

Ashfield Junior School: Writing Skills Progression Map

Writing will include the EEF's model for the writing process: Planning, Drafting, Revising, Editing, Publishing

Text type	Year 3	Year 4	Year 5 and 6
Narrative	<ul style="list-style-type: none"> • Include an opening paragraph which describe characters and/or setting • Include a problem or dilemma • Describe the character's feelings and emotions • Include effective adjectives, verbs and adverbs. • Include a some synonyms, similes, metaphors and alliteration • Write in paragraphs and include multiclaue sentences • Use coordinating conjunctions to link two main ideas • Use noun phrases which add detail to description • Use the progressive form for verbs (Goldilocks was walking through the woods) • Use exclamation sentences where appropriate (What big eyes you have, Grandma!) • Use nouns and pronouns for clarity and cohesion • Begin to use inverted commas to mark direct speech where appropriate 	<ul style="list-style-type: none"> • Include an opening paragraph which describe characters and/or setting • Include a problem or dilemma • Describe the character's feelings and emotions • Use of inverted commas for speech • Include effective adjectives, verbs and adverbs. • Include a some synonyms, similes, metaphors and alliteration • Write in paragraphs and include multiclaue sentences • Use coordinating conjunctions to link two main ideas • Use noun phrases which add detail to description • Use the progressive form for verbs (Goldilocks was walking through the woods) • Use exclamation sentences where appropriate (What big eyes you have, Grandma!) • Use nouns and pronouns for clarity and cohesion 	<ul style="list-style-type: none"> • Interesting start which hooks the reader • Include an opening paragraph which describe characters and/or setting • Include a build up to a problem which increases tension. • Include a problem or dilemma • Describe the character's feelings and emotions • Include speech to move the events of the story forward. • Use of inverted commas for speech • Include powerful adjectives, verbs and adverbs. • Include a range of synonyms, similes, metaphors and alliteration • Write in paragraphs and include multiclaue sentences • Use fronted adverbials to show how / when an event occurs • Use subordinate clauses to add detail or context • Use nouns and pronouns for clarity and cohesion
	Year 3	Year 4	Year 5 and 6

Instructions	<ul style="list-style-type: none"> • Title • Time Adverbials • Imperative verbs • Numbered / Bullet points • Labelled diagrams • Written in the second person • Written in correct order and make sense 	<ul style="list-style-type: none"> • Title • Time Adverbials • Imperative verbs • Numbered / bullet points • Labelled diagrams • Written in the second person • Written in correct order and make sense • Adverbs • Only necessary detail • Appropriate vocabulary 	<ul style="list-style-type: none"> • Title • Subheadings: Equipment / ingredients / instructions / method • Time Adverbials • Imperative verbs • Numbered / bullet points • Labelled diagrams • Adverbs • Range of conjunctions to write longer sentences • Written in correct order and make sense
Diary	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time adverbials • Informal language / chatty style • Written in past tense • Include a date at the beginning • Appropriate beginning and sign off 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time and fronted adverbials • Informal language / chatty style • Written in past tense • Include a date at the beginning • Appropriate beginning and sign off • Paragraphs • Commas 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time and fronted adverbials • Informal language / chatty style • Written in past tense • Include a date at the beginning • Appropriate beginning and sign off • Paragraphs • Commas to separate subordinate clauses
Informal letter	<ul style="list-style-type: none"> • Senders address at the top right • Date under the address • Dear.... • Write a greeting • Chatty, friendly language • Ask questions • Write details • Informal ending – from, Best Wishes 	<ul style="list-style-type: none"> • Senders address at the top right • Date under the address • Dear.... • Write a greeting • Chatty, friendly language • Ask questions • Write details • Informal ending – from, Best Wishes 	<ul style="list-style-type: none"> • Senders address at the top right • Date under the address • Dear.... • Write a greeting • Informal language • Ask questions • Write details • Informal ending – from, Best Wishes

	<ul style="list-style-type: none"> • Use question marks and exclamation marks • Use paragraphs 	<ul style="list-style-type: none"> • Use question marks and exclamation marks • Use paragraphs 	<ul style="list-style-type: none"> • Use question marks and exclamation marks
Formal letter			<ul style="list-style-type: none"> • Your address at the top of the right hand side of the page. • Their address on the left hand side of the page. • The date on the right hand side of the page, underneath your address. • Dear Sir/Madam or Dear Mr/Miss/Mrs... • Paragraph to explain why you are writing • Paragraph to explain the problem • Paragraph to say what you want them to do about it • Concluding paragraph • Yours faithfully / Sincerely followed by your name • Use of adverbials to convey sense of certainty (Surely we can agree...) • Use of short sentences to emphasise • Use of the subjunctive form for formal structure (If I were you, I would...)
Balanced argument			<ul style="list-style-type: none"> • Structure: introduce the argument; the argument from one point of view; the argument from the other point of view; the most important argument which gives your opinion; Balanced conclusion • Persuasive sentence starters • Generalisers • Written in 3rd person • Include conjunctions to link sentences together • Include phrases of debate

			<ul style="list-style-type: none"> • Include technical vocabulary including facts. • Use modal verbs to convey degrees of probability • Use of relative clauses to provide supporting detail • Use adverbials to provide cohesion
Newspaper	<ul style="list-style-type: none"> • Catchy headline which may include a pun or alliteration. • Write in the past tense and the third person. • Chronological order. • Orientation - opening paragraph which answers the questions who, what, when and where. • Paragraphs which answer the questions why and how. • Reorientation - final paragraph which looks ahead to the future. • Quotes from eye witness / key person in the report. • A picture with a caption. • Include emotive and descriptive language. • Direct and indirect speech - inverted commas where appropriate • Use of relative clauses • Use of expanded noun phrases to inform • Use of subordinating conjunctions 	<ul style="list-style-type: none"> • Catchy headline which may include a pun or alliteration. • Write in the past tense and the third person. • Chronological order. • Orientation - opening paragraph which answers the questions who, what, when and where. • Paragraphs which answer the questions why and how. • Reorientation - final paragraph which looks ahead to the future. • Quotes from eye witness / key person in the report. • A picture with a caption. • Include emotive and descriptive language. • Direct and indirect speech - inverted commas where appropriate • Use of relative clauses • Use of expanded noun phrases to inform • Use of subordinating conjunctions 	<ul style="list-style-type: none"> • Catchy headline which may include a pun or alliteration. • Write in the past tense and the third person. • Chronological order. • Orientation - opening paragraph which answers the questions who, what, when and where. • Paragraphs which answer the questions why and how. • Reorientation - final paragraph which looks ahead to the future. • Quotes from eye witness / key person in the report. • A picture with a caption. • Include unbiased and descriptive language. • Direct and indirect speech - inverted commas where appropriate • Use of relative clauses • Use of expanded noun phrases to inform • Use of subordinating conjunctions • Picture with a caption
Advert	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Describe the benefits of the product fully 	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Describe the benefits of the product fully – specific and key information 	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Use of Alliteration

	<ul style="list-style-type: none"> • Include persuasive language -exaggerate to make the product sound appealing • Use of 2nd person • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture. 	<ul style="list-style-type: none"> • Include persuasive language -exaggerate to make the product sound appealing • Use of 2nd person • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture • Price (if selling something) 	<ul style="list-style-type: none"> • Describe the benefits of the product fully – specific and key information • Modal Verbs • Include persuasive language -exaggerate to make the product sound appealing • Use of 2nd person • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture • Price (if selling something)
Non-Chron. Report	<ul style="list-style-type: none"> • Title • Paragraphs used to group related ideas. • Subheadings to label content • Opening paragraph that explains what the report is about. • Written in the appropriate tense and the third person. • Range of adverbials and conjunctions . • Technical vocabulary. • Information which is factual and accurate. • Pictures / diagrams • Use of subordinating conjunctions to join clauses, including openers 	<ul style="list-style-type: none"> • Title • Paragraphs used to group related ideas. • Subheadings to label content • Opening paragraph that explains what the report is about. • Written in the appropriate tense and the third person. • Range of adverbials and conjunctions . • Technical vocabulary. • Information which is factual and accurate. • Pictures / diagrams • Use of subordinating conjunctions to join clauses, including openers 	<ul style="list-style-type: none"> • Title • Paragraphs used to group related ideas. • Subheadings to label content • Opening paragraph that explains what the report is about. • Written in the appropriate tense and the third person. • Range of adverbials and conjunctions . • Technical vocabulary. • Modal verbs • Information which is factual and accurate. • Pictures / diagrams • Use of subordinating conjunctions to join clauses, including as openers • Formal style sometimes using the passive voice
Persuasive text			<ul style="list-style-type: none"> • Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports.

			<ul style="list-style-type: none"> • Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. • An introductory paragraph that states the argument • Words like: <i>Some believe that... In my opinion... Therefore... Moreover... For this reason... I feel that.. Surely... I am sure that... Firstly... Secondly... It is certain...</i> • Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it. • Points out the for and against • Facts and statistics that support the evidence given • Rhetorical Questions - ask the reader questions that encourages them to think • A strong concluding paragraph that sums up the main argument
Playscript			<ul style="list-style-type: none"> • Set the scene • List the characters at the beginning • Introduce and described the scene • Characters' names are written on the left • Characters' names have a colon after them • A new line for every new speaker • Stage directions are in brackets () • Stage directions are written in the present tense • Stage directions for how the actor must speak

			<ul style="list-style-type: none"> • Stage directions for how the actors must move • Every time the setting changes (changes place or time), start a new scene • Set out the dialogue as direct speech without speech marks • Include interesting and dramatic events.
Biography			<ul style="list-style-type: none"> • Opening statement introduces the subject, and explains why he/she is known • Significant events are ordered chronologically • Closing statement explains how this person will be remembered, and sometimes gives the writer's opinion • Use of rhetorical questioning • Refers to named individuals • Contains dates linked to specific events • Written in the past tense • Can include direct and indirect speech and quotes from other sources • Written in 3rd person • Includes time adverbials to link ideas • Use subordinating conjunctions to join clauses • Use commas to mark fronted adverbials and to mark subordinate clauses
Explanation			<ul style="list-style-type: none"> • Technical Vocabulary • Subordinating conjunctions as well as casual conjunctions (so, because, when) • Paragraphs to group related ideas • present tense • Start each page with a question

			<ul style="list-style-type: none">• Sub headings• Labelled diagrams or pictures• A contents page• A glossary
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