

Burbage Primary 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 Burbage 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 and fluent 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 <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<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 them 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 verb 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>
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</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>Correctly form all lower-case letter 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>Writing legibly, fluently and with increased speed.</p> <p>Choosing writing style for the task.</p>

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Narrative – Writing to Entertain			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	Types
REC	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	Narrative types are developed throughout the school
Year 1	Traditional tales Fairy tales Familiar settings Well-known stories Science-fiction Fantasy 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 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	
Year 2	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding ‘er’ and ‘est’ to show comparisons in adjectives First and Third person Technical vocabulary	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 3/4	Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Further detail of the process Use of subheading to navigate the reader	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 First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets	

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			Standard English		
Year 5/6	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Subheadings and bullets points enhance the organisation</p> <p>Description of the phenomenon is technical and accurate</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p> <p>Sentences are generalised to categories the information</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Verb forms are controlled and precise</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs</p> <p>Tense changes according to the purpose</p> <p>Reported speech as well as direct speech.</p>		

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Poetry – Writing to Entertain			Purpose		
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		
Year Group	Poetry Styles	Sentence Features/Story Language	Grammatical Features	Punctuation	Types
REC	Range of different poetry styles chosen for language	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop	Poetry types are developed throughout the school
Year 1	Classics List and alphabet poetry Observational poetry Performance poems and raps Rhyme	Use of simple sentence structures. Lists	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	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 First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets	
Year 4	Observational free verse Classics	Variation in sentence structures: Prepositional phrases	Adverbs of time Adverbs of place	Apostrophes to mark singular and plural possession	

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	Narrative Clerihews Performance poems	Expanded noun phrases Subordinate Clauses	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	Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets	
Year 5	Riddles Acrostic poems	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	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	Brackets Dashes Colons Semi-colons	
Year 6	Modern verse Performance poetry Narrative	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	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	Brackets Dashes Colons Semi-colons	