

## St James' C of E Junior School Fiction Text Type Progression

### 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><b>Planning</b></p> <ul style="list-style-type: none"> <li>Say aloud what they are going to write about</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before they write it</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Discuss what they have written with the teacher and other pupils</li> </ul> | <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Jot down key words and new vocabulary</li> <li>Say aloud what they are going to write about</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before they write it</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Re-reading what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher and other pupils</li> </ul> <p><b>Read aloud their writing clearly enough to be heard by their peers and the teacher.</b></p> | <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Plan or say aloud what they are going to write</li> <li>Write down ideas/key words including new vocabulary</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Encapsulate what they want to say sentence by sentence</li> <li>Write narratives about personal experiences and those of others</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Evaluate their writing with the teacher and other pupils</li> <li>Re-read to check that their writing makes sentence and that verbs to indicate time are used correctly and consistently</li> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> | <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</li> <li>Organise paragraphs around a them</li> <li>Create settings, characters and plots</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and other's writing suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including</li> </ul> | <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of the writing and select the appropriate form</li> <li>Note and develop initial ideas, drawing on reading and research, where necessary</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li> <li>Precis longer passages</li> <li>Use a range of devise to build cohesion within and between paragraphs</li> <li>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their</li> </ul> |

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|                    |  |   | <p><b>Read aloud what they have written so that the meaning is clear</b></p>  | <p>the accurate use of pronouns</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> </ul> <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> | <p>own and others' writing</p> <ul style="list-style-type: none"> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensure that consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure correct subject and very agreement when using singular and plural</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</b></p> |
| <p>Handwriting</p> | <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul> | <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters form digits 0–9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</li> </ul> | <ul style="list-style-type: none"> <li>• Correctly form all lower-case letter correctly</li> <li>• Formation of capitals and digits 0-9 using the correct size and orientation</li> <li>• Use consistent spacing between words</li> <li>• Begin to use diagonal and horizontal strokes to join letters</li> </ul> | <ul style="list-style-type: none"> <li>• Horizontal and diagonal strokes needed to join letters</li> <li>• Increase consistency, legibility and quality of handwriting</li> </ul>   | <ul style="list-style-type: none"> <li>• Writing legibly, fluently and with increased speed Choosing writing style for the task</li> </ul>   |

## St James' C of E Junior School Fiction Text Type Progression

| 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<br>To celebrate and praise<br>To amuse or entertain through wordplay<br>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<br>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<br>Fairy tales<br>Familiar settings<br>Well-known stories<br>Science-fiction<br>Fantasy   | Use of simple sentence structures.<br>Size adjectives<br><b>big, small, enormous big, bigger, biggest</b><br>Emotion adjectives<br><b>sad, angry, cross, happy</b><br>Pronouns<br><b>I, she, he, they</b><br>Prepositions<br><b>up, down, into, out, to, onto</b><br>Time references<br><b>once upon a time, one day, happily ever after</b> | Noun<br>Consistent Past tense<br>Adjectives<br>Adventurous vocabulary   | Spaces to separate words<br>Full stops<br>Capital letters<br>Exclamation marks<br>Capital Letter for start of sentence, names, personal pronoun – I   |
|   | Clear beginning and end using story language<br>e.g. Once upon a time, One day, In the end.<br>Ideas grouped together in chronological order<br>Problem and simple resolution |  |   |   |
| Year 2  | Adventure Fables Humorous Dilemmas  | Simple adverbs to express how to do an action<br>Noun phrases to describe<br><b>Story Language</b><br><b>Adverbs</b><br>suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily<br><b>Story Starters</b><br>by the next morning, one day, as soon   | Noun and noun phrase<br>Progressive verb form<br>Subordinating and Coordinating conjunctions<br>Consistent use of tense throughout the piece<br>Adverbs to show when and how<br>Adding 'er' and 'est' to show comparisons in adjectives<br>Third person | Full stops<br>Capital letters<br>Exclamation marks<br>Capital Letter for start of sentence, names, personal pronoun – I<br>Apostrophe for contraction<br>Possessive apostrophe for singular nouns<br>Commas in a list |
|   | Sentences written in chronological order indicated by time words  |  |   |   |

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|        | <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>   | <p>as</p> <p><b>Story Endings</b><br/>in the end, at the end of the day</p> <p><b>Power of 3</b><br/>He leaped from his horse, charged to the gate and raised his sword.</p>   |   |   |
| Year 3 | <p>Sci-fi</p> <p>Dilemmas</p> <p>Traditional/Fairy stories Myths</p> <p>Familiar settings</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><br/>...as small as a mouth...<br/><br/>...strong like a bull...</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>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> | <p>He was a walking encyclopaedia.</p> <p>Her tears were a river flowing down her face.</p> <p><b>Adverbs</b><br/>suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily</p> <p><b>Accurate Action</b></p> <p><b>Verbs</b> pushed, rushed, shoved</p> <p><b>Power of 3</b><br/>He leaped from his horse, charged to the gate and raised his sword.</p> | <p>Fronted adverbials</p> <p>Implied second person</p>  |   |

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| <p>Year 4</p> | <p>Adventure<br/>Mystery<br/>Historical<br/>Legends<br/>Fantasy<br/>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>Variation in sentence structures:<br/>Prepositional phrases<br/>Expanded noun phrases<br/>Subordinate Clauses<br/><b>Story Language Simile and Metaphor</b><br/>...as small as a mouth...<br/>...strong like a bull...<br/>He was a walking encyclopedia.<br/>Her tears were a river flowing down her face.<br/><b>Adverbs for Frequency or Subtlety</b><br/>often, seldom, exactly, suspiciously, craftily<br/><b>Conjunctions to add information</b><br/>moreover, furthermore, in addition, in due course<br/><b>Power of 3</b><br/>He leaped from his horse, charged to the gate and raised his sword.</p> | <p>Adverbs of time<br/>Adverbs of place<br/>Adverbs of manner<br/>Adverbs to show how often<br/>Nouns and pronouns used for clarity and cohesion<br/>A wider range of conjunctions<br/>Correct use of simple present, present progressive and present perfect<br/>Fronted adverbials<br/>Implied second person</p>   | <p>Apostrophes to mark singular and plural possession<br/>Commas in a list<br/>Commas after fronted adverbials<br/>Inverted commas if using quotations<br/>Brackets</p> |
| <p>Year 5</p> | <p>Historical<br/>Science-fiction<br/>Humorous<br/>Myths<br/>Fantasy<br/>Other cultures<br/>Classics</p> <p>Opening and resolution shape the story<br/>Paragraphs varied in length and structure</p>   | <p>Variation in sentence structures and wider range of examples of:<br/>Prepositional phrases<br/>Expanded noun phrases<br/>Subordinate Clauses<br/>Relative Clauses<br/>Variation in sentence length<br/><b>Simile and Metaphor</b><br/>...as small as a mouth...<br/>...strong like a bull...<br/>He was a walking encyclopedia.<br/>Her tears were a river flowing down her face.<br/><b>Adverbs for Frequency or Subtlety</b><br/>often, seldom, exactly, suspiciously, craftily<br/><b>Repetition</b><br/>The boys ran and ran until they could run no more.</p>   | <p>More complex examples of:<br/>Adverbs of time<br/>Adverbs of place<br/>Adverbs of manner<br/>Adverbs to show how often<br/>Nouns and pronouns used for clarity and cohesion<br/>Correct use of simple present, present progressive and present perfect<br/>Fronted adverbials<br/>Implied second person<br/>Use of modal verbs<br/>Text changes according to the text type<br/>Pronouns used to hide the doer of the action – it crept into the woods</p> | <p>Brackets<br/>Dashes<br/>Colons<br/>Semi-colons</p>   |

**St James' C of E Junior School Fiction Text Type Progression**

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|---------------|--|---|---|---|
|               |  | <p><b>Personification</b><br/>The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p>   |   |   |
| <p>Year 6</p> | <p>Adventure<br/>Flashbacks<br/>Mystery<br/>Science-fiction<br/>Other cultures</p> <hr/> <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> | <p>Variation in sentence structures and wider range of examples of:<br/>Prepositional phrases<br/>Expanded noun phrases<br/>Subordinate Clauses<br/>Relative Clauses</p> <p>Variation in sentence length</p> <p><b>Active and Passive</b><br/>They removed the ring from the drawer. The ring was removed from the drawer.</p> <p><b>Modifiers for intensity</b><br/>insignificant amount, exceptionally, recently, evidently</p> <p><b>Repetition</b><br/>The boys ran and ran until they could run no more.</p> <p><b>Personification</b><br/>The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p> | <p>More complex examples of:<br/>Adverbs of time<br/>Adverbs of place<br/>Adverbs of manner<br/>Adverbs to show how often<br/>Nouns and pronouns used for clarity and cohesion<br/>Correct use of simple present, present progressive and present perfect<br/>Fronted adverbials<br/>Implied second person<br/>Use of modal verbs<br/>Text changes according to the text type</p> | <p>Brackets<br/>Dashes<br/>Colons<br/>Semi-colons</p> |

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| 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<br>To celebrate and praise<br>To amuse or entertain through wordplay<br>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<br>List and alphabet poetry<br>Observational poetry<br>Performance poems and raps<br>Rhyme   | Use of simple sentence structures. Lists   | Noun<br>Present tense and past tense<br>Adjectives<br>Adventurous vocabulary   | Spaces to separate words Full stops<br>Capital letters Exclamation marks<br>Capital Letter for start of sentence, names<br>personal pronoun – I  |  |
| Year 2   | Chants and tongue twisters<br>Kennings<br>Performance poetry and raps<br>Puns and wordplay<br>Riddles | Simple adverbs to express how to do an action<br>Noun phrases to describe  | Noun and noun phrase<br>Progressive verb form<br>Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece<br>Adverbs to show when and how<br>Adding 'er' and 'est' to show comparisons in adjectives<br>Third person   | Full stops Capital letters<br>Exclamation marks<br>Capital Letter for start of sentence, names, personal pronoun – I<br>Apostrophe for contraction<br>Possessive apostrophe for singular nouns<br>Commas in a list |  |
| Year 3   | Acrostics<br>Modern verse<br>Similes<br>Performance poems   | Variation in sentence structures:<br>Prepositional phrases<br>Expanded noun phrases<br>Subordinate Clauses   | Adverbs of time<br>Adverbs of place Adverbs of manner<br>Adverbs to show how often<br>Nouns and pronouns used for clarity and cohesion<br>A wider range of conjunctions<br>Correct use of simple present, present progressive and present perfect<br>Fronted adverbials<br>Implied second person | Apostrophes to mark singular and plural possession<br>Commas in a list<br>Commas after fronted adverbials<br>Inverted commas if using quotations<br>Brackets   |  |

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|---------------|--|---|---|---|
| <p>Year 4</p> | <p>Observational free verse<br/>Classics<br/>Narrative<br/>Clerihews<br/>Performance poems</p> | <p>Variation in sentence structures:<br/>Prepositional phrases<br/>Expanded noun phrases<br/>Subordinate Clauses</p>  | <p>Adverbs of time<br/>Adverbs of place<br/>Adverbs of manner<br/>Adverbs to show how often<br/>Nouns and pronouns used for clarity and cohesion<br/>A wider range of conjunctions<br/>Correct use of simple present, present progressive and present perfect<br/>Fronted adverbials<br/>Implied second person</p>  | <p>Apostrophes to mark singular and plural possession<br/>Commas in a list<br/>Commas after fronted adverbials<br/>Inverted commas if using quotations<br/>Brackets</p> |
| <p>Year 5</p> | <p>Riddles Acrostic poems</p>  | <p>Variation in sentence structures and wider range of examples of:<br/>Prepositional phrases<br/>Expanded noun phrases<br/>Subordinate Clauses<br/>Relative Clauses<br/>Variation in sentence length<br/>Use of passive and active</p> | <p>More complex examples of:<br/>Adverbs of time<br/>Adverbs of place<br/>Adverbs of manner<br/>Adverbs to show how often<br/>Nouns and pronouns used for clarity and cohesion<br/>Correct use of simple present, present progressive and present perfect<br/>Fronted adverbials<br/>Implied second person<br/>Use of modal verbs<br/>Text changes according to the text type</p> | <p>Brackets<br/>Dashes<br/>Colons<br/>Semi-colons</p>   |



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|               |  |   |   |   |
|---------------|--|---|---|---|
| <p>Year 6</p> | <p>Modern verse<br/>Performance<br/>poetry Narrative</p> | <p>Variation in sentence structures and wider range of examples of:<br/>Prepositional phrases<br/>Expanded noun phrases<br/>Subordinate Clauses<br/>Relative Clauses<br/>Variation in sentence length<br/>Use of passive and active</p> | <p>More complex examples of:<br/>Adverbs of time<br/>Adverbs of place<br/>Adverbs of manner<br/>Adverbs to show how often<br/>Nouns and pronouns used for clarity and cohesion<br/>Correct use of simple present, present progressive and present perfect<br/>Fronted adverbials<br/>Implied second person<br/>Use of modal verbs<br/>Text changes according to the text type</p> | <p>Brackets<br/>Dashes<br/>Colons<br/>Semi-colons</p> |
|---------------|--|---|---|---|