A close up of a logo

Description automatically generated**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** |
| **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)** |
| **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** |

**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 |
| **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** |
| **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 |
| **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 |  |  |
| **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 |
| **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 |
| **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 |
| **Parenthesis** |  |  |  |  | * Use words and phrases to add detail or provide explanation | * Control and refine the use of parenthesis within sentences |
| **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 |
| **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** |