> <p>Figurative language used to build description e.g. the crowd charged like bulls.</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer’s position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat.</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly e.g. in the messy scramble for the bag...</p>

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<b>TEXT STRUCTURE</b>	<p>Beginning or end of narrative signalled e.g. one day.</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing e.g. the wolf was hiding...</p> <p>Written in the appropriate tense. (mainly consistent)</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally.</p> <p>Divisions in narrative may be marked by sections/paragraphs.</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/they.</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting..</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning.</p> <p>Organised into paragraphs e.g. when she arrived at the bear's house...</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her.</p>	<p>Link between opening and resolution.</p> <p>Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack.</p> <p>Paragraphs organised correctly to build up to key event.</p> <p>Repetition avoided through using different sentence structures and ellipsis.</p>	<p>Sequence of plot may be disrupted for effect e.g. flashback.</p> <p>Opening and resolution shape the story.</p> <p>Structural features of narrative are included e.g. repetition for effect.</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods.</p>	<p>Consolidate all previous learning.</p> <p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on to heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>