

## 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 high quality texts, 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 Leonard's Lower 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
Composition	<p><b>Planning</b> Say aloud what they are going to write about</p> <p><b>Drafting</b> Compose a sentence orally before they write it</p> <p><b>Evaluating and Editing</b> Discuss what they have written with the teacher and other pupils</p>	<p><b>Planning</b> Jot down key words and new vocabulary Say aloud what they are going to write about</p> <p><b>Drafting</b> Compose a sentence orally before they write it</p> <p><b>Evaluating and Editing</b> Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher and other pupils</p> <p><b>Read aloud their writing clearly enough to be heard by their peers and the teacher.</b></p>	<p><b>Planning</b> Plan or say aloud what they are going to write Write down ideas/key words including new vocabulary</p> <p><b>Drafting</b> Encapsulate what they want to say sentence by sentence Write narratives about personal experiences and those of others</p> <p><b>Evaluating and Editing</b> 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> <p><b>Read aloud what they have written so that the meaning is clear</b></p>	<p><b>Planning</b> Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar</p> <p><b>Drafting</b> 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> <p><b>Evaluating and Editing</b> 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> <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>

	Reception	Year 1	Year 2	Year 3/4
<b>Handwriting</b>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower-case letters correctly, starting and finishing in the right place using Read Write Inc handwriting rhymes.</p> <p>Form digits 0-9</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower-case letters correctly, starting and finishing in the right place using Read Write Inc handwriting rhymes.</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>Use consistent spacing between words</p>	<p>Correctly form all lower-case letters 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>We use the Read Write Inc handwriting rhymes to teach lower case letter formation.</p> <p>We use the Nelson handwriting scheme to teach handwriting skills from years 1-4.</p>			

Narrative		Purpose		
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		
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 Attempt own writing for various purposes, using features of different forms, including stories. Attempts to write own texts that show understanding of features typically found in books read .e.g. Dear Black beard, you are very mean./The wicked witch was bad. Retells aspects of well – known stories e.g. Once upon a time. / I'll puff and I'll puff.	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 Stories from other cultures  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.	Use of simple sentence structures. Size adjectives <b>big, small, enormous</b> <b>big, bigger, biggest</b> Emotion adjectives <b>sad, angry, cross, happy</b> 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>	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
Year 2	Adventure Fantasy Quest Humorous Fables Traditional Tales	Simple adverbs to express how to do an action Noun phrases to describe <b>Story Language</b> <b>Adverbs</b>	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction

		<p>suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily</p> <p><b>Story Starters</b> by the next morning, one day, as soon as</p> <p><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>Adverbs to show when and how</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>
	<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>			

Year 3	<p>Adventure</p> <p>Playscripts</p> <p>Variations on traditional tales</p> <p>Myths and Legends</p> <p>Historical fiction</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p><b>Story Language</b></p> <p><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.</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>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>Fronted adverbials</p> <p>Implied second person</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>			

Year 4	<p>Myths  Fantasy (story settings and character)  Historical fiction  Playscripts  Modern fiction (humorous)</p>	<p>Variation in sentence structures:  Prepositional phrases  Expanded noun phrases  Subordinate Clauses  <b>Story Language</b>  <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.</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>	<p><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>		

Poetry		Purpose		
<p>Teaching poetry is a great creative tool to give children an opportunity to celebrate the value of language and develop their descriptive and expressive language techniques.</p> <p>It contributes to new ways of thinking for children. Not only this, teaching poetry can encourage children to express themselves and how they are feeling.</p>		<p>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</p>		
Year Group	Poetry Styles	Sentence Features	Grammatical Features	Punctuation
Reception	Range of different poetry styles chosen for language	Enjoy making up funny sentences and playing with words Extend vocabulary, especially by grouping and naming, explaining the meaning and sounds of new words Make word collections or use simple repeating patterns Write rhyming pairs of words	Nouns and verbs correct	Capital letter and full stop
Year 1	Humorous poems Rhyme List and alphabet poetry Poems on a theme Vocab building	Use of simple sentence structures. Noun phrases Lists	Present tense and past tense Noun and noun phrase Adjectives and adverbs Regular plural noun suffixes eg. dog, dogs Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Classic poems Limericks Humorous Poems Poetic Language Haiku Performance poems	Simple adverbs to express how to do an action Expanded 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	Calligrams and Shape Poems Acrostics Similes Poetry to express emotions 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	List poems and Kennings Poetry using imagery (similes, metaphors) 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

<b>Performing Poetry</b>	
<b>Reception</b>	Join in with class rhymes and poems, copy actions
<b>Year 1</b>	Perform in unison, following the rhythm and keeping time Imitate and invent actions Read aloud clearly enough to be heard by peers and teachers
<b>Year 2</b>	Perform individually or together Use actions and sound effects to add to the poem's meaning Read aloud with appropriate intonation to make the meaning clear
<b>Year 3</b>	Perform individually or chorally; vary and controlling volume, experimenting with expression and use pauses for effect Use actions, voices, sound effects and musical patterns to add to a performance
<b>Year 4</b>	Vary and control volume and tone, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and images to enhance a poem's meaning