



HCPS

Writing Progression



Year by Year

High Expectations, Caring, Positive Attitudes & Successful

EYFS

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Fiction: Planning Tool – story map/ story mountain</p> <p>Whole class retelling of a story</p> <p>Understanding beginning, middle and end</p> <p>Retell simple 5-part story:</p> <ul style="list-style-type: none"> • Once upon a time... • First/Then/Next... • But... • So... • Finally...happily ever after <p>Non-fiction: Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme</p> <p>Names, labels, captions, lists, diagrams, messages</p>	<p>Simple sentences</p> <p>Simple connectives: and, who, until, but</p> <p>Say a sentence, write it, read it back and check it makes sense</p> <p>Compound sentences using connectives (coordinating conjunctions): and, but</p> <p>-'ly' openers (Luckily, unfortunately)</p> <p>Repetition for rhythm – e.g. he walked and he walked</p> <p>Repetition for description – e.g. a lean cat, a mean cat</p>	<p>Determiners: the/a, my, your, an, this, that, his, her, their, some, all</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Adjectives – e.g. old, little, big, small, quiet</p> <p>Adverbs – e.g. luckily, unfortunately, fortunately</p> <p>Similes using 'like' – e.g. round like a ball</p>	<p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Finger space</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stop</p> <p>Capital letter</p> <p>Simile – 'like'</p>

Year 1

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Develop use of planning tools – story map/ story mountain</p> <p>Fiction: Plan opening around character(s), setting, time of day and type of weather</p> <p>Understand 5 parts to a story:</p> <ul style="list-style-type: none"> • Opening – e.g. Once upon a time... • Build-up – e.g. One day... • Problem/Dilemma – e.g. Suddenly... • Resolution – e.g. Fortunately... • Ending – e.g. Finally... <p>Non-fiction: Planning tools – text map</p> <p>Heading</p> <p>Introduction – opening factual statement</p> <p>Middle section(s) – simple factual sentences around a theme</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending – concluding sentence</p>	<p>Types of sentences:</p> <ul style="list-style-type: none"> • Statements • Questions • Exclamations <p>Simple connectives: or, so, because, so that, then, that, while, when, where</p> <p>Connectives as openers: While..., When..., Where...</p> <p>-'ly' openers:: Fortunately, sadly</p> <p>Embellished simple sentences using adjectives – e.g. The giant had an enormous beard.</p> <p>Compound sentences using connectives (coordinating conjunctions): or, so</p> <p>Complex sentences using 'who' (relative clause) – e.g. Once upon a time there was a little old woman who lived in a forest.</p>	<p>Prepositions: inside, outside, towards, across, under</p> <p>Determiners: lots of, many, more, those, these</p> <p>Adjectives to describe – e.g. The old house...</p> <p>Alliteration – e.g. dangerous dragon</p> <p>Similes using as...as... - e.g. as tall as a house</p> <p>Precise, clear language to give information – e.g. First, switch on the red button.</p> <p>Regular plural noun suffixes –s or –es</p> <p>Suffixes that can be added to verbs – e.g. helping, helped, helper</p> <p>How the prefix un- changes the meaning of verbs and adjectives:</p> <ul style="list-style-type: none"> • Negation – e.g. unkind • Undoing – e.g. untie 	<p>Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet point</p>	<p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet point</p> <p>Singular/plural</p> <p>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>

Year 2

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Secure use of planning tools: e.g. story map/mountain</p> <p>Introduce boxing-up grid</p> <p>Fiction: More complex vocabulary for the 5 part story:</p> <ul style="list-style-type: none"> • Opening – e.g. One cold but bright morning... • Build-up – e.g. Later that day... • Problem/Dilemma – e.g. To his amazement... • Resolution – e.g. As soon as... • Ending – Luckily... <p>Ending should be a section rather than one final sentence – e.g. suggest how the main character is feeling in the final situation</p> <p>Non-fiction: Introduction – hook to engage the reader, factual statement/definition, opening question</p> <p>Middle section(s):</p> <ul style="list-style-type: none"> • Group related ideas/facts into sections • Sub headings to introduce sections • Use of lists – what is needed, list of steps to be taken, bullet points for facts <p>Ending – make final comment to reader Extra tips/ Did you know? Facts/ True or false</p> <p>Consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress – e.g. she is drumming, he was shouting</p>	<p>Types of sentences: Commands</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using adverbs – e.g. Tom ran quickly down the hill.</p> <p>Secure use of compound sentences using coordinating conjunctions</p> <p>Complex sentences (subordination) using:</p> <p>Drop in a relative clause (who/which) – e.g. Sam, who was lost, sat down and cried.</p> <p>Additional subordinating conjunctions: what, while, when, where, because, then, so that, if, to, until – e.g. while the animals were munching breakfast, two visitors arrived.</p> <p>Use long sentences to add description</p> <p>Use short sentences for emphasis</p> <p>Expanded noun phrases</p> <p>List of 3 for description – e.g. He wore old shoes, a dark cloak and a red hat.</p>	<p>Prepositions: Behind, above, along, before, between, after</p> <p>Two adjectives to describe a noun – e.g. The scary, old woman...</p> <p>Adverbs for description – e.g. Snow fell gently and covered the cottage in the wood.</p> <p>Adverbs for information – e.g. Lift the pot carefully onto the tray.</p> <p>Generalisers for information – e.g. Most dogs...</p> <p>Formation of nouns using suffixes – e.g. –ness and –er</p> <p>Formation of adjectives using suffixes – e.g. –ful and –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Commas to separate items in a list</p> <p>Comma after –ly opener</p> <p>Speech marks for direct speech – implicitly understand how to change from indirect to direct speech</p> <p>Apostrophes to mark contracted forms in spelling</p> <p>Apostrophes to mark singular possession</p>	<p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>Speech marks</p> <p>Adverb</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command (bossy verb)</p> <p>Tense (past, present, future)</p> <p>Noun</p> <p>Noun phrases</p> <p>Generalisers</p> <p>Subordinating conjunctions</p>

Year 3

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Secure use of planning tools – e.g. story map, boxing-up grids</p> <p>Fiction: Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts:</p> <ul style="list-style-type: none"> • Introduction – should include detailed description of setting or character • Build-up – build in some suspense towards the problem or dilemma • Problem/dilemma – include details of actions/dialogue • Resolution – should link with the problem • Ending – clear ending should link back to the start to show how the character or situation has changed from the beginning <p>Non-fiction: Paragraphs to organise ideas around a theme</p> <p>Introduction – develop hook to introduce and tempt reader in e.g. Who...? What...?</p> <p>Middle section(s):</p> <ul style="list-style-type: none"> • Group related ideas/facts into paragraphs • Subheadings to introduce sections/paragraphs • Topic sentences to introduce paragraphs <p>Develop ending:</p> <ul style="list-style-type: none"> • Personal response • Extra information/reminders • Wow comment <p>Use of the perfect form of verbs to mark relationships of time and cause – e.g. I have written it down so I can check what it said</p> <p>Use of present perfect instead of simple past – e.g. He has left his hat behind as opposed to He left his hat behind</p>	<p>Vary long and short sentences: Long sentences to add description or information Short sentences for emphasis and making key points</p> <p>Embellished simple sentences:</p> <ul style="list-style-type: none"> • Adverb starters to add detail – e.g. Carefully, she crawled along the floor of the cave... • Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) – e.g. In a strange way, he... • Prepositional phrases to place the action – e.g. on the mat, in the air <p>Compound sentences using coordinating conjunctions: For, not, yet</p> <p>Develop complex sentences with a range of subordinating conjunctions</p> <p>- 'ing' clauses as starters – e.g. Sighing, the boy...</p> <p>Drop in a relative clause using: Whom, whose, that</p> <p>Develop sentence of 3 for description – e.g. The cottage was almost invisible, hiding under a thick blanket of snow and glistening in the sunlight.</p> <p>Pattern of 3 for persuasion – e.g. Visit, Swim, Enjoy!</p> <p>Topic sentences to introduce non-fiction paragraphs – e.g. Dragons are found across the world.</p> <p>Dialogue with powerful speech verb – e.g. "Hello," she whispered.</p>	<p>Prepositions: Next to, by the side of, in front of, during, through, throughout, because of</p> <p>Powerful verbs – e.g. stare, tremble</p> <p>Boastful language – e.g. magnificent, unbelievable</p> <p>More specific/technical vocabulary to add detail – e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p> <p>Nouns formed from prefixes – e.g. auto-, super-, anti-</p> <p>Word families based on common words – e.g. teacher-teach</p> <p>Use of determiners a or an according to whether next word begins with a vowel</p>	<p>Colon before a list in instructions – e.g. What you need:</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials</p>	<p>Word family</p> <p>Conjunction</p> <p>Coordinating conjunction</p> <p>Subordinating conjunction</p> <p>Clause</p> <p>Subordinate clause</p> <p>Preposition</p> <p>Direct speech</p> <p>Inverted commas</p> <p>Prefix</p> <p>Consonant</p> <p>Vowel</p> <p>Determiner</p> <p>Synonyms</p> <p>Relative clause</p> <p>Relative pronoun</p> <p>Imperative</p> <p>Colon for instructions</p>

Year 4

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Secure use of planning tools – e.g. story map, boxing-up grids</p> <p>Fiction: Plan opening using description and action</p> <p>Organise paragraphs to indicate a change in place or a jump in time</p> <p>Build suspense writing to introduce the dilemma</p> <p>Clear distinction between resolution and ending – ending should include reflection on events or the characters</p> <p>Non-fiction: Logical organisation of paragraphs</p> <p>Group related paragraphs</p> <p>Link information within paragraphs with a range of connectives</p> <p>Ending could include a question, warning or encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>Standard English for verb inflections instead of local spoken forms</p> <p>Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly</p> <p>Start with a simile – e.g. As curved as a ball, the moon... Like a wailing cat, the ambulance...</p> <p>Secure use of simple and embellished simple sentences</p> <p>Secure use of compound sentences using coordinating conjunctions</p> <p>Develop complex sentences (subordination): Main and subordinate clauses with a range of subordinating conjunctions</p> <p>-‘ed’ clauses as starters – e.g. Frightened, Tom...</p> <p>Expanded –‘ing’ clauses as starters – e.g. Grinning menacingly, he...</p> <p>Drop in –‘ing’ clauses – e.g. Jane, laughing at the teacher, fell off her chair.</p> <p>Sentence of 3 for action – e.g. Sam rushed down the road, jumped on the bus and sank into his seat.</p> <p>Repetition to persuade – e.g. Find us to find the fun</p> <p>Dialogue: verb & adverb – e.g. “Hello,” she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p>Prepositions: At, underneath, since, towards, beneath, beyond</p> <p>Conditionals: Should, could, would</p> <p>Comparative and superlative adjectives – e.g. small...smaller...smaller...est Good...better...best</p> <p>Proper nouns – refers to a particular person or thing</p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms – e.g. we were/we was, I did/I done</p>	<p>Commas to mark clauses and to mark of fronted adverbials</p> <p>Full punctuation for direct speech, including: New speaker, new line Comma between direct speech and reporting clause</p> <p>Apostrophes to mark singular and plural possession as opposed to s to mark a plural</p>	<p>Pronoun</p> <p>Possessive pronoun</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Apostrophe – plural possession</p>

Year 5

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Secure independent use of planning tools – e.g. story map, boxing-up grids</p> <p>Fiction: Plan opening using description, action and dialogue</p> <p>Vary connectives within paragraphs to build cohesion</p> <p>Use change of place, time and action to link ideas across paragraphs</p> <p>Use 5 part story structure, with writing starting at any of the 5 points – this may include flashbacks</p> <ul style="list-style-type: none"> • Introduction – should include action, description of character/setting or dialogue • Build-up – develop suspense techniques • Problem/dilemma – may be more than one problem to be resolved • Resolution – clear links with dilemma • Ending – character could reflect on events, any changes or lessons, look forward to the future, ask a question <p>Non-fiction: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text</p> <p>Secure use of paragraphs:</p> <ul style="list-style-type: none"> • Use a variety of ways to open texts and draw reader in and make the purpose clear • Link ideas within and across paragraphs using a full range of connectives and signposts • Use rhetorical questions to draw reader in <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun</p> <p>Develop main and subordinate clauses within complex sentences with full range of connectives</p> <p>Expanded –ed clauses as starters – e.g. Encouraged by the bright weather, Jane...</p> <p>Elaboration of starters using adverbial phrases – e.g. Beyond the dark gloom of the cave, Zach...</p> <p>Drop in –ed clause – e.g. Poor Tim, exhausted by so much effort, ran home.</p> <p>Sentence reshaping techniques – e.g. lengthening or shortening for meaning or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects – e.g. The siren echoed loudly...through the lonely streets...at midnight.</p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) – e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will) or adverbs (e.g. perhaps, surely)</p>	<p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words – e.g. someone, somewhere</p> <p>Develop use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes – e.g. –ate, -ise, -ify</p> <p>Verb prefixes – e.g. dis-, de-, mis-, over-, re-</p>	<p>Rhetorical question</p> <p>Dashes</p> <p>Brackets, dashes and commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Relative clause</p> <p>Relative pronoun</p> <p>Modal verb</p> <p>Parenthesis</p> <p>Bracket</p> <p>Dash</p> <p>Determiner</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Rhetorical question</p> <p>Tense: present and past progressive</p>

Year 6

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Fiction: Secure, independent planning across story types using 5 part story structure</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure</p> <p>Maintain plot consistently working from plan</p> <p>Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction: 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, 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 publishing format to enhance text type and engage the reader</p> <p>Link ideas across paragraphs using a wider range of cohesive devices:</p> <ul style="list-style-type: none"> • Semantic cohesion – e.g. repetition of word or phrase • Grammatical connections – e.g. use of adverbials • Elision <p>Layout devices – e.g. headings, sub-headings, columns, bullets, tables</p>	<p>Secure use of complex sentences with full range of conjunctions</p> <p>Active and passive verbs to create effect and to affect presentation of information:</p> <ul style="list-style-type: none"> • Active – Tom accidentally dropped the glass. • Passive – The glass was accidentally dropped by Tom. <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely – e.g. The fact that it was raining meant the end of sports day.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing – e.g. the use of question tags (He's your friend, isn't he?) or the use of the subjunctive</p>	<p>Build in literary features to create effects – e.g. alliteration, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing – e.g. said versus reported</p> <p>How words are related as synonyms and antonyms</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>How hyphens can be used to avoid ambiguity – e.g. man eating shark versus man-eating shark</p>	<p>Active and passive voice</p> <p>Subject and object</p> <p>Hyphen</p> <p>Synonym</p> <p>Antonym</p> <p>Colon</p> <p>Semi-colon</p> <p>Bullet points</p> <p>Ellipsis</p> <p>Subjunctive</p>