

# Skills Progression of Descriptive Writing

## Descriptive/Poetic Forms and Devices

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduce:  <ul style="list-style-type: none"> <li>• Adjectives</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Imagery</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Imagery</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Simile</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Imagery</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Simile</li> <li>• Metaphor</li> <li>• 'Show, don't tell'</li> <li>• Repetition</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Imagery</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Simile</li> <li>• Metaphor</li> <li>• 'Show, don't tell'</li> <li>• Repetition</li> <li>• Personification</li> <li>• Pathetic fallacy</li> <li>• Symbolism</li> <li>• Connotations</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Imagery</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Simile</li> <li>• Metaphor</li> <li>• 'Show, don't tell'</li> <li>• Repetition</li> <li>• Personification</li> <li>• Pathetic fallacy</li> <li>• Symbolism</li> <li>• Connotations</li> <li>• Assonance</li> <li>• Consonance</li> <li>• Sibilance</li> </ul>
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**Purpose of descriptive writing:** to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about. The author may accomplish this by using imaginative language, interesting comparisons, and images that appeal to the senses.

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
EYFS	<ul style="list-style-type: none"> <li>- Listen and discuss a wide range of character &amp; setting descriptions</li> <li>- Link to own experiences</li> <li>- Discuss word meanings</li> <li>- Discuss significance of title and events</li> <li>- Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on background knowledge and vocabulary provided</li> <li>- Infer and predict on the basis of what is said and done and has been read so far</li> <li>- Explain understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Initial mark making</li> </ul> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a simple sentence orally before writing it</li> <li>- sequencing sentences to form short descriptive pieces</li> <li>- re-reading what they have written to check that it makes sense</li> </ul> <ul style="list-style-type: none"> <li>- Discuss what they have written with the teacher or other pupils.</li> <li>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Leaving spaces</li> <li>- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> </ul>	<p>Descriptions of:</p> <ul style="list-style-type: none"> <li>- Objects</li> <li>- Characters</li> <li>- Settings</li> </ul>

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 1	<ul style="list-style-type: none"> <li>- Listen and discuss a wide range of character &amp; setting descriptions</li> <li>- Link to own experiences</li> <li>- Discuss word meanings</li> <li>- Discuss significance of context</li> <li>- Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on background knowledge and vocabulary provided</li> <li>- Check text makes sense, correcting inaccurate reading</li> <li>- Infer and predict on the basis of what is said and done and has been read so far</li> <li>- Explain understanding</li> </ul>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> </ul> <ul style="list-style-type: none"> <li>- Discuss what they have written with the teacher or other pupils.</li> </ul> <ul style="list-style-type: none"> <li>- Write sequences of accurate sentences to form a variety of descriptions based on real or fictional characters &amp; settings.</li> </ul> <ul style="list-style-type: none"> <li>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Leaving spaces</li> <li>- Joining words and clauses using 'and'</li> <li>- Capital letters for names of people, places, days of week and the I</li> </ul>	<p>Descriptions of:</p> <ul style="list-style-type: none"> <li>- Objects</li> <li>- Characters</li> <li>- Settings</li> </ul>

From Year 2 onwards (once a child has passed the phonics screening), the Destination Reader scheme is to be followed for reading and the 2-week process is to be followed for writing. Possible links for DR lessons are highlighted in red.

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 2	<ul style="list-style-type: none"> <li>- Listen to, discuss and express views about a wide range of descriptive pieces.</li> <li>- Recognise simple recurring literary language in descriptive writing</li> <li>- Discuss and <b>clarify</b> the meanings of words, linking new meanings to known vocabulary</li> <li>- Discuss their favourite words and phrases</li> <li>- Participate in discussion about descriptions within narratives that are read to them and those that they can read for themselves, <b>taking turns and listening to what others say</b></li> </ul>	<ul style="list-style-type: none"> <li>- Draw on what they already know <b>(making links)</b> or on background information and vocabulary provided by the teacher.</li> <li>- Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>- <b>Make inferences</b> on the basis of what is being said and done.</li> <li>- <b>Answer and ask questions</b></li> <li>- <b>Explain and discuss</b> their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>- Make <b>predictions</b> based on what they can <b>infer</b>, focussing on character, setting and mood.</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing exciting and engaging character and setting descriptions</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- sharing/evaluating their writing with the teacher and other pupils</li> <li>- revising to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- editing to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>- reading aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>- Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive)</li> <li>- Sentences with different forms: statement, question, exclamation, command</li> <li>- Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- Use the present and past tenses correctly and consistently including the progressive form</li> <li>- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>	<p>Descriptions of:</p> <ul style="list-style-type: none"> <li>- Objects</li> <li>- Characters</li> <li>- Settings</li> <li>- Emotions</li> </ul>

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 3/4	<ul style="list-style-type: none"> <li>- Listen to and discuss a wide range of descriptive pieces</li> <li>- Read books that are structured in different ways and reading for a range of purposes with varying descriptive techniques for comparison</li> <li>- Identify themes and conventions in a wide range of books from our literary heritage, and books from other cultures and traditions</li> <li>- Discuss words and phrases that capture the reader's interest and imagination <ul style="list-style-type: none"> <li>- Recognise some different forms of literary techniques (e.g. simile and metaphor)</li> </ul> </li> <li>- Participate in discussion about descriptions within narratives that are read to them and those they can read for themselves, <b>taking turns and listening</b> to what others say. <b>building on their own and others' ideas</b> and <b>challenging</b> views courteously.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on what they already know <b>(making links)</b> or on background information and vocabulary provided by the teacher.</li> <li>- Check that the text makes sense to them, discussing their understanding and <b>clarifying</b> the meaning of words in context.</li> <li>- <b>Ask and answer questions</b> to improve their understanding of a text.</li> <li>- <b>Draw inferences</b> and justify inferences with evidence.</li> <li>- Identify main ideas drawn from more than one paragraph (verse) and <b>summarising</b> these.</li> <li>- <b>Evaluate</b> how language, structure, and presentation contribute to meaning.</li> <li>- Make <b>predictions</b> based on what they can <b>infer</b>, focussing on character, setting and mood.</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures</li> <li>- organising paragraphs around a theme</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> <li>- Use a wider range of conjunctions, including when, if, because, although</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (unless it is repetition for effect)</li> <li>- Conjunctions, adverbs and prepositions to express time and cause</li> <li>- Indicate possession by using the possessive apostrophe with plural nouns</li> <li>- Paragraphs as a way to group related material</li> <li>- Expanded noun phrases</li> </ul>	<p>Descriptions of:</p> <ul style="list-style-type: none"> <li>- Objects</li> <li>- Characters</li> <li>- Settings</li> <li>- Emotions</li> </ul>

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 5/6	<ul style="list-style-type: none"> <li>- Continue to read and discuss an increasingly wide range of descriptive pieces</li> <li>- Read books that are structured in different ways and for a range of purposes with varying descriptive techniques for comparison</li> <li>- Increase familiarity with a wide range of books, from our literary heritage, and books from other cultures and traditions</li> <li>- Recommend books that they have read to their peers, giving reasons for their choices</li> <li>- Identify and discuss themes and conventions in and across a wide range of writing</li> <li>- <b>Make comparisons within and across books</b></li> <li>- Participate in discussions about a variety of descriptions within narratives that are read to them and those they can read for themselves, <b>building on their own and others' ideas</b> and <b>challenging</b> views courteously.</li> </ul>	<ul style="list-style-type: none"> <li>- Check that the book makes sense to them, <b>discussing their understanding</b> and <b>clarifying</b> the meaning of words in context</li> <li>- <b>Ask questions</b> to improve understanding</li> <li>- <b>Draw inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- <b>Summarise</b> the main ideas drawn from more than one paragraph, <b>identifying key details</b> that support the main ideas</li> <li>- Identify and <b>evaluate</b> how language, structure and presentation contribute to meaning</li> <li>- Make <b>predictions</b> based on what they can <b>infer</b>, focussing on character, setting and mood.</li> <li>- Discuss and <b>evaluate</b> how authors use language, including figurative language, considering the impact on the reader</li> <li>- <b>Explain and discuss</b> their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>- <b>Provide reasoned justifications for views.</b></li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- Proof-read for spelling and punctuation errors</li> </ul> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<ul style="list-style-type: none"> <li>- Use expanded noun phrases to convey complicated information concisely.</li> <li>- Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>- Use accurate layout devices.</li> </ul> <p>Indicate grammatical and other features (as appropriate) by:</p> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>	<p>Descriptions of:</p> <ul style="list-style-type: none"> <li>- Objects</li> <li>- Characters</li> <li>- Settings</li> <li>- Emotions</li> </ul>

## Descriptive Devices

Allegory	This is a story, poem or other written work that can be interpreted to have a secondary meaning.
Allusion	An allusion is a figure of speech that indirectly references something, such as a novel, song, play, television program, poem, a religious text, historical figure or event.
Alliteration	This is when words that start with the same sound are used repeatedly in a phrase or sentence.
Assonance	This is the repetition of a vowel sound within nearby words.
Connotations	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
Consonance	The repetition of specific consonant sounds in close proximity.
Extended Metaphor	a metaphor that unfolds across multiple lines or even paragraphs of a text, making use of multiple interrelated metaphors within an overarching one.
Imagery	Elements of a description that invoke any of the five senses to create a set of mental images. Specifically, using vivid or figurative language to represent ideas, objects, or actions.
Metaphor	This is when something is described as being the same as an unrelated object. They are often used to create effects and images.
Onomatopoeia	This is when a word sounds like the sound or object it is describing.
Pathetic Fallacy	This is when a writer deliberately creates a natural environment that matches the mood or situation of the character.
Personification	This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind.
Plosive Alliteration	An alliteration in which the initial consonant that is repeated is one of the plosive consonants.
Plosive Consonants	Consonant sounds that are formed by completely stopping airflow e.g. 'p', 't', 'k', 'b', 'd' and 'g'.
Repetition	This is repeating words, phrases, lines, or stanza. It is used to emphasise a feeling or idea, create rhythm, and/or develop a sense of urgency.
'Show don't tell'	This is a writing technique in which story and characters are related through sensory details and actions rather than exposition.
Sibilance	Sibilance is a specific type of alliteration that uses the soft consonants ('s', 'sh', 'z', 'th' and 'f') to create hissing sounds.
Simile	When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind.
Symbolism	A device that uses symbols, be they words, people, marks, locations, or abstract ideas to represent something beyond the literal meaning.