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

Yr.	Text	Sentence	Word	Punctuation
3	• <u>Consistent</u> **verb tense** *(past / present)* throughout a piece of writing • Introduction to **paragraphs** (as a way to group related material) • In **narratives**, create settings, characters and plot. • <u>Plan</u> **openings** around character/s, setting, time of day or type of weather	• Expressing time, place and cause using **conjunctions** *(For example: when, before, after, while, so, because)*, **adverbs** *(For example: then, next, soon, therefore)*, or **prepositions** *(For example: before, after, during, in, because of)* • Extend the range of sentences using a wider **range of conjunctions**, e.g. *because, and, but, so, when/while, if, that)*, etc.	• 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**	• **Apostrophes** to mark **where letters are missing,** i.e. **contraction** *(For example: I'm, didn't, etc.)* and to mark **singular possession** in nouns *(For example: the man's book)*
	• In **non-narrative** writing, use simple organisational devices (e.g. **headings** and **sub-headings**)	• Developing the range of sentences with more than one clause by using a wider **range of conjunctions**, including*: when, if, because, although* • Use **adverb (ly) starters** or prepositional **starters** <u>to add detail</u> e.g. *Carefully, she crawled along the floor of the cave…; Behind the box, he found a mouse, etc.*	• Formation of **nouns** using a range of **prefixes** *(For example: super–, anti–, auto–)* • Use **powerful verbs choices** *(i.e. Synonyms for verbs such as "said" or "go")* • Use **possessive pronouns**, i.e. *my, your, his, hers, its, ours, theirs* • Identifying all the basic **word classes** of a simple sentence *(i.e. noun, verb, adjective, preposition, adverb)*	• Use a **comma** <u>after</u> a **fronted adverbial phrase** *(of time/manner)*, **prepositional phrase** or **adverb** ending in "-ly" • Introduce **inverted commas** to punctuate **direct speech**
	• In narratives, begin to use **paragraphs** to organise each part of story to indicate a **change in place** or **jump in time**	• Understand the difference between a **phrase** and a **clause** • Choosing nouns or **pronouns** appropriately for clarity and cohesion and to avoid repetition	• **Word families** based on common words, showing how words are related in form and meaning *(For example: fear, feared, fearful, fearfully)*	• <u>Introduce</u> a **colon** for instructions • Use **bullet points** for simple lists *(e.g. Instructions – equipment, ingredients, etc.)*
4	• <u>Plan</u> **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	• Extend the range of sentences using a wider **range of conjunctions** of **subordination** and **coordination**, e,g, *because, as, so, even though, although, despite, meanwhile, etc.* • Use '**ed'** and '**ing' clauses** as **starters**, e.g. *Frightened, Tom ran straight home to avoid being caught; Grinning menacingly, he slipped the treasure into his rucksack.* • Use **similes** to compare one thing with another (using 'as' or 'like') and to <u>begin</u> to use **metaphors** and **personification.**	• Use **proper nouns to** refer to a particular person or thing, e.g. *Monday, Emily, October, England* • Develop the use of **possessive pronouns** • Develop confidence in identifying all the **word classes** of a sentence *(i.e. noun, verb, adjective, preposition, adverb, determiner, pronoun, proper noun)* • Use **present perfect** form of **verbs** (e.g. *He <u>has</u> gone* out to play instead of *He went out to play*)	• 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. *"It's late,"* gasped Cinderella. <u>Or</u> use end punctuation within inverted commas, e.g. *The conductor shouted, "Sit down!"*
	• Appropriate choice of **pronoun** or noun within and across sentences to aid <u>cohesion</u> and **avoid repetition**	• **Noun phrases** <u>expanded</u> by the addition of **modifying adjectives**, **nouns** and **preposition phrases** *(e.g. 'The teacher' expanded to: 'The <u>strict maths</u> teacher <u>with curly hair</u>')* • When writing **dialogue**, use **verb + adverb** pairing**,** e.g. *"Hello,"* she whispered, shyly. • **Intersperse narrative** <u>between lines</u> of **dialogue.**	• Develop confidence in using of **figurative devices** *(e.g. metaphor, alliteration, personification, onomatopoeia, simile)* • Use **prefixes** to give the antonym *(e.g. "im-", "in-", "ir-", "il-")*	• Use **apostrophes** to mark singular <u>and</u> **plural possession** (e.g. *the man's book, the girls' coats*) <u>and</u> **irregular contracted forms** *(e.g. won't, can't shan't, etc.)*
	• Make increasingly accurate changes to **grammar** and **vocabulary** to **improve consistency**, including the accurate use of **pronouns** in sentences	• **Drop in 'ing' clauses**, e.g. Sara, *laughing at the teacher, fell off her chair.* • Begin to develop lines of narrative, when writing **dialogue.** • <u>Begin</u> to know the difference between **direct speech** and **reported speech**	• Introduce <u>some</u> **modal verbs** *(e.g. would, should, could).*	• Use **colons** effectively in writing (in non-fiction writing)

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5	• 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 within a paragraph *(For example: then, after that, this, firstly).*	• Confidently, use a **range of conjunctions** of **subordination** and **coordination**, e,g, *because, as, so, even though, although, despite, while, meanwhile, etc.* • Introduce **relative clauses** beginning with: *who, which, that, where, when* • Confidently start sentences in a range of ways, inc. fronted adverbials. • Develop sentences, when writing **dialogue**, e.g. "Help!" Katy screamed, as she jumped backwards.	• Indicate **degrees of possibility** using **modal verbs** *(e.g. might, should, will, must, etc.)* or **adverbs** *(perhaps, surely, etc.)* • Make careful selection of **specific nouns** *(e.g. The great **oak** in the middle of the park…, A **Lamborghini** raced down the road…, etc.)*	• Consolidate the use of full punctuation for **direct speech – i.e.** Comma between direct speech and reporting clause e.g. *"It's late," gasped Cinderella. Or* use end punctuation within inverted commas, e.g. *The conductor shouted, "Sit down!"* • Embed the use of **apostrophes** for **contraction** and **possession** (including **plurals**) • **Parenthesis** *(using **commas, brackets, dashes**)*
	• In narratives, thoughtfully describe settings and characters to reveal **mood/atmosphere**. • Linking ideas across paragraphs using adverbials of time *(e.g. later)*, place *(e.g. nearby)* and number *(e.g. secondly)* or tense choices *(e.g. he had seen her before)* • Ensure 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**	• Develop use of **compound** and **complex sentences** using a full range of **conjunctions** for **coordination** and **subordination** (e.g. *so, although, despite, while/whilst, even though, because, as, etc.*) • Continue to **develop** the use of **relative clauses** beginning with: *who, which, that, where, when* • Know the difference between **direct speech** and **reported speech**	• Ensure greater confidence in using a range of **figurative devices** *(e.g. metaphor, alliteration, personification, onomatopoeia, simile)* for effect	• Use of **commas** to **clarify meaning** or **avoid ambiguity**
	• In narratives, **integrate dialogue** to **convey character** and **advance the action**	• Intersperse narrative between lines of **dialogue**, *(i.e. using action and/or thought).* • Develop the use of **sentence reshaping techniques** *(e.g. lengthening or shortening sentences)* for meaning and/or **effect** • Use **present progressive** and **past progressive** form of **verbs**	• Converting **nouns** or **adjectives** into verbs using **suffixes** *(e.g. –ate; –ise; –ify)* • Understand the difference between **relative** and **possessive pronouns**	• Begin to use **hyphenated words** for description *(e.g. blue-eyed, old-aged, quick-witted, red-headed, etc.)* • Begin to use **semi-colons** to mark boundaries between **independent clauses** *(For example: It's raining; I'm fed up.)*
6	• **Linking ideas** across paragraphs using a **wider range of cohesive devices** – For example: repetition of a word or phrase, grammatical connections *(For example: the use of adverbials, such as - on the other hand, in contrast, or as a consequence)*, and ellipsis • Choosing appropriate **layout devices** *(For example: headings, sub-headings, columns, bullets, or tables, to structure text)*	• **Intersperse narrative** between lines of **dialogue**, to move the action forward and to develop characterisation. • Extend lines of narrative in **dialogue**, using as, whilst, while, as. • Use a range of **simple, compound** and **complex sentences** for effect - using a full range of **conjunctions** for **coordination** and **subordination.**	• Confidently use **relative clauses** beginning with: *who, which, where, when, whose, that, or an omitted relative pronoun* • Indicating **degrees of possibility** using **adverbs** *(For example: perhaps, surely, etc.)* or **modal verbs** *(For example: might, should, will, must, etc.)* • Fully understand a range of **synonyms** and **antonyms** *(and how they relate to one another)*	• Use **semi-colons, colons** or **dashes** to mark boundaries between **independent clauses** *(For example: He fell to the floor; he was unsure whether he'd survive.)* • Use of the **colon** to introduce a list and use of **semi-colons** within lists
	• In narratives, secure the effective **description** of **settings** and **characters** to reveal appropriate **mood/atmosphere** • 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	• Use **active** and **passive voice** to create effect, For example: - *Active*: Tom accidently dropped the glass. - *Passive*: The glass was accidently dropped by Tom. - *Active*: The class heated the water. - *Passive*: The water was heated.	• Be clear of the difference between vocabulary typical of **informal speech** and vocabulary appropriate for formal speech and writing *(For example: find out – discover; ask for – request; go in – enter)* • Use a full range of **literary/figurative devices** for effect (e.g. Rhyme, Alliteration, Metaphor, Simile, Hyperbole, Onomatopoeia, Personification)	• Understand how **hyphens** can be used to **avoid ambiguity** (For example: man eating shark versus man-eating shark, or recover versus re-cover, etc.)
	• **Self-select** or create a specific publishing format to **enhance** a text-type and to **engage** the reader	• Know the difference between **structures** typical of **informal speech** and **structures** appropriate for **formal speech** and writing *(For example: the use of **question tags**: He's your friend, isn't he?, Or the use of **subjunctive forms** such as: If I were you…)*	• Understand **abstract nouns** *(e.g. peace, love, harmony, etc.)* • Realise that when you find a **synonym**, the word may mean something slightly different, *e.g. "big" and "grand" - "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big"*	• *Revise* the full range of punctuation for effect

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