

## I'm a St Wilfrid's Writer Progression – Adjectives and Rich



	Year 1	Year 2	Year 3						
National Curriculum Statements		NC - expanded noun phrases to describe and specify (the blue butterfly)	<p>Year 3 and 4</p> <p>NC - composing and rehearsing sentences orally (including dialogue), progressively building a <u>varied and rich vocabulary</u> and an increasing range of sentence structures.</p> <p>NC - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>NC - in narratives, creating settings, characters and plot</p>						
Statutory requirements (Appendix 2)		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Sentence</b></td> <td><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</td> </tr> <tr> <td></td> <td>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</td> </tr> <tr> <td></td> <td><b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command</td> </tr> </table>	<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> )		Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]		<b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command	
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Clever Writer statements	<p>Use adjectives to describe a noun.</p> <p><b><i>The man was sad.</i></b></p> <p><b><i>Then the red dragon saw the witch.</i></b></p>	<p>Use an expanded noun phrase (noun phrase) using one or more adjectives (for example, the blue butterfly). Create a list of adjectives to describe a noun.</p> <p>Use a comma to separate adjectives when describing a noun.</p>	<p>Distinguish adjectives from nouns.</p> <p>Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing.</p> <p><b><i>Honeybees are attracted to brightly coloured flowers and love to drink the sweet tasting nectar from the centre of the flower.</i></b></p>						

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		<p><i>Jo stared up at the towering trees! The hot, humid weather made her clothes cling to her body. Jo's t-shirt looked wet. Lush, green leaves filled her view and blocked the sunlight.</i></p>	<p>Create a list of adjectives to describe a noun. Use a comma to separate adjectives when describing a noun. <i>One day a strange, cloaked man appeared at the lady's home, so she went out to greet him.</i></p> <p>Use Similes to add description to my writing. <i>Similes compare two objects by using 'like' and 'as'. Similes are useful as they can help the reader to create an image in their mind. Their eyes were brown, but hers were as green as the Nile. Their skin was golden like copper, but hers was pale and burned as pink as a rose in sun.</i></p> <p>Use powerful verbs to make my writing more interesting (stare, tremble, slither, crawl). <i>The vicious beast prowled through the empty streets.</i></p> <p>Use short sentences to make key points. <i>Fiction: Sam was miserable.</i></p>
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			<p><b>Non-Fiction: Yellow Belly frogs are incredible.</b></p> <p>Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself.</p> <p><b>Pronouns are words that take place of nouns or proper nouns. They help you avoid repeating the same noun.</b></p> <p><b>Grace saw Edward but Grace did not speak to Edward.</b></p> <p><b>Grace saw Edward but she did not speak to him</b></p>
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	Year 4	Year 5	Year 6
National Curriculum Statements	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to Enhance effects and clarify meaning.</p> <p>Using expanded noun phrases to convey complicated information concisely. use a thesaurus.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened or seen performed.</p>	
Statutory requirements (Appendix 2)	<p><b>Sentence</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p>		
Clever Writer statements	<p>Use expanded noun phrases with modifiers. Expanded noun phrases with modifiers.</p> <p><b><i>The girl anxiously looked in the deep, dark hole which was hidden inside the overgrown garden.</i></b></p> <p><b><i>Inside the grubby canister lurked a putrid, foul liquid that could have been there for 1,000 years.</i></b></p>	<p>Plan work to use specific, precise and varied vocabulary for the subject.</p> <p><b><i>You had just entered the forest... what could you see?</i></b></p> <p><b><i>Write an ENP with modifier.</i></b></p> <p><b><i>Hunting, terrifying, ominous, daunting, rocky, endless, infinite, skeletal, misty, shady shadowy, murky, gloomy, mysterious, sinister, threatening, emerald, shafts of light abandoned, rickety...</i></b></p>	<p>Deliberately select and improve my vocabulary for effect, formality and precision.</p> <p>Use technical terms and synonyms effectively.</p> <p>Choose words to make my writing more engaging, powerful and to have greater effect on my audience.</p>

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<p><b><i>Perching in a rickety, wooden rocking chair armchair, was a decrepit, wrinkly man who looked like he had lived forever.</i></b></p> <p>I know how to extend noun phrases and add a comma to separate adjectives. <b><i>The loud teacher – The loud, obnoxious teacher.</i></b></p> <p>I can use ambitious adjectives to enhance the nouns in my writing. <b><i>The archaic portrait hung perilously on the wall of the dilapidated castle.</i></b></p> <p>I choose the most appropriate nouns and pronouns.</p> <p>I can identify when a pronoun is more appropriate and can replace a noun with a pronoun independently.</p> <p>Most appropriate nouns and pronouns <b><i>House (cottage, a croft, mansion, manor, palace, villa, hovel, shack, lodge, chalet)</i></b> <b><i>Friendship (affection, attachment, fondness)</i></b></p>	<p>Insert whole sentences to describe setting and characters. Use metaphors, personification and rhetorical questions.</p> <p><b>Starting sentences with adverbs and verbs.</b> <b><i>Without warning, a sudden howling sound echoed from the heart of the forest, making the hairs on the back on my neck stand on end. It was a shrieking noise. A wailing noise. I felt as if the forest was making fun of me and my imprisonment, laughing and squawking at my misfortune and despair at being trapped. Worryingly, I couldn't help but feel that a thousand eyes were watching my every move.</i></b></p> <p>Expanded Noun Phrases (ENP) with a modifier, choosing words carefully to really 'show' the reader what I am describing. <b><i>slimy, smooth pebbles on the rocky beach vast, flat grasslands which stretched out for miles (which)</i></b> <b><i>a thick, dense forest of the finest mahogany ... towering, sheer mountain in the distance that was glaring over the beach...(that)</i></b> <b><i>...dark, ominous forest blocking my route out of jail...(blocking – verb)</i></b></p>	<p>Make deliberate choices about the order of clauses within my sentences.</p> <p>Use the passive voice in news headlines. <b><i>Houses were destroyed by a hurricane.</i></b> <b><i>People left homeless in 1999.</i></b></p> <p>I use the passive voice to avoid or obscure ownership of ideas. <b><i>The vase was knocked over. The vase was smashed. The vase was broken.</i></b></p> <p>I use the passive voice to make the object more important in the sentence than the subject.</p> <p>I deliberately consider the length of my sentences within a paragraph, mixing single words, fragments, short sentences and detailed descriptive sentences.</p>
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	<p><b>Information (news, details, reports, announcements, notices, advice, communications, statement).</b></p> <p>Use more interesting similes to describe things in my writing. <b><i>Tears ran down his face like a river.</i></b></p> <p>Use more interesting metaphors to describe things in my writing. <b><i>Metaphors are used to compare two separate objects using 'is' and 'are'. They are useful as they can help the reader to create an image in their mind.</i></b> <b><i>Ben's temper was a volcano, ready to explode.</i></b> <b><i>His tears were a river flowing down his cheeks.</i></b></p> <p>Beginning to use personification to describe things in my writing. <b><i>Personification happens when we use words (mostly verbs) to give an object (not human) a characteristic that a human would normally have. For example, coughing is a human</i></b></p>	<p><b><i>... deepest, darkest part of the forest that was as damp as a rainy November evening...(that) ... bright, shining beam of light leading me to heaven (verb – leading).</i></b></p> <p>Confidently choosing the most appropriate vocabulary to accurately describe things to the reader.</p> <p>Understand how a thesaurus can enhance meaning. <b><i>As Tib ran, the beast wrapped its eight, colossal tentacles (that were a strange, salmon pink) tightly around the ship and began to drag it towards its gargantuan jaws, which were now stretched wide, revealing rows of razor-sharp teeth that glistened in the intense rays of the sun like polished daggers.</i></b></p> <p>Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions. <b><i>On the sixth morning, the sky, which had previously been bright blue and as clear as a crystal, was filled with a grey haze. The air around them had the distinct aroma of smoke and fire, yet there were no fires lit in the camp.</i></b></p>	<p>I use simple sentences to build tension.</p> <p>I can break the rules to add flair to my writing using one-word sentences /fragments.</p> <p>I know that most sentences have a capital letter, full stop, verb, subject and make sense. However sometimes the author can break these rules to add flair to the writing. <b><i>Everywhere she looked. Greed. Greed. Greed.</i></b></p> <p>I use metaphors that are developed over several clauses. <b><i>Tree's arms reaching out, arthritic fingers grabbing.</i></b></p> <p>I use onomatopoeia to aid description.</p> <p>I use personification to improve description.</p>
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	<p><b>characteristic. 'The wind coughed violently' suggests it is sudden and harsh. The tree branch scratched and clawed at my windowsill, trying to break into my house.</b></p> <p>Using a simile as a sentence opener. <i>Like a raging bull,..</i></p> <p>Beginning to use show don't tell to describe how a character is feeling. <i>As the footsteps tapped closer and closer, Jack felt his stomach muscles tighten. He flattened himself to the wall, the gritty bricks against his cheek. Sweat chilled his palms. He used both hands to steady the gun.</i></p> <p>Short sentences to move events on quickly in a story.</p> <p>Simple sentences for dramatic effect and know when to expand using conjunctions to create compound and complex sentences.</p> <p>A mixture of simple, compound and complex sentences within my writing to</p>	<p><i>From first light, some of the men had gone out hunting, but instead of returning excited with their bounty, they approached the village with grave faces.</i></p> <p>Using short sentences to build suspense. <i>They stared. Unable to move. Frozen to the spot.</i></p> <p>Using rich description to interest the reader such as metaphors, personification, and onomatopoeia. <u>Personification</u> <i>The curtains danced in the breeze. Hailstones crashed into and thumped against the ageing windows.</i> <u>Metaphors</u> <i>The road ahead was a ribbon stretching across the desert.</i> <i>The ballerina was a swan gliding across the stage.</i> <u>Onomatopoeia</u> <i>The tick tock of the grand clock.</i></p>	<p><u>Personification of the weather</u> <i>The wind shrieked through the forest. (Tense mood).</i> <i>The wind whined all though the night. (Sad mood).</i> <i>The sun's rays stroked my face (happy mood).)</i> <i>Impenetrable darkness smothered the city. (Tense, claustrophobic mood).</i> <i>These sentences (also known as 'pathetic fallacy' sentences) describe the weather as if it were a person. They are particularly useful for creating a mood in a story. If you describe the rain as 'weeping', for example, it creates a sad mood.</i></p> <p>I use my senses to "show not tell" settings, characters' feelings and thoughts.</p> <p>I make purposeful choices with adverbs, adjectives, ENPs and adverbials to make my writing more descriptive.</p>
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convey mood and atmosphere and to suit the style of writing.

*There will be no fish for breakfast, sorry men!" exclaimed one of the crew, rubbing the back of his neck uncertainly. Without warning, the net was pulled back into the water, landing with a splash. Tib looked over the side of the ship to investigate. When he peered over, there was nothing but a few small, ominous bubbles clouding the water. And then complete stillness. Nothing. Staring intently into the water, Tib (now with sweaty palms) could make out an enormous shadow. He continued to stare in disbelief as the water began to ripple. It was then that he saw it. An enormous, pink tentacle emerged out of the water and slithered up the side of the ship. Tib took a step back and gasped as a terrifying shadow erupted from the water.*

I use a thesaurus to effectively select better vocabulary; I use a dictionary to reverse check that the word fits the context.