



Jacobstow Community Academy – Writing Progression document

Year 1	Sentence structure & Punctuation	Conjunctions & Clauses	Verbs & Tenses	Powerful vocabulary including adjectives	Adverbs	Dialogue	Prepositions
	<ul style="list-style-type: none"> Use a capital letter at the beginning of a sentence. Use a full stop at the end of a sentence. Leave a finger space between words. Use capital letters for names, places, days of the week and the personal pronoun 'I'. Use ? at the end of a question What, Will, Where, Why, What if? – All the W's sentence. Use ! at the end of an exciting sentence. Use time words at the start of a sentence – first, next, then. Use pronouns at the beginning of a sentence (It, He, She, The, They). 	<ul style="list-style-type: none"> Use simple conjunctions (and, because) to link ideas and form simple compound sentences – Joining with 'and' sentence, and 'Joining with 'because' sentence. 	<ul style="list-style-type: none"> Use verbs in a simple sentence – Action sentence Use the past tense correctly where 'ed' is added. 	<ul style="list-style-type: none"> Use adjectives in a '1A sentence' Use adjectives in a '1A and 1A sentence' 			
Year 2	Sentence structure & Punctuation	Conjunctions & Clauses	Verbs & Tenses	Powerful vocabulary including adjectives	Adverbs	Dialogue	Prepositions
	<ul style="list-style-type: none"> Use commas to write a list – List sentence. Use an apostrophe to show possession – Belonging sentence. Use an apostrophe to show contraction. 	<ul style="list-style-type: none"> Use the conjunctions and, but, or, because, so – bobs sentence. Use the conjunctions when, if, that – WIT sentence. 	<ul style="list-style-type: none"> Use the present and past tense correctly. Write in the progressive present tense e.g. I am singing. The boys are playing. Write in the progressive past 	<ul style="list-style-type: none"> Use expanded noun phrases to describe and specify – 2A sentence. Use a simile in writing – Simile sentence. 	<ul style="list-style-type: none"> Use the suffix ly to change a word from an adjective to an adverb. Use simple adverbs after a verb – ly sentence. 		



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	<ul style="list-style-type: none"> Use a capital letter for special days e.g. Easter, Christmas Identify and write a command sentence – Bossy sentence. Use time words at the start of a sentence – first, next, then. Use time words at the start of a sentence – Later, The next day, Soon, Last night. Write an exclamation sentence using ‘What’ or ‘How’ – What a ! sentence. Write a question using: Will?, What?, Who?, Why? or Where? Use ! at the end of an exciting sentence – What +! Sentence. 		tense e.g. We were dancing. Fred was eating chips.				
Year 3	Sentence structure & Punctuation	Conjunctions & Clauses	Verbs & Tenses	Powerful vocabulary including adjectives	Adverbs	Dialogue	Prepositions
	<ul style="list-style-type: none"> Begin to use paragraphs correctly. Use ‘a’ or ‘an’ correctly throughout a piece of writing. Confidently use commas in a list including adjectives in an 	<ul style="list-style-type: none"> Use a comma before the conjunctions: or, but, so - boobs sentence. Use coordinating conjunctions: but, or, so, and to form a compound sentence – start of boys sentence. 	<ul style="list-style-type: none"> Maintain the correct tense including the present perfect tense throughout a piece of writing. Use accurate subject/ verb agreement through a piece of writing. 	<ul style="list-style-type: none"> Use an expanded noun phrase - 2A sentence – using more ambitious adjectives and nouns. Use a simile in writing – Simile sentence – using more ambitious vocabulary. Use a metaphor in my writing - Metaphor 	<ul style="list-style-type: none"> Use fronted adverbials of time – Fronted adverbial – when sentence e.g. Next, Soon, Before, Now, Then Use fronted adverbials of place – Fronted adverbial – where 	<ul style="list-style-type: none"> Use inverted commas to show direct speech. Use a reporting clause at the end of speech e.g. ‘whispered the boy.’ Use a range of verbs in a reported clause – 	<ul style="list-style-type: none"> Use prepositions to open sentences - Fronted adverbial – where sentence. Use prepositions to show the place of something or someone e.g. in. under, behind,



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	<p>expanded noun phrase.</p> <ul style="list-style-type: none"> Use a comma after a fronted adverbial – Fronted adverbial – Where, When, How sentence. Use a question mark, exclamation mark or comma to end speech. Use inverted commas to show speech. Use a comma before a coordinating conjunction. Use a comma after the subordinate clause when the subordinate conjunction starts the sentence – As – ly sentence and With a (n) action, more action sentence and If, if, then... sentence. Use an apostrophe in a wider range of contractions. Use an apostrophe to show possession with regular nouns 	<ul style="list-style-type: none"> Use subordinating conjunctions: because, before, after, when, if, that, until, while, although, to write a complex sentence – WIT sentence. 	<ul style="list-style-type: none"> Consistently use the correct tense including the progressive form. Use the future tense e.g. Tomorrow, I will go to a party. 	<ul style="list-style-type: none"> Use powerful verbs to add interest to writing. Use pronouns and nouns to avoid repetitiveness in writing and to develop cohesion. Use short sentences for effect – Short sentence. Use adjectives ending in ‘ed’ to start a sentence – 2_ed sentence. Use synonyms to avoid repetition. Use a thesaurus. Use onomatopoeia – Sound! Cause sentence. Use alliteration for effect. 	<p>sentence e.g. Everywhere, Anywhere</p> <ul style="list-style-type: none"> Use fronted adverbials of manner – Fronted adverbial – how sentence e.g. Happily, Carefully Use fronted adverbials of frequency e.g. Every week Use adverbs at the beginning of a sentence – ly starter sentence and Double ly starter. Use adverbs at the end of a sentence – Double ly ending sentence. 	<p>other words for ‘said’.</p> <ul style="list-style-type: none"> Use a question mark, exclamation mark, full stop or comma to end speech. Start speech with a capital letter. 	<p>over, at, between, next to.</p> <ul style="list-style-type: none"> Use prepositions to show the time something happened or was happening e.g. on, at, after, before, during Use prepositions to show the cause of something happening e.g. for example, as a result.
Year 4	Sentence structure & Punctuation	Conjunctions & Clauses	Verbs & Tenses	Powerful vocabulary including adjectives	Adverbs	Dialogue	Prepositions
	<ul style="list-style-type: none"> Use paragraphs with increased confidence. Use a comma after a fronted adverbial. 	<ul style="list-style-type: none"> Use a wider range of conjunctions including but, or, yet, so, although, when, if, that, because, while, 	<ul style="list-style-type: none"> Maintain the accurate tense throughout a piece of writing. Use the present perfect form of 	<ul style="list-style-type: none"> Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases e.g. the 	<ul style="list-style-type: none"> Use fronted adverbials of time, place, manner (See Year 3) Use fronted adverbials of 	<ul style="list-style-type: none"> Confidently and accurately use inverted commas at the beginning and end of direct speech. 	<ul style="list-style-type: none"> Use prepositions to show direction – towards, along, into, across Expand a sentence using a



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	<ul style="list-style-type: none"> Confidently use apostrophes for contraction. Consistently use apostrophes for singular and plural possession. Use the correct conventions and punctuation of speech including: punctuation within the inverted commas, a comma after the reporting clause, new speaker/ new line. Use a colon to introduce a list. Use a comma to separate clauses including in complex sentences. 	<p>until, unless, since, before, as, during, after – boys sentence.</p> <ul style="list-style-type: none"> Use a subordinate conjunction to both start a sentence and to extend it - As – ly sentence and With a (n) action, more action sentence. Use a comma after a subordinate clause. 	<p>verbs e.g. ‘I have eaten my cake’ or ‘I have not eaten my cake.’</p> <ul style="list-style-type: none"> Consistently use accurate subject/ verb agreement e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’. 	<p>brave soldier with an unbreakable spirit – 2A + 2A sentence.</p> <ul style="list-style-type: none"> Use short sentences for effect and to move events on quickly in narrative – Short sentence. Use powerful, adventurous metaphors - Metaphor sentence. Use similes both within and to start a sentence – Simile sentence. Consistently choose pronouns appropriately to avoid repetition. Use powerful verbs and adjectives as a sentence opener, adding more description to writing – Verb, person sentence and 3_ed sentence and 2 pairs sentence and 3 bad – (dash) question? sentence and ing, ing, sentence. Use show not tell in writing – Emotion, word sentence. Use a thesaurus to develop choice of antonyms and synonyms in writing. 	<p>frequency e.g. Every week</p> <ul style="list-style-type: none"> Use adverbs, for effect, in different positions in a sentence – ly starter sentence and Double ly starter sentence and Double ly ending sentence. Use a comma after a fronted adverbial. 	<ul style="list-style-type: none"> Use a comma after a reported clause. Vary where the reported clause comes in the sentence – beginning, middle or end or speech. When writing speech, make it clear what was said, who said it and how they said it. 	<p>prepositional phrase of time or cause.</p> <ul style="list-style-type: none"> Use a wider range of prepositional phrases to open sentences - Fronted adverbial – Where, When, How sentence.
Year 5	Sentence structure & Punctuation	Conjunctions & Clauses	Verbs & Tenses	Powerful vocabulary including adjectives	Adverbs	Dialogue	Prepositions
	<ul style="list-style-type: none"> Use pairs of brackets, dashes, commas to 	<ul style="list-style-type: none"> Use commas consistently to 	<ul style="list-style-type: none"> Use past, present and future tense consistently and 	<ul style="list-style-type: none"> Effectively use a thesaurus to find 	<ul style="list-style-type: none"> Use a wide range of adverbials of linking 	<ul style="list-style-type: none"> Use speech to convey character and to advance 	<ul style="list-style-type: none"> Use two fronted adverbials to start a sentence



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	<p>indicate parenthesis – adding extra information or detail.</p> <ul style="list-style-type: none"> Use brackets to show view point and to make comments to the reader – O.(I.) Outside: Inside sentence. Use bullet points accurately and consistently. Use a range of adverbs and model verbs to indicate degrees of possibility, e.g. surely, perhaps, might, should Use a colon to punctuate bullet points accurately and in a list and to demarcate speech. Use and accurately punctuate relative clauses – Noun, which, who, where sentence. Use question tags in speech to change a statement into a question e.g. ‘She said it was on the left, didn’t she?’ 	<p>clarify meaning or to avoid ambiguity.</p> <ul style="list-style-type: none"> Use a range of subordinate conjunctions (despite, although, even though, since, whenever) to add more detail. Vary the position of coordinating and subordinating conjunctions in a sentence. Use relative clauses beginning with a relative pronoun with confidence (who, which, that) – Noun, which, who, where sentence. Use commas to demarcate clauses accurately and to separate the subordinating clause from the main clause where the subordinating conjunction starts the sentence. Know that a relative clause is also a subordinate clause. 	<p>accurately throughout a piece of writing.</p> <ul style="list-style-type: none"> Use a range of adverbs and model verbs to indicate degrees of possibility, e.g. can, could, must, will, might, should. Use the present progressive tense e.g. She is walking to the park. I was going to the shops. Use the present perfect tense e.g. I have cooked dinner. 	<p>synonyms and antonyms.</p> <ul style="list-style-type: none"> Use a range of figurative language including similes, metaphors, personification – Simile sentence and Metaphor sentence and Sound! Cause sentence. Use a range of fronted adverbials, similes and verbs to start a sentence - ...ing, ...ed sentence and Simile sentence and Emotion, word sentence and ing, ing, sentence. <p>Also see Year 3 blue sentences.</p> <ul style="list-style-type: none"> Use show not tell to show a character’s feelings– Emotion, word sentence. Add more detail to writer by adding a modifier e.g. which ... , that... Describe settings using appropriate vocabulary to enhance meaning. Use short sentences to build suspense and create atmosphere. 	<p>words/phrases between sentences and across paragraphs to build cohesion including adverbials of time (e.g. Later that day), adverbials of place (Beneath the surface, In the distance), adverbials of manner (e.g. With hesitation) and adverbials of number in non-fiction (Firstly, Secondly) - ing, ing, sentence.</p> <p>Also see Year 3 blue sentences.</p>	<p>the action e.g. “Jump - now!” shouted the boy as the beast bounded towards them.</p> <ul style="list-style-type: none"> Use the correct conventions and punctuation of speech including: punctuation within the inverted commas, a comma after the reporting clause, new speaker/ new line. Begin to use direct and indirect speech appropriately. Use split speech in writing with the reported clause in the middle. 	<p>e.g. Past the corn field, next to the river, you’ll find the boat – Power of 2 fronted adverbial sentence.</p> <ul style="list-style-type: none"> Include two adjectives in a fronted adverbial of place e.g. Under the majestic, towering mountain, ...
Year 6	Sentence structure & Punctuation	Conjunctions & Clauses	Verbs & Tenses	Powerful vocabulary including adjectives	Adverbs	Dialogue	Prepositions
	<ul style="list-style-type: none"> Use commas to enhance meaning 	<ul style="list-style-type: none"> Expand use and range of coordinating and 	<ul style="list-style-type: none"> Use past, present and future tense consistently and 	<ul style="list-style-type: none"> Effectively use a thesaurus to find 	<ul style="list-style-type: none"> Use cohesive devices such as repeating a word 	<ul style="list-style-type: none"> Use speech to advance the action e.g. “Jump 	<ul style="list-style-type: none"> Use three fronted adverbials to



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	<p>and avoid ambiguity.</p> <ul style="list-style-type: none"> • Use colons, semi-colons and dashes to mark boundaries between clauses – Tell: show 3; example sentence. • Use the subjunctive form in formal writing. • Use the active and passive voice appropriately. • Use a colon instead of because – De:de (Description: detail) sentence. • Use semi-colons to replace conjunctions – When; when; when; then sentence and Some; others sentence. • Use bullet points accurately with correct punctuation. • Use organizational devices intentionally and appropriately e.g. headings, sub-headings. • Use ellipses to show the reader that there is more – Training off sentence. 	<p>subordinating conjunctions.</p> <ul style="list-style-type: none"> • Use commas to enhance meaning and avoid ambiguity e.g. Stop talking and eat dad. Stop talking and eat, Dad. • Use commas to demarcate clauses accurately and to separate the subordinating clause from the main clause where the subordinating conjunction starts the sentence. • Use relative clauses with an implied omitted relative pronoun – The figure on the boat, was very mysterious. • Use relative pronouns (which, who, whose, where, that, when) within sentences to provide more information about the noun. 	<p>accurately through all pieces of writing ensuring subject and verb agree.</p> <ul style="list-style-type: none"> • Use the perfect form of verbs to mark relationships of time and cause e.g. diary entries • Use the present perfect tense e.g. I have cooked dinner. • Use the present perfect continuous tense e.g. I have been cooking dinner. • Use a range of adverbs and modal verbs to indicate degrees of possibility e.g. surely, ought to, shall, might, could, should • Use passive verbs appropriately e.g. The ball was kicked by the boy. 	<p>synonyms and antonyms.</p> <ul style="list-style-type: none"> • Use figurative language precisely and intentionally – Description, which + simile and Simile sentence and Metaphor sentence and Personification of weather. • Select vocabulary, including adverbs, prepositional phrases and expanded noun phrases, for precision and effect on the reader. • Make choices about the order of clauses to create cohesion. • Vary sentence length for effect. • Vary choice of nouns and pronouns to avoid repetition. • Use indefinite pronoun to conceal the subject e.g. someone, something, nothing. • Create atmosphere to convey character and advance the action. 	<p>or phrase for effect – When; when; when; then sentence and Imagine 3 examples sentence and Adjective, same adjective sentence and First word, last word sentence.</p> <ul style="list-style-type: none"> • Embed and develop use of adverbials across a range of genres. • Use adverbials to introduce a concluding paragraph. • Use adverbials to move time on in narrative e.g. later that day, meanwhile. • Vary the position of adverbials within a sentence. 	<p>- now!" shouted the boy as the beast bounded towards them.</p> <ul style="list-style-type: none"> • Use formal and informal language in speech appropriately. • Use the subjunctive form in speech. • Choose to use direct and indirect speech appropriately ensuring it is correctly punctuated. • Use question tags in speech to change a statement into a question e.g. 'She said it was on the left, didn't she?' 	<p>start a sentence e.g. Past the village church, beyond the hedgerows, next to the wooden bench stood the magical tree. In a distant cove, beneath the crystal waters, through a darkened tunnel was where they would find the treasure – Power of 3 fronted adverbials sentence.</p>
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