

Writing progression Norton C of E Primary School

Fiction- Write to Entertain

Narrative Focus: Setting

LL	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Draw maps showing different settings • Select from a bank of photos or images to help create a story • Choose a setting where something might happen. E.g bridge, forest, old house. 	<ul style="list-style-type: none"> • Create a simple story that starts and ends in the same place • Create a simple story in which a main character goes from setting to setting on a journey. • Write a story with a local setting • Use adjectives to describe (including similes) • Spell words by identifying 	<ul style="list-style-type: none"> • Try and see it in your mind and use all senses to describe • Take the character home at the end of your story. • Include some detail to bring setting alive. 	<ul style="list-style-type: none"> • Choose a name for the setting • Use sentences of 3 to describe. • Choose adjectives with care; use 'like' and 'as' similes. • Include time of day and weather. (it was a hot night) 	<ul style="list-style-type: none"> • Select time of day and weather to create an effect. <i>E.g thunder rumbled through the darkness.</i> • Use prepositions to show where things are • Show how a character reacts to the setting 	<ul style="list-style-type: none"> • Choose an interesting name for the setting. • Use a change of setting, weather or time to create a new atmosphere • Show the setting through the characters eyes. <i>E.g Jo looked around the room</i> 	<ul style="list-style-type: none"> • Choose a name that suggests something about the setting (<i>e.g hangman's wood</i>) • Introduce something unusual to hook the reader and lead the story forwards. <i>E.g there was a letter on the doormat.</i> • Change atmosphere by altering weather, place or time and use metaphor and personification. • Use detailed sentence of three to describe what can be seen, heard or touched. E.g, Old carpets, dusty sheets and broken chairs littered the floor. 	<ul style="list-style-type: none"> • Pick out unusual details to bring the setting alive, <i>e.g On the piano, stood a large cage containing a yellow snake</i> • Reflect a characters feelings in the setting

	<p>the sounds and then writing the sound with letter/s.</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Write short sentences with words with known sound- letter correspond ences using a capital letter and full stop • Re-read what they have written to check that it makes sense. 						
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Narrative Focus: **Character**

LL	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<ul style="list-style-type: none"> • Give you character a name • Have a 'goodie' and a 'baddie' • End with 'Happily ever after' 	<ul style="list-style-type: none"> • Write about a character from a story you know or make up a new character. • Use adjectives to describe and use a simile. • Give your character a problem 	<ul style="list-style-type: none"> • Use adjectives to describe a noun with a comma <i>e.g a small, round ball.</i> • Use simple similes to describe <i>e.g He stood as tall as a tree</i> 	<ul style="list-style-type: none"> • Introduce bits of alliteration <i>e.g Sally slept silently.</i> • Use a sentence or power of 3 for • Use adverbs to describe how something does something <i>e.g she tiptoed quietly</i> 	<ul style="list-style-type: none"> • Show not tell – describe a character's emotions / personality through what they do • Know your characters desire / wish / fear 	<ul style="list-style-type: none"> • Show don't tell describe a characters emotions / personality through what they say. • Give your main character a hobby, interest or special talent <p>Examples:</p> <p><i>Shiv kept a pet rat called Simon in a cage made of bamboo shoots.</i></p> <p><i>Interesting expressions for speech e.g "Rats!" she cried</i></p> <p><i>Something they love or hate or fear.</i></p> <p><i>A distinctive feature, e.g she wore scarlet jeans.</i></p> <p><i>A secret.</i></p>	<ul style="list-style-type: none"> • Use a name to suggest the character (<i>e.g Mr Hardy [strong and tough], Miss Honey [gentle]</i>) • Reveal a character's thoughts <i>e.g he hoped that he would find his way home</i> 	<ul style="list-style-type: none"> • Show character development – how they feel at the start and end of the story, <i>e.g Miss Bonny frowned [opening] Miss Bonny turned to her new-found friend and smiled [ending]</i> • Drop in a few details to suggest character, <i>e.g Mr Simons, gripping his cane, glared at the two boys</i>
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Fiction - Write to Entertain: Poetry

LL	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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		<p>Bonfire night The smell of.. The taste of.. The sound of.. The touch of.. The site of..</p> <p>Not A Box by Antoinette Portis</p> <p>Learn Act out Write own version using same structure Design own box Create own box</p>	<p>Remembrance - Diadactic Cinquain Poems (focus on number or words in each line -1,2,3,4,1)</p> <p>Non-rhyming</p> <p>Collect words- Focus on adjectives and verbs</p> <p>Poetic device: emotion</p> <p>Alliteration poems</p> <p>Poetic device: alliteration</p>	<p>Haiku – various examples</p> <p>I will put in my box by Kit Wright</p> <p>Use of interesting language</p> <p>Poetic device: onomatopoeia and repetition</p>	<p>City Jungle - Powers of imagery</p> <p>Poetry language focus: personification</p> <p>From the balcony I can see...Pie Corbett - senses</p> <p>Poetic device: Simile</p> <p>I am a Roman Solider - emotion poetry</p> <p>Poetic device: emotion</p>	<p>Flight poetry and the unsung heroes. Looking at, evaluating and creating poetry based on historically significant poetry (WW2).</p> <p>Poetic device: Rhyme</p> <p>Learn and recite poetry.</p> <p>Creating a piece of poetry which represents the life of a river, using geographical knowledge.</p>	<p>Underground Railroad Songs- drinking gourd.</p> <p>Exploring the code used by enslaved people to send messages across the USA. Comparing the Christian references to the meaning in code.</p> <p>Using syllables to create beat and rhythm. Why songs- unable to read, no evidence left behind, memorable.</p> <p>Write to entertain: poetry - There's sea life in my house- Stimulation: Greenpeace- There's an orang-utan in my bedroom and Blue Planet II. Use knowledge of the impact of micro plastics to create a poem to publicise the problem for children younger than themselves.</p> <p>Poetic device::</p> <p>Selection of previously learnt poetic devices plus looking at archaic language (highwayman, the throwing three and the listeners)</p>
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Non fiction: Write to Inform

Instructions

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Title:</p> <p>How to _____</p> <p>Opening sentence</p> <p>This will _____:</p> <p><i>Adaptation from “this guide” in ultimate guide to non fiction</i></p> <p><i>e.g</i></p> <p><i>This will help you to bake a cake (includes decodable words and common exception words such as to)</i></p> <p>What you need</p> <p>Bullet point list</p> <p>How to do it (ordered instructions)</p> <p>Numbered Steps</p> <p>Two step instructions using and</p> <p>VGP - Adverbials = First Firstly Next After Later.</p>	<p>Title:</p> <p>How to _____</p> <p>Opening sentence</p> <p>Written as a question 2A opener</p> <p>e.g Have you ever....?</p> <p>e.g Follow these instructions to capture a terrifying, vicious wolf.</p> <p>What you need</p> <p>Bullet point list with 2A descriptions</p> <p><i>e.g one long, strong rope a sharp, powerful trap. Etc.</i></p> <p>How to do it (ordered instructions)</p> <p>Sequence word, imperative (bossy) verb</p> <p>VGP - Adverbials with a comma= First, Firstly, Next, After, Later.</p> <p>VGP - Imperative Verbs – buy, listen, mix N.C – How the grammatical patterns in a sentence indicate its</p>	<p>Title</p> <p>Use of possessive apostrophe</p> <p>e.g</p> <p>Peter’s guide to _____</p> <p>N.C Headings and sub-headings to aid presentation</p> <p>Opening sentence</p> <p>Struggling on?</p> <p>VGP – Rhetorical questions</p> <p><i>e.g</i></p> <p><i>Struggling to capture the moon? This helpful guide will help you to capture the moon in no time at all!</i></p> <p>What you need</p> <p>VGP - Bullet points – simple list</p> <p>How to do it</p> <p>Consequence instructions</p> <p>VGP - Subordinating conjunctions: while, after, before (not prepositional use)</p> <p>e.g Stir the mixture until it has a creamy consistency</p>	<p>Title</p> <p>Choice</p> <p>Opening sentence</p> <p>Choice</p> <p>What you need</p> <p>VGP - Bullet points – detailed list</p> <p>How to do it (Brackets for choices)</p> <p>VGP - Brackets for incidental details</p> <p><i>e.g</i></p> <p><i>(add more salt if needed)</i></p> <p>Ending paragraph – how you know it has worked</p> <p>Most important – in short summary</p> <p>VGP - Dashes for emphasis</p> <p><i>e.g</i></p> <p><i>The cake should be light, fluffy and moist – in short, delicious!</i></p>	<p>Title</p> <p>Choice</p> <p>Opening sentence</p> <p>Choice</p> <p>What you need</p> <p>Choice</p> <p>How to do it</p> <p>Choice</p> <p>Ending paragraph – how you know it has worked</p> <p>Follow-up ideas</p> <p>VGP - Modal verbs</p> <p><i>e.g</i></p> <p><i>You could change the colour of the cake by adding four drops of your desired colour of food dye before mixing</i></p> <p>Grammar explicitly taught in VGP:</p>	<p>Title</p> <p>Choice</p> <p>Opening sentence</p> <p>Choice</p> <p>What you need</p> <p>Choice</p> <p>How you do it</p> <p>Choice</p> <p>Ending paragraph – how you know it has worked</p> <p>Choice</p> <p>All writing to inform has this VGP:</p> <p>Use subordinating conjunctions in varied positions,</p> <p>Use expanded noun phrases to inform,</p> <p>Use relative clauses to add further detail</p> <p>Begin to use passive voice to remain formal or detached,</p> <p>Begin to use colons to link related clauses,</p>
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<p>VGP - Co-ordinating conjunction= <i>and</i></p> <p><i>e.g Put in the milk and stir.</i></p> <p>Imperative verbs ('bossy verbs') e.g First, put the egg in the bowl.</p> <p>Ending sentence</p> <p>VGP – Sound! Result Exclamation sentences!</p> <p><i>e.g</i></p> <p><i>Well done! You have now made a cake</i></p>	<p>function as a statement, question, exclamation or command</p> <p>N.C Correct choice and consistent use of present tense and past tense throughout writing</p> <p><i>e.g</i></p> <p><i>First, put.....</i></p> <p><i>Next, add....</i></p> <p>VGP - adverbs</p> <p>N.C using -ly suffix</p> <p>Ending sentence</p> <p>If, then</p> <ul style="list-style-type: none"> • Subordinating conjunction= if <p>e.g If you have followed these instructions, then you should have caught the evil, violent wolf.</p>	<p>Ending paragraph – how you know it has worked</p> <p>Now summaries</p> <p>More than one closing sentence</p>	<p><i>The wolf should be tired, subdued and in a cake – in short, captured!</i></p> <p>More than one closing sentence</p>	<p>3 bad – (dash) question.</p> <p>Relative clauses</p> <p>parenthesis</p> <p>The more, the more</p> <p>Ad, same ad</p>	<p>Use brackets or dashes to explain technical vocabulary</p> <p>Use semi-colons to punctuate complex lists, including when using bullet points</p> <p>Use colons to introduce lists or sections</p> <p>Use brackets or dashes to mark relative clauses</p> <p>Secure use of commas to mark clauses, including opening subordinating clauses</p> <p>Begin to use colons & semi-colons to mark clauses</p>
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Recount Texts – personal recount

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Style of: Letter Including features: address, dear, from.</p> <p>Features:</p> <p><u>Who? What? Where? When? Why?</u></p> <p><u>Why?</u></p> <p>VGP - Subordinating conjunction= <i>because</i></p> <p><u>Ordered events</u></p> <p>VGP - Adverbials = <i>First Firstly Next After Later.</i></p> <p><u>How did you feel?</u></p>	<p>Style of: Postcard Including features: address, dear, from.</p> <p>Style of: Diary Including features: Date / time. Use of first person.</p> <p><u>Who? What? Where? When? Why?</u></p> <p>VGP - Subordinating conjunction= <i>because</i></p> <p><u>Most important ordered events.</u></p> <p>VGP - Adverbials with a comma= <i>First, Firstly, Next, After, Later.</i></p> <p>VGP - BOYS= <i>But, or, yet, so N.C</i> – co-ordination using or, and but</p> <p>e.g</p> <p>I need to leave Peru, but I am going to miss it.</p> <p>I might get a plane or I could go by boat.</p> <p><u>How did you feel?</u></p>	<p><u>Who? What? Where? When? Why?</u></p> <p>VGP taught so far</p> <p><u>Most important ordered events.</u></p> <p>VGP taught so far</p> <p><u>How did you feel? – in KS2 will be incorporated into the ordered events as writing becomes more sophisticated</u></p> <p>VGP taught so far</p> <p>For recounts of events that have happened recently – use of the present perfect form</p>	<p><u>Who? What? Where? When? Why?</u></p> <p>VGP taught so far</p> <p><u>Most important ordered events.</u></p> <p>VGP taught so far</p> <p><u>How did you feel? – in KS2 will be incorporated into the ordered events as writing becomes more sophisticated</u></p> <p>VGP taught so far</p>	<p><u>Who? What? Where? When? Why?</u></p> <p>VGP taught so far</p> <p><u>Most important ordered events.</u></p> <p>VGP taught so far</p> <p><u>How did you feel? – in KS2 will be incorporated into the ordered events as writing becomes more sophisticated</u></p> <p>VGP taught so far</p>	<p><u>Who? What? Where? When? Why?</u></p> <p>VGP taught so far</p> <p><u>Most important ordered events.</u></p> <p>VGP taught so far</p> <p><u>How did you feel? – in KS2 will be incorporated into the ordered events as writing becomes more sophisticated</u></p> <p>VGP taught so far</p>
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In KS1 these will be taught explicitly as a text type with their own features and self assessment criteria at the end. In KS2 personal recounts will be used as a teaching tool (such as when getting to know the text well), doing short burst writing with a quick recap of the layout features. The VGP included in these personal style recounts will have already been taught discretely and then can put into application in writing.

Newspaper reports

Year 1 - Inform	Year 2 - Inform	Year 3 - Inform	Year 4 - Inform	Year 5 - Discussion	Year 6 - Discussion
<p>Headline</p> <p>VGP - Exclamation sentences!</p> <p>Introduction</p> <p>4 ws</p> <p>VGP – Coordinating conjunction - because</p> <p>Body</p> <p>VGP – Full stops and capital letters.</p> <p>VGP – Coordinating conjunction – and</p> <p>VGP - Adverbials = First Firstly Next After Later.</p> <p>Picture</p>	<p>Headline</p> <p>Alliteration</p> <p>Introduction</p> <p>Body</p> <p>VGP - past Progressive form: <i>was walking</i> Was _____ ing.</p> <p>VGP - Adverbials with a comma= <i>First, Firstly, Next, After, Later.</i></p> <p>VGP – 2A sentences - noun phrases <i>e.g the red, hot fire towered into the sky</i></p> <p>Written in past tense</p> <p>(N.C)- Use of past tense throughout writing:</p>	<p>Headline</p> <p>Main point summary</p> <p>Byline</p> <p>Introduction</p> <p>Body</p> <p>VGP Expressing time, place and cause using conjunctions, adverbs or prepositions <i>e.g Mr Gavaghan asked for a pear before break time.</i></p> <p><i>After the children got back from break, Mrs Frost went into the cupboard.</i></p> <p>Written in the past tense</p> <p>Written in the third person</p>	<p>Headline</p> <p>Puns</p> <p>Byline</p> <p>Introduction</p> <p>Body</p> <p>Written in the past tense</p> <p>Written in the third person</p> <p>Sources</p> <p>VGP - Simple sentence direct speech, consolidation to closing punctuation as well as introduce comma after reporting clause</p> <p>Picture</p>	<p>Headline</p> <p>Choice</p> <p>Byline</p> <p>Introduction</p> <p>Body</p> <p>Body</p> <p>e.g The painting, which is more than 200 years old, was transported to the gallery under armed guard</p> <p>Written in the past tense</p> <p>Written in the third person</p> <p>Sources</p> <p>Picture</p> <p>Caption</p>	<p>Headline</p> <p>Choice</p> <p>Byline</p> <p>Introduction</p> <p>Body</p> <p>Written in the past tense</p> <p>Written in the third person</p> <p>Sources</p> <p>Picture</p> <p>Caption</p>

	<p>Picture</p> <p>Caption</p> <p>Present tense</p>	<p>N.C - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Sources</p> <p>VGP - Simple sentence with direct speech</p> <p>Picture</p> <p>Caption</p>	<p>Caption</p>	<p>Newspaper Report</p> <p>Structure A- Two halves Introduction For 1 Against 1 Conclusion</p> <p>Use modal verbs to convey degrees of probability, It could be argued... Some might say... Use relative clauses to provide supporting detail VGP – noun who/which/where</p> <p>The rainforest, which covers almost a third of South America...</p> <p>Use adverbials to provide cohesion across the text, Despite its flaws... On the other hand... Use expanded noun phrases to describe in detail</p> <p>The dramatic performance by the amateur group was... Begin to use passive voice to maintain impersonal tone,</p> <p>The film was made using CGI graphics</p> <p>Explicitly taught in VGP:</p> <p>Imagine 3 examples. metaphor, onomatopia repetition, rhyme, alliteration, personification, similies.</p>	
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Report

Year 1	Year 2 – non chronological - Inform	Year 3 – non chronological - Inform	Year 4 – chronological (biography) - inform	Year 5 – chronological (biography) - Inform	Year 6 (essay) inform
	<p><u>Heading</u></p> <p><u>Subheading</u></p> <p><u>Introduction</u></p> <p><u>Paragraphs for each subheading</u></p> <p>BOYS sentences – but and or</p> <p>N.C - Introduction to paragraphs as a way to group related material</p> <p><u>Facts</u></p>	<p><u>Heading</u></p> <p><u>Subheading</u></p> <p>N.C – Heading and subheading as a way to aid presentation</p> <p><u>Introduction</u></p> <p><u>Paragraphs for each subheading</u></p> <p>BOYS sentences – yet and so N.C Expressing time place and cause using conjunctions, adverbs and prepositions</p> <p>N.C - Introduction to paragraphs as a way to group related material</p> <p><u>Facts</u></p> <p><u>Formal language</u></p> <p>No contractions</p>	<p><u>Heading</u></p> <p><u>Subheading</u></p> <p><u>Introduction</u></p> <p><u>Paragraphs for each subheading in chronological order</u></p> <p>Subordinating conjunctions – although, since</p> <p><u>Facts</u></p> <p><u>Formal language</u></p>	<p><u>Heading</u></p> <p><u>Subheading</u></p> <p><u>Introduction</u></p> <p><u>Paragraphs for each subheading in chronological order</u></p> <p>FANBOYS sentences - For and nor</p> <p>De:de (description: details) (book 1, pg 21) – Colons to add further detail in a new clause</p> <p><u>Formal language</u></p> <p><u>Facts</u></p>	<p><u>Heading</u></p> <p>Choice</p> <p><u>Subheading</u></p> <p>Choice</p> <p><u>Paragraphs</u></p> <p>Choice</p> <p><u>Introduction</u></p> <p>Choice</p> <p><u>Formal language</u></p> <p>Choice</p> <p><u>Facts</u></p> <p>Choice</p> <p>Write to discuss: Was Jesus the Messiah? Newspaper article – stimulated by the bible: what was expected and what they got. Linked: RE- syllabus documents used to inform planning</p> <p>Choice of Structure: <u>Structure A- Two halves</u> Introduction For 1 For 2 Against 1 Against 2 Conclusion</p>

					<p><u>Structure B- Alternating</u> Introduction For 1 Against 1 For 2 Against 2 Conclusion</p> <p>Use modal verbs to convey degrees of probability,</p> <p>Use relative clauses to provide supporting detail</p> <p>Use adverbials to provide cohesion across the text,</p> <p>Use expanded noun phrases to describe in detail</p> <p>Begin to use passive voice to maintain impersonal tone,</p>
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Writing to inform: Explanation

Year 1	Year 2	Year 3 – How things work (Pollination)	Year 4 – Explain a process (Mummification)	Year 5 Why something happened (ww2?)	Year 6 - Choice
<u>N/A</u>	N/A	<p><u>Title</u></p> <p><u>What this is about</u></p> <p><u>What it needs</u></p> <p><u>How it works</u></p> <p>BOYS sentences – yet and so N.C Expressing time place and cause using conjunctions, adverbs and prepositions</p>	<p><u>Title</u></p> <p><u>What this is about</u></p> <p><u>What it needs</u></p> <p><u>What happens</u></p> <p>Brackets for incidental details</p> <p><u>What happens next or something interesting</u></p>	<p><u>Title</u></p> <p><u>What this is about</u></p> <p><u>What was happening</u></p> <p><u>What happened and why</u></p> <p><u>What happened next or something interesting</u></p>	<p><u>Title</u></p> <p><u>What this is about</u></p> <p><u>What was happening / What it needs</u></p> <p><u>What happened and why / What happens</u></p> <p><u>What happened next or something interesting</u></p>

		<p>What happens next or something interesting</p> <p>N.C – Heading and subheading as a way to aid presentation</p>			
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Persuasion Texts

While the structure remains the same for each year group, the progressions comes in the language features and sentence structures used

Year 1	Year 2	Year 3 (letter)	Year 4 (leaflet)	Year 5	Year 6 - Choice
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<p>N/A</p>	<p>N/A</p>	<p><u>Introduction</u></p> <p>Rhetorical questions</p> <p><u>Reason 1</u></p> <p><u>Reason 2</u></p> <p><u>Reason 3</u></p> <p><u>Conclusion</u></p> <p>Persuasive language</p>	<p><u>Introduction</u></p> <p><u>Reason 1</u></p> <p><u>Reason 2</u></p> <p><u>Reason 3</u></p> <p><u>Conclusion</u></p> <p>Grammar to use in writing:</p> <p>Short sentences for emphasis</p>	<p>Write and perform a persuasive speech.</p> <p>Writing letters to Boris Johnson to seek support for refugees.</p> <p>Write and perform a persuasive speech based on Martin Luther King's 'I had a dream'.</p> <p><u>Introduction</u></p> <p><u>Reason 1</u></p> <p><u>Reason 2</u></p> <p><u>Reason 3</u></p> <p><u>What other people think</u></p> <p><u>Conclusion</u></p> <p>Grammar explicitly taught in VGP:</p> <p>Modal verbs</p> <p>De: De sentences</p> <p>Statistics</p> <p>3 ED adjectives</p>	<p><u>Introduction</u></p> <p><u>Reason 1</u></p> <p><u>Reason 2</u></p> <p><u>Reason 3</u></p> <p><u>What other people think</u></p> <p><u>Conclusion</u></p> <p>Grammar to use in writing:</p> <p>Subjunctive form</p> <p>Use imperative and modal verbs to convey urgency,</p> <p>Use adverbials to convey sense of certainty,</p> <p>Use short sentences for emphasis</p> <p>Use of the subjunctive form for formal structure</p> <p>Use ?! for rhetorical / exclamatory sentences</p> <p>Use colons and semi-colons to list features, attractions or arguments</p> <p>Use brackets or dashes for parenthesis, including for emphasis</p>
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					Use semi-colons for structure repetition,
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Grammar