

**WRITING SKILLS PROGRESSION GENRE - INSTRUCTIONS**

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

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

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<b>SENTENCE STRUCTURE</b>	<p>Simple connectives used to construct simple sentences e.g. and, but, then, so.</p> <p>Imperative verbs start sentences e.g. spread, slice, cut.</p> <p>Sentences do not include pronouns and are written impersonally.</p>	<p>Simple connectives used to construct simple sentences e.g. and, but, then, so.</p> <p>Imperative verbs are used to begin sentences.</p> <p>Use simple adverbs e.g. slowly, quickly.</p> <p>Use simple noun phrases e.g. long stick,</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials e.g. When the glue dries, attach the paperclip.</p>	<p>Variation in sentence structures e.g. While the pastry cooks.... As the sauce thickens.....</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite</p>	<p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify e.g. if the temperature gets too high.....</p> <p>Complex noun phrases used to add detail.</p> <p>Prepositional phrases used cleverly e.g. in the event of overcooking.....</p> <p>Modifiers are used to intensify or qualify e.g. insignificant, exceptionally.</p>

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<b>TEXT STRUCTURE</b>	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g.. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>Organised into clear points denoted by time.</p>	<p>Sentences include precautionary advice e.g. be careful not to over whisk as it will turn to batter.</p> <p>Friendly tips/ suggestions are included to heighten the engagement. E.g. this dish is served best with a dash of nutmeg.</p>	<p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>