

Fiction Progression Plan

It is our intent that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry).

We recognise the importance of fostering a culture where pupils take pride in their writing; write clearly and accurately; and modify their structure and language choices to suit a variety of audiences, purposes and contexts.

To support pupils in moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing; and group discussion. These rich and varied set of learning opportunities support pupils in becoming confident and enthusiastic learners across all areas of the curriculum. At St Michael's Primary School, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

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



St Hilda's Moorland Federation



Handwriting	sit correctly at a table, holding a pencil comfortably and correctly	sit correctly at a table, holding a pencil comfortably and correctly	Correctly form all lower-case letter correctly	Horizontal and diagonal strokes needed to join letters	Writing legibly, fluently and with increased speed
	begin to form lower-case letters in the correct direction, starting and finishing in the right place	begin to form lower-case letters in the correct direction, starting and finishing in the right place	Formation of capitals and digits 0-9 using the correct size and orientation	Increase consistency, legibility and quality of handwriting	Choosing writing style for the task
		form capital letters	Use consistent spacing between words		
		form digits 0-9	Begin to use diagonal and horizontal strokes to join letters		
	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.				



Narrative – Writing to Entertain		Purpose		Types	
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.		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		Narrative types are developed throughout the school	
Year Group	Narrative Styles/Organisation	Sentence Features/Story Language	Grammatical Features	Punctuation	
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop	
Year 1	Traditional tales Fairy tales Familiar settings Well-known stories Science-fiction Fantasy	Use of simple sentence structures. Size adjectives big, small, enormous big, bigger, biggest Emotion adjectives sad, angry, cross, happy Pronouns I, she, he, they Prepositions up, down, into, out, to, onto Time references once upon a time, one day, happily ever after	Noun Consistent 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	
	Clear beginning and end using story language e.g. Once upon a time, One day, In the end. Ideas grouped together in chronological order Problem and simple resolution				
Year 2	Adventure Fables Humorous Dilemmas	Simple adverbs to express how to do an action Noun phrases to describe Story Language Adverbs suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Story Starters by the next morning, one day, as soon as Story Endings in the end, at the end of the day Power of 3 He leaped from his horse, charged to the gate and raised his sword.	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	
	Sentences written in chronological order indicated by time words Characters and setting are described in detail Paragraphing for a change of time or place Trigger event followed by a series of events and a conclusion Correct use of pronoun Peter and Jane, they				



St Hilda's Moorland Federation



Year 3	<p>Sci-fi Dilemmas Traditional/Fairy stories Myths Familiar settings</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story Language Simile and Metaphor ...as small as a mouth... ...strong like a bull...</p>	<p>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</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations 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. Her tears were a river flowing down her face. Adverbs suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Accurate Action Verbs pushed, rushed, shoved Power of 3 He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Fronted adverbials Implied second person</p>	
--	---	--	---	--

Year 4	<p>Adventure Mystery Historical Legends Fantasy</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story Language Simile and Metaphor ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs for Frequency or Subtlety often, seldom, exactly, suspiciously, craftily Conjunctions to add information moreover, furthermore, in addition, in due course Power of 3 He leaped from his horse, charged to the gate and raised his sword.</p>	<p>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</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations 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>			

Year 5	<p>Historical Science-fiction Humorous Myths Fantasy Other cultures Classics</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 Simile and Metaphor ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs for Frequency or Subtlety often, seldom, exactly, suspiciously, craftily Repetition The boys ran and ran until they could run no more. Personification 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>
	<p>Opening and resolution shape the story</p> <p>Paragraphs varied in length and structure</p>			
Year 6	<p>Adventure Flashbacks Mystery Science-fiction Other cultures</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 Active and Passive They removed the ring from the drawer. The ring was removed from the drawer. Modifiers for intensity insignificant amount, exceptionally, recently, evidently Repetition The boys ran and ran until they could run no more. Personification 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>
	<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>			

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	



St Hilda's Moorland Federation



<p>Year 5</p>	<p>Riddles Acrostic poems</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses</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</p>	<p>Brackets Dashes Colons Semi-colons</p>
		<p>Variation in sentence length Use of passive and active</p>	<p>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>Year 6</p>	<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 Variation in sentence length 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>



St Hilda's Moorland Federation



Speaking and Listening

<p>Reception</p>	<p>Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p>Year 1</p>	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, roleplay/improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>
<p>Year 2</p>	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, roleplay/improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>
<p>Year 3</p>	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, roleplay/improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>



St Hilda's Moorland Federation

Year 4	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, roleplay/improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>
Year 5	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, roleplay/improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>
Year 6	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, roleplay/improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>