



St Andrew's Writing Skills Progression Ladder

	Year 3	Year 4	Year 5	Year 6
Autumn Term	<p>Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use headings and sub-headings Use ideas and content appropriate to the subject and text type Signal sequence, place and time to give coherence to writing Create settings using well chosen words and phrases Collect and use suitable vocabulary for a text Use expression, intonation and tone when reading aloud their writing Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors <i>Enrich writing using the following:</i> <i>Use original similes</i> <i>Set a mood</i> <i>Write an opening to grab the reader</i> <i>Use onomatopoeia</i> <i>Use sentences of three e.g. He opened the door, rushed down the path and jumped over the gate</i> <i>Create double adjective sentences e.g. The small, plump woman bustled through the colourful, noisy market</i></p>	<p>Generate ideas for their writing Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Create writing which is organised, imaginative and clear Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use exciting and interesting vocabulary appropriate to the text type Use paragraphs to organise ideas around a theme Use stanzas to structure content in poems Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact <i>Enrich writing using the following:</i> <i>Build an image</i> <i>Use metaphor</i> <i>Show emotion in writing</i> <i>Use '3_ed' sentences e.g. Confused, worried and bewildered, they peered through the trees</i></p>	<p>Develop ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose a text form Ensure that the content and style of writing accurately reflects the purpose Borrow writers' techniques from book, screen and stage Structure and organise writing in well linked paragraphs Build cohesion within a paragraph Link openings to closings Use a variety of sentence openers Carefully select words to create effects Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense through a longer piece of writing Change vocabulary and grammar to enhance effects and clarify meaning <i>Enrich writing using the following:</i> <i>Use personification for mood e.g. the sea whispered against the sand</i> <i>Add ed, ing, ly starters</i></p>	<p>Develop their own ideas for writing through reading, research and personal experience Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form and subject when writing poetry and non-fiction Ensure that the content and style of writing accurately reflects the purpose Borrow and adapt writers' techniques from book, screen and stage Ensure writing is lively interesting and thoughtful Vary structure to expand ideas and provide emphasis Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables Manipulate word order for effect Use reported speech appropriately Use speech to convey and develop a character Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors</p>

	<p>Create double more/less sentences e.g. <i>The more he waited, the more his stomach churned</i> Use powerful verbs for action Add adjectives of condition e.g. <i>rusty</i> Add adverbs of manner (speech) Add adverbs of manner (action) Write in third person limited (from one person's point of view) Describe through specific detail</p>	<p>Add emotion starters e.g. <i>Ecstatic, she waved her exam results in the air</i> Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. <i>Would you have agreed to such a thing?</i> Use powerful verbs for speech Add more exact adjectives for colours e.g. <i>russet</i> Add ing and ed adjectives e.g. <i>the swooping seagull</i> Write in third person objective (the facts are reported by a seemingly neutral, impersonal observer or record 'Show don't tell' rule Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc</p>	<p>Create 3 if sentences e.g. <i>If you can offer some time, if you are sociable, if you would like to help others....</i> Add embedded adverbials e.g. <i>She banged on the door, shaking with rage, and waited.</i> Use rhetorical sentences Use asides to the reader Write in the third person omniscient (an all knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character) Foreshadow events Build tension Use adjectives of taste e.g. <i>bitter</i> Hide details from the reader Use repetition to engage the reader Use contrast within and beyond sentences e.g. <i>out of the dirty, ramshackle house walked the gleaming silver robot</i> Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.</p>	<p>Change vocabulary and grammar to enhance effects and clarify meaning Check that the appropriate register is being used Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 6): Use symbolism in stories and poetry Build an extended image Use assonance Use consonance Create sentences with colons (description then details) e.g. <i>Chickens are great pets: they are friendly and entertaining to watch.</i> Create sentences with semi-colons (to contrast) e.g. <i>I like coffee; Jack prefers tea.</i> Use hyperbole e.g. <i>It is clearly the ultimate in bathroom cleaners.</i> Make use of flashbacks Write in third person multiple (several points of view) Establish and maintain a theme e.g. <i>loneliness</i> Use adjectives of smell e.g. <i>acrid</i> Create a subtle mood Select and use stylistic devices to support the purpose and effect of writing</p>
<p>Spring Term</p>	<p>Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Plan and order texts logically Use paragraphs to group related material Create characters using well chosen words and phrases</p>	<p>Generate ideas for their writing Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Create writing which is organised, imaginative and clear Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</p>	<p>Develop own ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose a text form Ensure that the content and style of writing accurately reflects the purpose Borrow writers' techniques from book, screen and stage</p>	<p>Develop their own ideas for writing through reading, research and personal experience Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form and subject when writing poetry and non-fiction Ensure that the content and style of writing accurately reflects the purpose</p>

	<p>Experiment with layout when writing non-fiction texts Use expression, intonation and tone when reading aloud their writing Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors <i>Enrich writing using the following:</i> <i>Use original similes</i> <i>Set a mood</i> <i>Write an opening to grab the reader</i> <i>Use onomatopoeia</i> <i>Use sentences of three e.g. He opened the door, rushed down the path and jumped over the gate</i> <i>Create double adjective sentences e.g. The small, plump woman bustled through the colourful, noisy market</i> <i>Create double more/less sentences e.g. The more he waited, the more his stomach churned</i> <i>Use powerful verbs for action</i> <i>Add adjectives of condition e.g. rusty</i> <i>Add adverbs of manner (speech)</i> <i>Add adverbs of manner (action)</i> <i>Write in third person limited (from one person's point of view)</i> <i>Describe through specific detail</i></p>	<p>Write in the style of an author or poet who has been studied Write a satisfying ending Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact <i>Enrich writing using the following:</i> <i>Build an image</i> <i>Use metaphor</i> <i>Show emotion in writing</i> <i>Use '3_ed' sentences e.g. Confused, worried and bewildered, they peered through the trees</i> <i>Add emotion starters e.g. Ecstatic, she waved her exam results in the air</i> <i>Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing?</i> <i>Use powerful verbs for speech</i> <i>Add more exact adjectives for colours e.g. russet</i> <i>Add ing and ed adjectives e.g. the swooping seagull</i> <i>Write in third person objective (the facts are reported by a seemingly neutral, impersonal observer or record</i> <i>'Show don't tell' rule</i> <i>Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc</i></p>	<p>Maintain a viewpoint throughout a text Engage the reader throughout Ensure cohesion within and between all paragraphs in a text Use stanzas to organise ideas around a theme in poetry Use varied vocabulary to sustain and develop ideas Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense through a longer piece of writing Change vocabulary and grammar to enhance effects and clarify meaning <i>Enrich writing using the following:</i> <i>Use personification for mood e.g. the sea whispered against the sand</i> <i>Add ed, ing, ly starters</i> <i>Create 3 if sentences e.g. If you can offer some time, if you are sociable, if you would like to help others....</i> <i>Add embedded adverbials e.g. She banged on the door, shaking with rage, and waited.</i> <i>Use rhetorical sentences</i> <i>Use asides to the reader</i> <i>Write in the third person omniscient (an all knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character)</i> <i>Foreshadow events</i> <i>Build tension</i> <i>Use adjectives of taste e.g. bitter</i></p>	<p>Experiment with writers' techniques borrowed from book, screen and stage Use informal and formal structures and style appropriate to the reader Ensure writing is controlled and balanced Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables Manipulate the reader Add depth and detail to paragraphs Use speech to advance action Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Change vocabulary and grammar to enhance effects and clarify meaning Check that the appropriate register is being used Improve their writing style by adding new techniques to their repertoire: <i>Use symbolism in stories and poetry</i> <i>Build an extended image</i> <i>Use assonance</i> <i>Use consonance</i> <i>Create sentences with colons (description then details) e.g. Chickens are great pets: they are friendly and entertaining to watch.</i> <i>Create sentences with semi-colons (to contrast) e.g. I like coffee; Jack prefers tea.</i> <i>Use hyperbole e.g. It is clearly the ultimate in bathroom cleaners.</i> <i>Make use of flashbacks</i></p>
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			<p><i>Hide details from the reader</i> <i>Use repetition to engage the reader</i> <i>Use contrast within and beyond sentences e.g. out of the dirty, ramshackle house walked the gleaming silver robot</i> <i>Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.</i></p>	<p><i>Write in third person multiple (several points of view)</i> <i>Establish and maintain a theme e.g. loneliness</i> <i>Use adjectives of smell e.g. acrid</i> <i>Create a subtle mood</i> Select and use stylistic devices to support the purpose and effect of writing</p>
<p>Summer Term</p>	<p>Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Use their imagination to write engaging texts Plan and organise texts logically Create a coherent plot in a story Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use paragraphs to group related material Use language to create an effect e.g. creating a mood Use expression, intonation and tone when reading aloud their writing Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors <i>Enrich writing using the following:</i> <i>Use original similes</i> <i>Set a mood</i> <i>Write an opening to grab the reader</i> <i>Use onomatopoeia</i> <i>Use sentences of three e.g. He opened the door, rushed down the path and jumped over the gate</i> <i>Create double adjective sentences e.g. The small, plump woman</i></p>	<p>Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Make the form of writing consistently clear, relevant and organised Experiment with layout when writing poems Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Engage the reader fully at points Link ideas within a paragraph or section Communicate feelings, emotions and opinions Take a viewpoint in a piece of writing Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact <i>Enrich writing using the following:</i> <i>Build an image</i> <i>Use metaphor</i> <i>Show emotion in writing</i></p>	<p>Develop ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose a text form Ensure that the content and style of writing accurately reflects the purpose Borrow and adapt writers' techniques from book, screen and stage Select which parts of writing need to be developed in detail Balance narrative writing between action, description and dialogue Develop paragraphs creatively using techniques such as contrast, additional detail and explanation Use stanzas to organise ideas around a theme in poetry Use vivid description Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors</p>	<p>Develop their own ideas for writing through reading, research and personal experience Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form and subject when writing poetry and non-fiction Ensure that the content and style of writing accurately reflects the purpose Experiment with writers' techniques borrowed from book, screen and stage Use informal and formal structures and style appropriate to the reader Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. Show a confident and established voice throughout a piece of writing Affect the emotions of the reader at points in the text Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors</p>

	<p><i>bustled through the colourful, noisy market</i> <i>Create double more/less sentences e.g. The more he waited, the more his stomach churned</i> <i>Use powerful verbs for action</i> <i>Add adjectives of condition e.g. rusty</i> <i>Add adverbs of manner (speech)</i> <i>Add adverbs of manner (action)</i> <i>Write in third person limited (from one person's point of view)</i> <i>Describe through specific detail</i></p>	<p><i>Use '3_ed' sentences e.g. Confused, worried and bewildered, they peered through the trees</i> <i>Add emotion starters e.g. Ecstatic, she waved her exam results in the air</i> <i>Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing?</i> <i>Use powerful verbs for speech</i> <i>Add more exact adjectives for colours e.g. russet</i> <i>Add ing and ed adjectives e.g. the swooping seagull</i> <i>Write in third person objective (the facts are reported by a seemingly neutral, impersonal observer or record</i> <i>'Show don't tell' rule</i> <i>Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.</i></p>	<p>Ensure the consistent and correct use of tense through a longer piece of writing Change vocabulary and grammar to enhance effects and clarify meaning <i>Enrich writing using the following:</i> <i>Use personification for mood e.g. the sea whispered against the sand</i> <i>Add ed, ing, ly starters</i> <i>Create 3 if sentences e.g. If you can offer some time, if you are sociable, if you would like to help others. ...</i> <i>Add embedded adverbials e.g. She banged on the door, shaking with rage, and waited.</i> <i>Use rhetorical sentences</i> <i>Use asides to the reader</i> <i>Write in the third person omniscient (an all knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character)</i> <i>Foreshadow events</i> <i>Build tension</i> <i>Use adjectives of taste e.g. bitter</i> <i>Hide details from the reader</i> <i>Use repetition to engage the reader</i> <i>Use contrast within and beyond sentences e.g. out of the dirty, ramshackle house walked the gleaming silver robot</i> <i>Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.</i></p>	<p>Change vocabulary and grammar to enhance effects and clarify meaning Check that the appropriate register is being used Improve their writing style by adding new techniques to their repertoire: <i>Use symbolism in stories and poetry</i> <i>Build an extended image</i> <i>Use assonance</i> <i>Use consonance</i> <i>Create sentences with colons (description then details) e.g. Chickens are great pets: they are friendly and entertaining to watch.</i> <i>Create sentences with semi-colons (to contrast) e.g. I like coffee; Jack prefers tea.</i> <i>Use hyperbole e.g. It is clearly the ultimate in bathroom cleaners.</i> <i>Make use of flashbacks</i> <i>Write in third person multiple (several points of view)</i> <i>Establish and maintain a theme e.g. loneliness</i> <i>Use adjectives of smell e.g. acrid</i> <i>Create a subtle mood</i></p>
Grammar				
Spelling	As per Spelling Shed objectives and scheme	As per Spelling Shed objectives and scheme	As per Spelling Shed objectives and scheme	As per Spelling Shed objectives and scheme