

## KSI/Foundation Fiction Progression Plan

It is our intention 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.

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

To support children 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. We believe that these rich and varied techniques will support our writers across the curriculum.

### Progression in Narrative

*The purpose of narrative can be defined as simply telling a story. However, that does not convey the many purposes of stories and the way that they work on different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain or enthrall an audience. Stories can evoke a wide range of emotions and take us to a world beyond our own experience. From the earliest times, stories have been part of the way that people have explained their world, passed on their beliefs and memories and entertained one another.*

*Narrative is central to learning, especially for our young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways. Rachel Clarke*

Inspired by Rachel Clarke's progression documents [www.primaryenglishshed.co.uk](http://www.primaryenglishshed.co.uk). This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

| Reception  | Year One   | Year Two   |
|--|--|--|
| <b>Composition</b>   |  |  |
| <p>Planning</p> <ul style="list-style-type: none"> <li>● Say aloud what they are going to write about</li> </ul> <p>Drafting</p> <ul style="list-style-type: none"> <li>● Compose a sentence orally before they write it</li> </ul> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> <li>● Discuss what they have written with the teacher and other pupils</li> </ul> | <p>Planning</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>Drafting</p> <ul style="list-style-type: none"> <li>● Compose a sentence orally before they write it</li> </ul> <p>Evaluating and Editing</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>Planning</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>Drafting</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>Evaluating and Editing</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 sense 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> |

Inspired by Rachel Clarkes progression documents [www.primaryenglishshed.co.uk](http://www.primaryenglishshed.co.uk). This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

| 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 correct 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 correct 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 which are formed in a similar way) and to practise these.</p> <p>Begin to use diagonal and horizontal strokes to join letters (Summer Term)</p> | <p>Sit at a table holding a pencil comfortably and correctly.</p> <p>Form all lower case letters correctly.</p> <p>Formation of capital letters and digits 0-9 using the correct size and orientation.</p> <p>Use appropriate spacing between words.</p> <p>Begin to use diagonal and horizontal strokes to join letters.</p> |

Inspired by Rachel Clarkes progression documents [www.primaryenglishshed.co.uk](http://www.primaryenglishshed.co.uk). This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

| Narrative (Writing to Entertain) |  |  |   |
|----------------------------------|--|--|---|
| Year Group                       | Narrative Style/Organisation   | Grammatical and sentence features  | Planning and Preparation  |
| Reception                        | <p>Oral retelling of events using time words and past tense.</p> <p>Simple sentences recounting the story spoken and then written (emergent writing- words, phrases and simple sentences)</p> <p>Fiction versus non-fiction</p> <p>Characters/Settings</p> | <p>Nouns and verbs (speaking in full sentences x 3)</p> <p>Capital letters and full stops</p> <p>Time references (oral)</p> <p>Spaces between words</p> <p>Sound/word/sentence - counting words</p>  | <p>Focus on oracy</p> <p>Immerse in a story (often through talk for writing)</p> <p>Comprehension and experience</p> <p>Retell using a map and actions</p> <p>Learn key words</p> <p>Order story (Beginning, middle, end)</p> <p>Write and read to teacher</p> <p>Live feedback from teacher.</p> |
| Year One                         | <ul style="list-style-type: none"> <li>• Simple narratives and retellings are told/written in first or third person.</li> <li>• Simple narratives are told/written in past tense</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Nouns</b></li> <li>• <b>Verbs</b> (suffixes/Prefixes i.e. "The Queen was unhappy")</li> <li>• <b>Pronouns</b> (I, she, he, they)</li> <li>• <b>Consistent Past tense/third person</b></li> </ul> | <ul style="list-style-type: none"> <li>• Listen to stories and narrative texts using the features required for writing.</li> <li>• Think about the intended audience (i.e. scare, amuse, moral)</li> <li>• Make plans and props based upon the story</li> </ul>                                   |

Inspired by Rachel Clarke's progression documents [www.primaryenglishshed.co.uk](http://www.primaryenglishshed.co.uk). This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

|  |  |   |  |
|--|--|---|--|
|  | <ul style="list-style-type: none"> <li>● Events are sequenced to create texts that make sense.</li> <li>● The main participants are human or animals.</li> <li>● Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>● Story language (Once upon a time, later that day etc.) may be used to create purposeful sounding writing.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Adjectives</b> (emotions/size)</li> <li>● Adventurous vocabulary</li> <li>● <b>Capital letters</b> (start of sentences and names), <b>spaces</b> and <b>full stops</b></li> <li>● <b>Question marks</b> (Who are you? Said the wolf.</li> <li>● <b>Exclamation marks</b> to indicate emotions such as surprise or shock. Help! Oh no!</li> <li>● <b>Coordinating conjunctions</b> to join ideas and create variety in sentence structure</li> <li>● <b>Time references</b> (Once upon a time, one day, happily ever after)</li> </ul> | <p>or narrative that has been shared.</p> <ul style="list-style-type: none"> <li>● Recognise the use of story language (i.e. Once upon a time, later that day etc.)</li> <li>● Plan to focus on specific vocabulary for the unit and common exception words/spelling curriculum.</li> <li>● Tell and re-tell stories orally using props and plans for assistance.</li> <li>● Think, say and write sentences to tell the story or narrative in their own words.</li> <li>● Re-read the completed narrative aloud, for example, to a partner, small group or the teacher.</li> </ul> |
|--|--|---|--|

Inspired by Rachel Clarke's progression documents [www.primaryenglishshed.co.uk](http://www.primaryenglishshed.co.uk). This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

|          |  |  |  |
|----------|--|--|--|
|          |  | <ul style="list-style-type: none"> <li>● <b>Prepositions</b> (up, down, into, onto, behind)</li> </ul>   |  |
| Year Two | <ul style="list-style-type: none"> <li>● Narratives and retellings are told/written in first or third person and in the past tense.</li> <li>● Events are sequenced to create texts that make sense.</li> <li>● The main participants are human or animal. They are simply developed as either good or bad characters.</li> <li>● Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>● Language choices help create realistic</li> </ul> | <ul style="list-style-type: none"> <li>● Often written in the <b>third person</b> and <b>past tense</b>. Eg: Goldilocks ate the porridge.</li> <li>● The <b>past progressive</b> form of verbs can be used (i.e. the animals <u>were eating</u>. Alice <u>was hoping</u>).</li> <li>● <b>Apostrophes</b> for <b>possession</b> can be used (Granny's house)</li> <li>● <b>Apostrophes</b> to show <b>contraction</b> can be used (She couldn't believe her eyes)</li> <li>● Sentences demarcated with <b>capital letters</b>, <b>finger spaces</b> and <b>full stops</b>.</li> </ul> | <ul style="list-style-type: none"> <li>● Listen to stories and narrative texts that use the features required for the writing.</li> <li>● Think about the intended audience and the purpose of the story (eg to scare, amuse, teach a moral...) so that plans are shaped to satisfy an audience or purpose.</li> <li>● Make plans or props based upon the story or narrative that has been shared.</li> <li>● Make use of ideas from reading eg using repetition to create an effect.</li> </ul> |

Inspired by Rachel Clarke's progression documents [www.primaryenglishshed.co.uk](http://www.primaryenglishshed.co.uk). This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

|  |   |  |  |
|--|---|--|--|
|  | <p>sounding narratives<br/>e.g. adverbs,<br/>adjectives, precise<br/>nouns i.e. turquoise<br/>instead of blue,<br/>jumper instead of top.</p> | <ul style="list-style-type: none"> <li>● Use of <b>conjunctions</b> (coordinating and subordinating)</li> <li>● Use of <b>exclamation</b> marks to indicate surprise (Help! Oh no!) and exclamation sentences (How amazing was that!)</li> <li>● <b>Question marks</b> can be used (including rhetorical questions).</li> <li>● <b>Expanded noun phrases</b> can be used to create effective descriptions (Inside the dingy, damp cave lived a ferocious wolf)</li> <li>● <b>Commas</b> can be used to separate lists (i.e. characters, ideas and adjectives in expanded noun phrases).</li> </ul> | <ul style="list-style-type: none"> <li>● Tell and retell stories using props and plans for assistance and through drama activities.</li> <li>● Plan to focus on specific vocabulary for the unit and common exception words/spelling curriculum.</li> <li>● Think, say and write sentences to tell the story or narrative in their own words.</li> <li>● Write narratives using their plans.</li> <li>● Edit, proof read and amend their writing based on their own thoughts and those of their peers and teachers.</li> <li>● Re-read completed narratives aloud for</li> </ul> |
|--|---|--|--|

Inspired by Rachel Clarke's progression documents [www.primaryenglishshed.co.uk](http://www.primaryenglishshed.co.uk). This in turn was influenced by 'Progression in Narrative' produced by the National Strategies.

|  |  |  |   |
|--|--|--|---|
|  |  | <ul style="list-style-type: none"><li>● <i>Verbs</i> should be chosen for effect (grabbed instead of got)</li><li>● <i>Adverbs</i> to show when and how.</li><li>● <i>Suffixes 'er' and 'est'</i> to show comparisons in adjectives.</li><li>● <i>Literary techniques such as the power of three.</i> 'The dragon breathed, the dragon breathed ferociously, the dragon breather ferociously and menacingly.</li></ul> | <p>example, to a partner, small group or teacher.</p> |
|--|--|--|---|