

Battling Brook Writing Progression - Words and Language (editing and redrafting)

Re-drafting = black Editing = red

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
Know that singular means 'one' and plural means 'more than one' Start to engage readers by using adjectives to describe nouns Use simple alliteration for effect, e.g. messy monkey (in poetry) Use some prepositions, e.g. up, down, inside, across, under To use simple determiners, e.g. my, the/a/an, you, all	Use nouns, verbs and adjectives in sentences. Use compound words. Turn adjectives into adverbs using -ly and begin to use them for description, information and as sentence starters. Use a greater range of prepositions, e.g. behind, above, along, before, between, after. Use determiners/ generalisers, e.g. lots of, many, more, those, these, most, some.	Use 'a' or 'an' correctly throughout a piece of writing. Form word families to show how words are related in form and meaning. Use a wide range of prepositions, e.g. during, through, in front of, next to. Use more powerful verb choices, e.g. stumbled, giggled. Begin to develop a wider vocabulary for use in their writing.	Recognise the grammatical difference between plural and possessive -s. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. Make specific language choices to build suspense and create tension. Use powerful verbs to describe actions (e.g. devoured), thoughts (e.g. imagined) and feelings (disgusted). Experiment with a growing and varied vocabulary in their writing.	Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might. Select appropriate grammar and vocabulary, understanding how choices can enhance meaning for the reader.	Recognise subjects and objects within sentences. Build in more sophisticated literary features to create effects, including similes, metaphors, personification and onomatopoeia. Recognise how words are related as synonyms and antonyms and to use them to make varied vocabulary choices and add effect to writing.

					Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word/ phrase, grammatical connections (e.g. the use of adverbials) and ellipsis.
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