



**Fiction Progression Plan**

At St Cuthbert's, our writing curriculum is designed to ensure a progressive development of skills, empowering students to become secure and proficient writers across an assortment of genres. Beginning with foundational skills in early years, we guide students through the stages of writing, emphasising creativity, coherence, and clarity. Our curriculum focuses on consistent recall and practicing of key grammar, vocabulary, and sentence structure rules. As students grow in our care, they will explore various genres throughout their curriculum topics. Our intent is to foster a love for writing, allowing every student to understand the intricacies of writing consistently and to apply these skills across diverse contexts, preparing them for future academic and personal success. Spelling, vocabulary, grammar, and handwriting are taught explicitly and intertwined into all aspects of the curriculum

	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Composition	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Say aloud what they are going to write about</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before they write it</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Discuss what they have written with the teacher and other pupils</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Jot down key words and new vocabulary</li> <li>Say aloud what they are going to write about</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before they write it</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Re-reading what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher and other pupils <b>Read aloud their writing clearly enough to be heard by their peers and the teacher.</b></li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Plan or say aloud what they are going to write</li> <li>Write down ideas/key words including new vocabulary</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Encapsulate what they want to say sentence by sentence</li> <li>Write narratives about personal experiences and those of others</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Evaluate their writing with the teacher and other pupils</li> <li>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Read aloud what they have written so that the meaning is clear</b></p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</li> <li>Organise paragraphs around a theme</li> <li>Create settings, characters and plots</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and other's writing suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</li> <li>Proof-read for spelling and punctuation errors</li> </ul> <p><b>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</b></p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of the writing and select the appropriate form</li> <li>Note and develop initial ideas, drawing on reading and research, where necessary</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li> <li>Precis longer passages</li> <li>Use a range of devices to build cohesion within and between paragraphs</li> <li>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensure that consistent and correct use of tense throughout a piece of writing</li> <li>Ensure correct subject and very agreement when using singular and plural</li> <li>Proof-read for spelling and punctuation errors</li> </ul> <p><b>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</b></p>

<b>Handwriting</b>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0–9</p> <p>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Correctly form all lower-case letter correctly</p> <p>Formation of capitals and digits 0-9 using the correct size and orientation</p> <p>Use consistent spacing between words</p> <p>Begin to use diagonal and horizontal strokes to join letters</p>	<p>Horizontal and diagonal strokes needed to join letters</p> <p>Increase consistency, legibility and quality of handwriting</p>	<p>Writing legibly, fluently and with increased speed</p> <p>Choosing writing style for the task</p>
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Narrative – Writing to Entertain		Purpose		Types		
<p>Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text.</p>		<p>To tell a story or share knowledge of the past</p> <p>To celebrate and praise</p> <p>To amuse or entertain through wordplay</p> <p>To reflect or share knowledge</p>		<p>Narrative types are developed throughout the school</p>		
Year Group	Narrative Styles/Organisation	Sentence Features/Story Language		Grammatical Features		Punctuation
Reception	<p>Oral retelling of events using time words and past tense</p> <p>Simple sentence recounting the story spoken and then written</p>	<p>Use of simple sentence structures.</p>		<p>Nouns and verbs correct</p>		<p>Capital letter and full stop</p>
Year 1	<p>Traditional tales</p> <p>Fairy tales</p> <p>Familiar settings</p> <p>Well-known stories Science-fiction</p> <p>Fantasy</p> <p>Clear beginning and end using story language e.g. Once upon a time, One day, In the end.</p> <p>Ideas grouped together in chronological order</p> <p>Problem and simple resolution</p>	<p>Use of simple sentence structures.</p> <p>Size adjectives <b>big, small, enormous big, bigger, biggest</b> Emotion adjectives <b>sad, angry, cross, happy</b></p> <p>Pronouns <b>I, she, he, they</b> Prepositions <b>up, down, into, out, to, onto</b> Time references <b>once upon a time, one day, happily ever after</b></p>		<p>Noun</p> <p>Consistent Past tense</p> <p>Adjectives</p> <p>Adventurous vocabulary</p>		<p>Spaces to separate words</p> <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p>
Year 2	<p>Adventure</p> <p>Fables</p> <p>Humorous</p> <p>Dilemmas</p>	<p>Simple adverbs to express how to do an action</p> <p>Noun phrases to describe</p> <p><b>Story Language Adverbs</b> suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily <b>Story Starters</b> by the next morning, one day, as</p>		<p>Noun and noun phrase</p> <p>Progressive verb form</p> <p>Subordinating and Coordinating conjunctions</p> <p>Consistent use of tense throughout the piece</p> <p>Adverbs to show when and how</p>		<p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction</p>

	<p>Sentences written in chronological order indicated by time words</p> <p>Characters and setting are described in detail</p> <p>Paragraphing for a change of time or place</p> <p>Trigger event followed by a series of events and a conclusion</p> <p>Correct use of pronoun Peter and Jane, they</p>	<p>soon as <b>Story Endings</b> in the end, at the end of the day</p> <p><b>Power of 3</b> He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Adding 'er' and 'est' to show comparisons in adjectives</p> <p>Third person</p>	<p>Possessive apostrophe for singular nouns</p> <p>Commas in a list</p>
Year 3	<p>Sci-fi</p> <p>Dilemmas</p> <p>Traditional/Fairy stories Myths</p> <p>Familiar settings</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses <b>Story</b></p> <p><b>Language</b></p> <p><b>Simile and Metaphor</b> ...as small as a mouth... ...strong like a bull...</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations</p> <p>Brackets</p>

	<p>Time and place referenced at the start of each sentence</p> <p>Characters are introduced and who, what, when, where and why are established</p> <p>Story flows well and raises doubt and suspense</p> <p>There is a clear complication and events, which are paragraphed throughout</p> <p>Cohesion throughout</p>	<p>He was a walking encyclopaedia.</p> <p>Her tears were a river flowing down her face.</p> <p><b>Adverbs</b> suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily</p> <p><b>Accurate Action Verbs</b> pushed, rushed, shoved</p> <p><b>Power of 3</b> He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Fronted adverbials</p> <p>Implied second person</p>	
Year 4	<p>Adventure</p> <p>Mystery</p> <p>Historical</p> <p>Legends</p> <p>Fantasy</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses <b>Story</b></p> <p><b>Language</b></p> <p><b>Simile and Metaphor</b> ...as small as a mouth...</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations</p> <p>Brackets</p>

	<p>Links between opening and resolution</p> <p>Links between paragraphs help to link one idea to the next</p> <p>Paragraphs organised correctly to build up to key events</p>	<p>...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. <b>Adverbs for Frequency or Subtlety</b> often, seldom, exactly, suspiciously, craftily <b>Conjunctions to add information</b> moreover, furthermore, in addition, in due course <b>Power of 3</b> He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person</p>	
Year 5	<p>Historical Science-fiction Humorous Myths Fantasy Other cultures Classics</p> <p>Opening and resolution shape the story</p> <p>Paragraphs varied in length and structure</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length <b>Simile and Metaphor</b> ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. <b>Adverbs for Frequency or Subtlety</b> often, seldom, exactly, suspiciously, craftily <b>Repetition</b> The boys ran and ran until they could run no more. <b>Personification</b> The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the woods</p>	<p>Brackets Dashes Colons Semi-colons</p>
Year 6	<p>Adventure Flashbacks Mystery Science-fiction Other cultures</p> <p>The story is well constructed and raises intrigue</p> <p>Dialogue is used to move the action on or to heighten empathy for a character</p> <p>Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length <b>Active and Passive</b> They removed the ring from the drawer. The ring was removed from the drawer. <b>Modifiers for intensity</b> insignificant amount, exceptionally, recently, evidently <b>Repetition</b> The boys ran and ran until they could run no more. <b>Personification</b> The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type</p>	<p>Brackets Dashes Colons Semi-colons</p>

Poetry – Writing to Entertain		Purpose		Types	
Poetry can have different purposes but exploring vocabulary and structure and conveys both emotion and information. It has strong social and historical links with cultures and communities. As children become more confident with a style, they make increasingly effective use of wordplay to explore and develop ideas		To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge		Poetry types are developed throughout the school	
Year Group	Poetry Styles	Sentence Features	Grammatical Features	Punctuation	
Reception	Range of different poetry styles chosen for language	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop	
Year 1	Classics List and alphabet poetry Observational poetry Performance poems and raps Rhyme	Use of simple sentence structures. Lists	Noun Present tense and past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I	

Year 2	Chants and tongue twisters Kennings Performance poetry and raps Puns and wordplay Riddles	Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Acrostics Modern verse Similes Performance poems	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 4	Observational free verse Classics Narrative Clerihews Performance poems	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5	Riddles Acrostic poems	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion	Brackets Dashes Colons Semi-colons
		Variation in sentence length  Use of passive and active	Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	

Year 6	<p>Modern verse Performance poetry Narrative</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses</p> <p>Variation in sentence length</p> <p>Use of passive and active</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type</p>	<p>Brackets Dashes Colons Semi-colons</p>
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