

**WRITING TO ENTERTAIN PROGRESSION**

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|   | RECEPTION  | YEAR 1  | YEAR 2  | YEAR 3  | YEAR 4  | YEAR 5  | YEAR 6  |
| NARRATIVE  | Retelling of a known story (oral/scribed/written)   | Retelling of a known story with key narrative language and a beginning, middle and end Diary writing?    | Short story using known structure with one or more elements changed Story openings Alternative endings Diary writing    | Short story using sequential structure – opening, build up etc. Story openings Story endings Dialogue Setting description Diary writing   | Setting description Story endings Alternative endings New scene or character in a story Narrative with different settings, imaginary / historical Diary writing  | As Year 4 also: Setting description with personification Narrative writing from different viewpoints Create suspense Fast-paced action scene  | As Year 5 also: Narrative pivots Narrative from perspective of an inanimate object     |
| CHARACTER DESCRIPTION  | Simple character profile (oral -> scribed -> written) Role on the wall Simple labelled picture  | Role on the wall Simple labels and captions Simple character profile (wanted poster)  | Character profile – known and then created Main focus on describing physical appearance and likes and dislikes  | Character description Paragraphed and developed with detail around personal attributes / feelings  | As year 3 and learn to Character description to evoke sympathy or dislike within a story   | Character portrayal throughout narrative to effect a reader – changes of feelings through a plot, contrast of characters and creating intrigue.  | Character portrayal throughout narrative to effect a reader – changes of feelings through a plot, contrast of characters and creating intrigue.  |
| SETTING DESCRIPTION  | Oral discussion on settings Simple labelled picture Role play  | Simple labels and captions Simple setting description linked to character e.g. The pigs lived in a forest. The dragon lived in a dark cave.  | Setting description – familiar places. Main focus on describing senses.  | Setting description to set the scene  | Setting description to set the scene / change the place within a story  | Setting description throughout a narrative to effect the reader – change / contrast of mood  | Setting description throughout a narrative to effect the reader – change / contrast of mood  |
| LITERACY DEVICES  |   | Synonyms  | Synonyms Shades of meaning  | Simile Speech  | Shades of meaning – selection of vocab for impact (less description needed) Metaphor | Personification Pathetic Fallacy to create mood Short sentences for suspense Show not tell  | Revision and development of all devices Figurative language used manipulatively Pathetic Fallacy to create mood |
| TEXT FEATURES  | Time sequenced  | Time sequenced – past tense  | Time sequenced – begin to distinguish between past and present tense to suit purpose  | Detailed description Paragraphs to organise in time sequence Opportunities to compare different forms of past tense – simple and progressive  | Detailed description Paragraphs to organise in time sequence Opportunities to compare different forms of past tense – simple and progressive  | Detailed description Paragraphs to organise in time sequence Use a range of tenses to indicate changes in timing, sequence etc.  | Detailed description Paragraphs to organise in time sequence Use a range of tenses to indicate changes in timing, sequence etc.  |
| GRAMMAR AND SENTENCE TEACHING  | Simple sentences.  | Simple sentences. Single adjective noun phrase. Coordinating conjunction ‘and’ to link two main ideas  | Coordinating conjunctions to link ideas Expanded noun phrases Progressive form for verbs Exclamation sentences  | Fronted adverbs Expanded noun phrases to add detail and description Subordinate clauses to add detail or context Nouns and pronouns for clarity and cohesion  | Open with a subordinate clause. Eg. As the sun was setting, …  | Subordinate clauses to add detail and context – in varied positions Relative clauses Wide range of sentence structures to add interest or for effect.  |   |
| ADVERBIALS AND CONJUNCTIONS  |   | First, Then, Next  and  | First, Then, Next, After, Later, The next day, Suddenly, (When)  And, but, so, or, when  | Soon, Meanwhile, As, When, Carefully, Without a thought,  If, when, because, while, as, until, once  | Fronted Adverbials (phrases) for how, where and when  As Year 3  | Later that day, All night, Under the treetops, Nearby, Silently, If, when, because, while, as, until, once, since, although, unless, rather  | Meanwhile, Within moments,  \*’-ed openers’, ‘-ing openers’  |
| PUNCTUATION  | Finger spaces, capital letter and full stops  | Finger spaces, capital letter and full stops Capital letter for pronoun I and proper nouns   | Finger spaces, capital letter and full stops Capital letter for pronoun I and proper nouns Apostrophes for contractions Exclamation marks   | Begin to use inverted commas for speech Secure use of apostrophes for possession, including for plural nouns Commas after fronted adverbs.(singular words)  | As Year 3 Full punctuation for direct speech. Commas after a subordinate clause to open (with support) \*Begin to use dash for emphasis   | As Year 4 Brackets for incidentals Dashes to emphasise additional information \*Colons to add further detail in a new clause \*Semi-colons to join related clauses  | Parenthesis  |

\* indicates where you can expose the children to this objective in Models of excellence’s or your modelling, but you don’t need to explicitly teach it, or expect the children to use it independently.