



WRITING TO ENTERTAIN PROGRESSION

	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 Metaphor Speech	Shades of meaning – selection of vocab for impact (less description needed)	Personification Pathetic Fallacy to create mood Short sentences for suspense Show not tell	Revision and development of all devices Figurative language used manipulatively
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 Apostrophes for contractions Exclamation marks	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 WAGOLLS or your modelling, but you don't need to explicitly teach it, or expect the children to use it independently.