

## Progression in Writing at Thrussington C.E. Primary School

<b>Strand A: Text Structure - Fiction</b>							
	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Fiction planning tools</b>	<p>Story map</p> <p>Story mountain</p>	<p>Plan opening around character(s), setting, time of day and type of weather</p>	<p>Story map</p> <p>Story mountain</p> <p>Story grids</p> <p>Boxing-up' grid</p>	<p>Paragraphs to organise ideas into each story part</p>	<p>Plan opening using description /action</p> <p>Paragraphs to organise each part of story to indicate a change in place or jump in time</p>	<p>Secure independent use of planning tools</p> <p>Plan opening using description /action /dialogue</p>	
<b>Structuring Fiction Writing</b>	<p>Whole class retelling of story - Understanding of beginning/ middle/end</p> <p>Retell simple 5- part story - Once upon a time</p> <p>- First/Then/ Next</p> <p>- But</p> <p>- So</p> <p>- Finally, happily ever after</p>	<p>Retell simple 5 part story</p> <p><u>Opening</u> e.g. Once upon a time...</p> <p><u>Build-up</u> e.g. One day...</p> <p><u>Problem / Dilemma</u> e.g. Suddenly/ Unfortunately,</p> <p><u>Resolution</u> e.g. Fortunately</p> <p><u>Ending</u> e.g. Finally,</p>	<p>Understanding 5 parts to a story with more complex vocabulary</p> <p><u>Opening</u> e.g. In a land far away...One cold but bright morning...</p> <p><u>Build-up</u> e.g. Later that day</p> <p><u>Problem/ Dilemma</u> e.g. To his amazement</p> <p><u>Resolution</u> e.g. As soon as</p> <p><u>Ending</u> e.g. Luckily, Fortunately, Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p>Extended vocabulary to introduce 5 story parts:</p> <p><u>Introduction</u> –should include detailed description of setting or characters</p> <p><u>Build-up</u> –build in some suspense towards the problem or dilemma</p> <p><u>Problem / dilemma</u> –include detail of actions / dialogue</p> <p><u>Resolution</u> - should link with the problem</p> <p><u>Ending</u> – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Build in suspense writing to introduce the dilemma</p> <p>Further develop 5 parts to story - Clear distinction between resolution and ending.</p> <p>- <u>Ending</u> should include reflection on events or the characters.</p>	<p><u>Opening</u> - action / description of character or setting / dialogue</p> <p><u>Build-up</u> - develop suspense techniques</p> <p><u>Problem / dilemma</u> - may be more than one problem to be resolved</p> <p><u>Resolution</u> - clear links with dilemma</p> <p><u>Ending</u> character could reflect on events, any changes or lessons, look forward to the future, ask a question.</p>	<p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Maintain plot consistently working from plan</p> <p><u>Paragraphs</u> -secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p>

Strand B: Text Structure – Non-Fiction							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Non-fiction planning tools</b>		Text map  Washing line	Text map  Washing line  'Boxing –up' grid	Paragraphs to organise ideas around a theme	Logical organisation	Independent planning across all genres  Secure use of range of layouts suitable to text.	Use a variety of text layouts appropriate to purpose
<b>Structuring Non-fiction writing</b>	Factual writing closely linked to a story  Simple factual sentences based around a theme.  Names  Labels  Captions  Lists  Diagrams  Message	<u>Heading</u>  <u>Introduction</u> - Opening factual statement  <u>Middle section(s)</u> - Simple factual sentences around a theme - labelled diagrams  <u>Ending</u> - Concluding sentence	<u>Heading</u>  <u>Introduction</u> - Hook to engage reader - Factual statement / definition - Opening question  <u>Middle section(s)</u> - Group related ideas / facts into sections - Sub headings to introduce sentences /sections - Use of lists – what is needed / lists of steps to be taken - Bullet points for facts - Diagrams  <u>Ending</u> - Make final comment to reader - Extra tips! / Did-you-know? facts / True or false?	<u>Introduction</u> - Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?  <u>Middle Section(s)</u> - Group related ideas /facts into paragraphs - Sub headings to introduce sections / paragraphs - Topic sentences to introduce paragraphs - Flow diagram  <u>Develop Ending</u> - Personal response  <u>Extra information / reminders</u> e.g. Information boxes/ five amazing facts/ Wow comment	Group related paragraphs  Develop use of a topic sentence Link information within paragraphs with a range of connectives.  Appropriate choice of pronoun or noun across sentences to aid cohesion  Use of bullet points, diagrams  <u>Ending</u> - could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader	Use a variety of ways to open texts, draw reader in, and make the purpose clear.  Link ideas within and across paragraphs using a full range of connectives and signposts.  Use rhetorical questions to draw reader in.  Express own opinions clearly.  Consistently maintain viewpoint.  Summary clear at the end to appeal directly to the reader	Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions  Express balanced coverage of a topic  Use different techniques to conclude texts  Use appropriate formal and informal styles of writing  Choose or create publishing format to enhance text type and engage the reader  <u>Linking ideas across paragraphs using a wider range of cohesive devices</u> - semantic cohesion (e.g. repetition of a word or phrase) - grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

**Strand C: Punctuation - This is progressive so punctuation from the previous year should be built on.**

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Finger spaces to separate words	Capital Letters to start a sentence	Capital letters to start a sentence	Colon before a list e.g. What you need:	Commas to mark clauses	Correct comma use in subordinate clauses	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.
Full stops	Capital letters for the personal pronoun I	Full stops	Ellipses to keep the reader hanging on	Commas to mark off fronted adverbials	Rhetorical question	Use of colon to introduce a list
Capital letters for own name	Full stops	Question marks	Secure use of inverted commas for direct speech	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural	Dashes	Use of semi-colons within lists.
Capital Letters to start a simple sentence	Question marks	Exclamation marks	Use of commas after fronted adverbials e.g. Later that day, I heard the bad news	<u>Full punctuation for direct speech</u>	Brackets/dashes/ commas for parenthesis	Bullet points to list information.
	Exclamation marks	Commas to separate items in a list		- Each new speaker on a new line	Colons	Hyphens to avoid ambiguity e.g. man-eating shark versus man-eating shark, or recover versus re-cover
	Speech bubble	Speech bubbles		- Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!	Use of commas to clarify meaning or avoid ambiguity	
	Thought bubble	Apostrophes to mark contracted forms e.g. don't, can't		- Speech starts with capital letter		
		Apostrophes to mark singular possession e.g. the cat's name				

## Strand D: Sentence types

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Simple sentences - Say a sentence, write and read it back to check it makes sense.</p>	<p>Embellished simple sentences</p> <p>Compound sentences</p> <p>Statements</p> <p>Questions</p>	<p>Embellished simple sentences</p> <p>Compound sentences (further develop)</p> <p>Complex sentences (early stages)</p> <p>Use long sentences to add description or information.</p> <p>Use short sentences for emphasis e.g Sam was really unhappy/Visit the farm now</p> <p>Statements</p> <p>Questions</p> <p>Exclamations</p> <p>Commands</p>	<p>Embellished simple sentences</p> <p>Compound sentences (secure use)</p> <p>Complex sentences (early stages)</p> <p>Use long sentences to add description or information.</p> <p>Use short sentences for emphasis and making key points e.g Sam was really unhappy/Visit the farm now.</p> <p>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.</p>	<p>Embellished simple sentences (secure use)</p> <p>Compound sentences (secure use)</p> <p>Complex sentences (further develop)</p> <p>Use long sentences to enhance description or information</p> <p>Use short sentences to move events on quickly. e.g. It was midnight. It's great fun.</p>	<p>Complex sentences (secure use)</p> <p>Main and subordinate clauses</p> <p><u>Sentence reshaping techniques</u> - lengthening or shortening sentence for meaning and /or effect</p> <p>- Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ....through the lonely streets ....at midnight</p> <p>Use of rhetorical questions</p>	<p>Developed use of rhetorical questions for persuasion</p>

## Strand E: Grammatical features

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Co-ordinating conjunctions (and, or, but, so)</p> <p>Adjectives to describe</p> <p>Precise, clear language to give information e.g. - First, switch on the red button. - Next, wait for the green light to flash...</p>	<p>Co-ordinating conjunctions (and, or, but, so) (Secure use)</p> <p>Subordinating conjunctions (what, while, when, where, because, then, so that, if, to, until)</p> <p>Expanded noun phrases e.g. lots of people, a bright, sunny day</p> <p>Vary openers to sentences</p> <p>Adverbs for description and information e.g. Tom ran quickly down the hill. e.g. Lift the pot carefully onto the tray.</p>	<p>Co-ordinating conjunctions (for, and, nor, but, or, yet, so)</p> <p>A range of subordinating conjunctions</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) e.g. A few days ago, we discovered a hidden box.</p> <p>Prepositional phrases to place the action e.g. On the mat, behind the tree</p> <p>'ing' clauses as starters e.g. Sighing, the boy finished his homework.</p> <p>Use a relative clause - who/whom/ which/ whose/that e.g. The boy, whose name is George, thinks he is very brave.</p> <p>Use of determiners 'a' or 'an' according to whether next word begins with a vowel e.g. a rock, an open box</p>	<p>Co-ordinating conjunctions (for, and, nor, but, or, yet, so) (secure use)</p> <p>A range of subordinating conjunctions (secure use)</p> <p>Simile to start a sentence e.g. As curved as a ball, the moon shone brightly in the night sky.</p> <p>'ed' / 'ing' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. e.g. Grinning menacingly, he slipped the treasure into his rucksack.</p> <p>Drop in -'ing' clause e.g. Jane, laughing at the teacher, fell off her chair.</p> <p>Dialogue - verb + adverb - "Hello," she whispered, shyly.</p> <p>Comparative and superlative adjectives e.g. small...smaller...smallest e.g. good...better...best</p> <p>Proper nouns - refers to a particular person or thing. e.g. Monday, Jessica, October, England</p>	<p>A range of subordinating conjunctions</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</p> <p>Drop in -'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home.</p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p>	<p>Secure expanded noun phrases to convey complicated information concisely</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. <u>Active</u>: Tom accidentally dropped the glass. <u>Passive</u>: The glass was accidentally dropped by Tom.</p>

## Strand F: Vocabulary and Use of Language

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><u>List of 3 for description</u> e.g. He wore old shoes, a dark cloak and a red hat.</p> <p><u>Two adjectives to describe the noun</u> e.g. The scary, old woman... Squirrels have long, bushy tails.</p>	<p><u>Sentence of 3 for description</u> e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p><u>Pattern of 3 for persuasion</u> e.g. Visit, swim, enjoy!</p> <p><u>Powerful speech verb for dialogue</u> e.g. "Hello," she whispered.</p> <p><u>Wider range of prepositions</u> - Next to, by the side of, In front of during, through, throughout</p> <p>Powerful verbs</p> <p>Boastful Language</p> <p><u>More specific and/or technical vocabulary to add detail</u> e.g. Drops of rain pounded on the corrugated roof</p>	<p><u>Sentence of 3 for action</u> e.g. Sam rushed down the road, jumped on the bus and sank into his seat.</p> <p><u>Repetition to persuade</u> e.g. Find us to find the fun</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p><u>Prepositions</u> – at, underneath, since, towards, beneath, beyond</p> <p><u>Standard English forms for verb inflections instead of local spoken forms</u> e.g. we were instead of we was, or I did instead of I done</p> <p><u>Conditionals</u> e.g. could, should, would</p>	<p><u>Indicate degrees of possibility using modal verbs</u> e.g. might, should, will, must or adverbs (perhaps, surely)</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p><u>Empty words</u> e.g. someone, somewhere was out to get him</p> <p>Develop use of technical language</p>	<p><u>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</u> e.g. the use of question tags, e.g. He's your friend, isn't he? e.g. the use of the subjunctive in some very formal writing and speech. e.g. If I were you, ..</p> <p>Alliteration,</p> <p>Onomatopoeia</p> <p>Similes</p> <p>Metaphors</p> <p><u>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</u> e.g. said versus reported, alleged, or claimed in formal speech or writing</p> <p><u>How words are related as synonyms and antonyms</u> e.g. big/ large / little</p>