Writing progression

Narrative – Text Structure						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Story map /story mountain Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be ready by others.	Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: **Opening** Once upon a time… **Build-up** One day… **Problem / Dilemma** Suddenly,../ Unfortunately,… **Resolution** Fortunately,… **Ending** Finally,….	Consolidate year 1 list. Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary. **Opening** e.g. In a land far away…. One cold but bright morning….. **Build-up** e.g. Later that day **Problem / Dilemma** e.g. To his amazement **Resolution** e.g. As soon as Ending e.g. Luckily, Fortunately, **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.	Consolidate Year 2 list. Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part. Extended vocabulary to introduce 5 story parts: **Introduction** –should include detailed description of setting or characters **Build-up** –build in some suspense towards the problem or dilemma **Problem / Dilemma –**include detail of actions / dialogue **Resolution** - should link with the problem **Ending** – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.	Consolidate Year 3 list Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) Plan opening using: Description /action Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma **Developed 5 parts to story** **Introduction Build-up** **Problem / Dilemma** **Resolution Ending** Clear distinction between resolution and ending. Ending should include reflection on events or the characters.	Consolidate Year 4 list Secure independent use of planning tools: Story mountain /grids/flow diagrams (Refer to Story Types grids) Plan opening using: Description /action/dialogue Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs. **Use 5 part story structure** Writing could start at any of the 5 points. This may include flashbacks. **Introduction** –should include action / description -character or setting / dialogue **Build-up** –develop suspense techniques **Problem / Dilemma** –may be more than one problem to be resolved **Resolution** –clear links with dilemma **Ending** –character could reflect on events, any changes or lessons, look forward to the future.	Consolidate Year 5 list Include suspense, cliff hangers, flashbacks, forwards, time slips Maintain plot consistently working from plan. Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation

Narrative – Sentence Construction						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Simple sentences	Types of sentences: Statements Questions Exclamations Commands -'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, … Vary openers to sentences Embellished simple	Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary Opening e.g. In a land far away…. One cold but				Consolidate Year 5 list Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate

	sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill. Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions) Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees. Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases e.g. lots of people, plenty of food	bright morning….. Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately, Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.				clauses with full range of conjunctions: Active and passive verbs to create effect and to affect presentation of information e.g. ***Active***: Tom accidently dropped the glass. ***Passive:*** The glass was accidently dropped by Tom. ***Active***: The class heated the water. ***Passive:*** The water was heated. Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?
Narrative – Word Level						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
Introduce: **Determiners** the a my your an this that his her their some all **Prepositions**: up down in into out to onto **Adjective**s e.g. old, little, big, small, quiet **Adverbs** e.g. luckily, unfortunately, fortunately **Similes** – using 'like	Introduce: Prepositions: inside outside towards across under Determiners: the a my your an this that his her their some all lots of many more those these Adjectives to describe e.g. The old house… The huge elephant… Alliteration e.g. dangerous dragon slimy snake Similes using as….as… e.g. as tall as a house as red as a radish	Prepositions: behind above along before between after Alliteration e.g. wicked witch slimy slugs Similes using…like… e.g. … like sizzling sausages …hot like a fire Two adjectives to describe the noun e.g. The scary, old woman… Squirrels have long, bushy tails.				Consolidate Year 5 list Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and antonyms e.g. big/ large / little
Narrative - Punctuation						
Reception	Y1	Y2	Y3	Y4	Y5	Y6

Finger spaces Full stops Capital letters	Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points	Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener e.g. Fortunately,….Slow ly,…. Speech bubbles /speech marks for direct speech Apostrophes to mark contracted forms in spelling e.g. don't, can't				Consolidate Year 5 list Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)
Narrative -- Vocabulary						
Reception Key Vocabulary	***Remind Me – Reception Vocab***	***Remind Me - Y1 vocab***	***Remind Me – Y2 Vocab*** ,	***Remind Me - Y3 Vocab***	***Remind Me – Y4 Vocab***	***Remind Me – Y5 Vocab*** Speech marks', Direct speech, Inverted commas, Apostrophe contractions/ possession Commas for clarity, Bracket-dash Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Ellipsis
