A picture containing text

Description automatically generated

**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.