**WRITING at West Kidlington Primary School and Nursery 2023-2024: Curriculum Progression**

Fiction and Non-fiction progression documents can be found on the Shared drive.

**NARRATIVE FOCUS PROGRESSION**

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| Signature outline | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Area of Narrative Focus** | **Setting / Atmosphere** | * See noun phrases
* Describe what the setting looks like – what can be seen?
 | * See noun phrases
* Use senses to describe setting
 | * Create settings that are appropriate for the type of story/effect
* Develop setting descriptions (stories set in space, the jungle, a new world), a variety of settings written: **e.g. magical setting (Leon & the Place Between)**
* Embed noun phrases.
* Begin to use figurative language.
* Begin to show how characters / animals respond to the setting: **e.g. frightened in a spooky wood**.
 | * Develop settings linked to the genre and intended effect
* Embedding work on using noun phrases for description (at Year 4 level)
* Create setting descriptions that are appropriate to the genre and intended effect **(e.g. create mystery, suspense, humour)**
* Describe settings through the senses. Use of figurative language: e.g. **similes, personification, hyperbole to enhance description**
* Link setting from beginning to end of story, possibly with changes seen at the end
 | * Develop settings and atmosphere in detail
* Create setting descriptions that are appropriate to the genre and the intended effect
* Describe settings through use of senses
* Use of figurative language **e.g. metaphor, personification…** to enhance descriptions
* Link time place and weather to create atmosphere
* Show reactions to the setting **e.g. characters or animals’ reactions**
* Create two contrasting setting descriptions
 | * Develop settings and atmosphere in detail
* Create setting descriptions that are appropriate to the genre and the intended effect
* Describe settings through use of senses
* Use of figurative language **e.g. metaphor, personification…** to enhance descriptions
* Link time, place and weather to create atmosphere
* Show reactions to the setting **e.g. characters or animals’ reactions**
* Create setting that adds to atmosphere and reflects feelings of character
* Develop use of foreshadowing to affect the reader e.g. **darkness, shadows to make them nervous**
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| **Character** | * Use adjectives to describe nouns (orally and in modelled writing) (GDS)
* Describe what a character looks like
 | As previous, plus:* Introduce the term noun phrase
* Expand before the noun using adjectives
* Describe a character’s appearance and start to develop their personality, **e.g. they smile at people when they see them; they’re always scowling**
 | * Describe characters in narrative

As previous, plus:* Embed use of noun phrases to describe a character’s appearance
* Describe a character’s feelings
* Describe a character’s reactions to what has happened
 | * Develop characters in narratives

As previous, plus:* Embed work on describing appearance using noun phrases (at Year 4 level)
* Describe characters’ thoughts, feelings and actions
* Use dialogue to portray personalities and relationships (second character unit of the year)
* Describe characters’ reactions
* Describe two characters and their relationship to each other, **e.g. love, hate, annoyance…**
 | * Develop characterisation by drawing on their reading

As previous, plus:* Describe characters’ thoughts and feelings
* Show characters’ motives, flaws, thoughts, feelings, traits
* Use dialogue (A, B, A) to portray personalities
* Describe characters’ reactions to events, settings and other characters
* Describe contrasting characters **(e.g. one weak, one strong; one dominant, one submissive; one adventurous, one nervous)**
 | * Develop characters in detail by drawing on their reading

As previous, plus:* Use of dialogue to portray personalities and relationships
* Show complex characters who change in the course of the story **(e.g. how they respond to others, relationships with others, how they respond to events)**
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| **Language** | Introduce:* prepositions
* determiners
* adjectives to describe
 | * Alliteration
* Similes using **as…as…** or **like…**
* Power of three – adjectives for description e.g. **He wore old shoes, a dark cloak and a red hat.**
 | * More specific / technical vocabulary to add detail **e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the tin roof.**
* Use of determiners **a** or **an** according to the noun or adjective that follows **e.g. a rock, an open box**
* Power of three (phrases) in one sentence **e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight**
 | * Comparative and superlative adjectives **e.g. small, smaller, smallest; good, better, best**
* Fronted adverbials (followed by a comma) to show… **Time** (As the sun set,); **Manner** (Patiently,); **Place** (Deep in the forest)
* Power of three for action, **e.g. Sam rushed down the road, jumped on the bus and sank into his seat**
* Introduce ISPACE sentence openers: -ing words, similes, -ed words
 | * Metaphor
* Personification
* Onomatopoeia
* Empty words **(e.g. someone, somewhere was out to get him)**
* Repetition for effect
* Sentence length variety to create tension **(e.g. Then, suddenly, a noise. He turned. Could it be…?)**
* Use of expanded fronted adverbials for place (not just using prepositions) **e.g. Stranded in the abyss,**
* Continue to develop ISPACE openers including expended -ed clauses **(e.g. Encouraged by the bright weather, Jane set out…)**
 | * Build in literary features to create deliberate effects to enhance the purpose of the writing **e.g. alliteration, metaphors etc**
* Formal and informal vocabulary for speech and writing **e.g. said versus reported, alleged or claimed in formal speech or writing**
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**GRAMMAR PROGRESSION**

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| Signature outline | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Word Classes and Phrases** | **Verbs, Adjectives, Noun Phrases and Prepositions** | * Use adjectives to describe nouns (orally and in modelled writing) (GDS)
 | * Introduce the term noun phrase
* Expand before the noun using adjectives
 | * Expand before the noun using adjectives and adverbs
* Refine adjective choices in noun phrases
* Prepositions for time and place
 | * Expand after the noun using prepositional phrases
 | * Use a variety of noun phrases to add detail
* Modal verbs
 | * Use concise noun phrases to qualify and support precision
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| **Adverbs and Adverbial Phrases** | * Model the use of adverbs orally e.g. He was a **very** hungry caterpillar.
 | * Introduce the terms adjective and adverb
* Use adverbs to express manner e.g. **quietly, quickly, sadly**
 | * Use adverbs to express time e.g. **later, soon**; and place e.g. **beyond, under**
 | * Use fronted adverbials for time, manner and place
 | * Adverbs for possibility e.g. **certainly, possibly, surely;** frequency e.g. **always, often, never** andquantity e.g**. most, some, hardly**
 | * Conjunctive adverbs e.g. **however, therefore, as a result, similarly, consequently**
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| **Punctuation** | * Full stops and capital letters to demarcate sentences
* Capital letters for proper nouns
* Introduce question and exclamation marks
 | * Accurate sentence demarcation, including question and exclamation marks.
* Commas for lists (GDS)
* Apostrophes for singular possession and contractions (GDS)
 | * Embed commas for lists and apostrophes for singular possession and contractions
* Speech marks to mark direct speech
 | * Apostrophes for plural possession
* Correct use of all speech punctuation
* Commas after fronted adverbials
* Introduce commas to mark subordinate clauses
 | * Embed commas to mark subordinate clauses
* Commas to mark non-defining relative clauses
* Commas, brackets, dashes for parenthesis
 | * Secure the use of commas to mark clauses
* Hyphens
* Colons and semi-colons to mark the boundary between main clauses and to list phrases
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| **Clauses and Sentences** | **Main Clauses and Sentence Types** | * Write grammatically accurate, simple sentences
 | * Understand that a sentence contains a subject and a verb and expresses one full idea
* Identify and use statements, questions, exclamations and commands
 | * Understand that simple sentences can be different lengths
 | * Refine the use of simple sentences according to audience and purpose e.g. short sentences to create tension or show surprise
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| **Coordinating Conjunctions** | In each year group, as new conjunctions are taught, ensure that children understand the meaning and function of each word e.g.but/yet = contrast, when/as = time, so/because = consequence, and = addition, or = alternative |
| * Join ideas using **and**
* Join main clauses using **and**
 | * Join main clauses using **but, or, so**
 | * Use a range of coordinating conjunctions
* Continue to use **but, or, so**
* Introduce **yet**
 | * Use a variety of compound sentences
 | * Introduce **for** and **nor**
 | * Use a range of coordinating conjunctions effectively across writing
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| **Subordinating Conjunctions** | * Model the use of simple subordinating conjunctions orally
 | * Use simple subordinating conjunctions e.g. **because, if, when, that**
 | * Extend the range of subordinating conjunctions e.g. **as, while, before, after, until, while (time)**
 | * Consolidate and extend the range of subordinating conjunctions e.g. **although, since, even though, though**
* Identify and use main and subordinate clauses
* Start to write sentences moving the sub. clause (start/end of the sentence)
 | * Consolidate and extend the range of subordinating conjunctions e.g. **unless, whatever, whenever, whereas, even if**
* Embed the sub. clause.
* Develop variety in clause structure, moving the position of the sub. clause
 | * Consolidate and extend the range of subordinating conjunctions e.g. **in order that, provided that, supposing**
* Control the use of multi-clause sentences
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| **Relative Clauses** |  |  |  |  | * Use non-defining relative clauses to add information or detail
 | * Secure use of non-defining relative clause
* Use defining relative clauses to qualify
* Use relative clauses effectively across writing
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| **Parenthesis** |  |  |  |  | * Use words and phrases to add detail or provide explanation
 | * Control and refine the use of parenthesis within sentences
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| **Cohesion** | **General** | In all year groups, ensure that these basics are taught and a focus for editing and revising:**maintaining purpose, audience, form; subject-verb agreement**; **consistent use of person; standard English; checking for omissions** |
| **Tense and Verb Forms** | * Generally accurate use of simple present and past tense
 | * Accurate and consistent use of the simple present and past tense
* Past and present progressive to show actions in progress
 | * Introduce use of the present perfect e.g. **she has felt the effects/ they have walked for hours**
* Introduce use of the past perfect e.g. **Hortense had seen the bandits**
 | * Embed use of a range of verb forms (simple, progressive, perfect)
* Non-finite verbs e.g. **Running through the forest; With her heart thumping**
 | * Maintain use of tense, including where different verb forms are used
* The infinitive form e.g. **to run, to scream**
 | * Controlled use of tense throughout and across writing
* Use of the passive voice to create empathy, suspense or a formal tone
* Subjunctive form e.g. **If you were to agree**
 |
| **Pronouns** | * Personal pronouns e.g**. I, he, she, they, we**
 | * Personal pronouns e.g. **I, he, she, they, we, us, you, me, them, it**
 | * Use nouns and pronouns to aid cohesion within sentences
 | * Possessive pronouns e.g. **mine, ours, yours, his, hers, theirs**
* Use nouns and pronouns to aid cohesion across the text
 | * Relative pronouns e.g. **who, whom, which, whose, that, which**
* Effective use of a range of nouns and pronouns to avoid repetition or ambiguity and aid cohesion across the text
 | * Reflexive pronouns e.g. **myself, yourself, himself, herself, itself, ourselves, yourselves, themselves**
* Effective use of a range of nouns and pronouns to avoid repetition and ambiguity and aid cohesion between paragraphs
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| **Paragraphing** | * Write sequences of linked sentences to form short texts
 | * Sequence sentences to form a variety of short texts e.g. **story, character description, diary, letter, real life recount**
 | * Use paragraphs to group ideas e.g. **change of setting or character, new topic in non-fiction**
 | * Use paragraphs to organise ideas around a theme across the text e.g. **to show a change of focus, time, place or speaker**
 | * Use a range of devices to link paragraphs across the text e.g. **adverbs, adverbial phrases; pronoun chains, connectives**
* Use a range of cohesive devices within paragraphs e.g. **connectives; consistent tense and person**
 | * Use a range of cohesive devices within and between paragraphs e.g. **wider range of connectives, referencing, repetition for effect; ellipsis, cohesive nouns**
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