

KS2 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

Year 3/4	Year 5/6
Composition	
<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 rich and varied vocabulary and range of sentence structures ● Organise paragraphs around them. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' 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. ● Longer passages/stamina for writing. ● Use a range of devices to build cohesion within and between paragraphs. ● Consider how other writers have developed their writing in a variety of different examples. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' writing.

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	<ul style="list-style-type: none"> ● Propose changes to vocabulary, grammar and punctuations to enhance effects and clarify meaning. ● Ensure the 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 the appropriate intonation, volume and movement so that the meaning is clear.</p>
<p>Handwriting</p>	
<p>Horizontal and diagonal strokes needed to join letters.</p> <p>Mostly joined/joined knowing not to join capital letters</p> <p>Increase consistency, legibility and quality of handwriting.</p>	<p>Writing legibly, fluently and with increased speed.</p> <p>Joined handwriting.</p> <p>Choosing a writing style for the task</p>

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Narrative (Writing to Entertain)			
Year Group	Narrative Style/Generic text features	Grammatical features, sentence features and punctuation	Planning and Preparation
Year 3	<p>Style:</p> <p>Sci-fi Dilemmas Traditional stories Myths Familiar settings</p> <p>Features:</p> <ul style="list-style-type: none"> • Narratives and retellings are written in the first or third person. • Narratives and retellings are written in the past tense, occasionally in the present tense. • Events are sequenced to create 	<p>Grammatical features:</p> <ul style="list-style-type: none"> • Paragraphs are useful for organising the narrative in logical sections e.g. paragraphs about the setting or characters, or paragraphs to denote the passage of time. • Adverbs e.g. first, then, after that, finally... Are useful for denoting shifts in time and for structuring the narrative. • The use of conjunctions e.g. when, before, after, 	<ul style="list-style-type: none"> • Read stories and narrative texts that use the features required for the planned writing. • Think about the intended purpose of the story (scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include a limited number of characters and describe a few key details about their personalities. • Compose and rehearse sentences or parts or

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	<p>chronological plots through the use of adverbials and prepositions.</p> <ul style="list-style-type: none"> ● Descriptions, including those of settings, are developed through the use of adverbials e.g. in the deep, dark woods... ● Narratives use typical characters, settings and events whether imagined or real. ● Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. ● Language choices help create realistic sounding narratives e.g. adverbs, adjectives, precise 	<p>while, so, because... enables causation to be included in the narrative.</p> <ul style="list-style-type: none"> ● Using prepositions e.g. before, after, during, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on. ● Present perfect form of verbs can be used within dialogue or a character's thoughts e.g. "What has happened to us?", "What have you done?" ● Headings and sub-headings can be used to indicate sections in the narrative, e.g. 	<p>stories orally to check for sense.</p> <ul style="list-style-type: none"> ● Recognise and use narrative language e.g. On a cold winter's day, Dear diary and after all that... etc. ● Make use of ideas from reading e.g. using repetition for effect. ● Try to show rather than tell, for example, show how a character feels by what they say or do. ● Write narratives using their plans. ● Re-read completed narratives aloud to a partner or small group. ● Edit, proofread and amend their writing based on their own thoughts and those
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	<p>nouns (turquoise instead of blue etc.), expressive verbs (shouted/muttered instead of said etc.)</p>	<p>Chapter 1; How it all began etc.</p> <ul style="list-style-type: none"> ● Inverted commas can be used to punctuate direct speech. This allows characters to interact and stories to be developed. ● Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. <p>Punctuation:</p> <ul style="list-style-type: none"> ● Apostrophes to mark singular and plural possession. ● Commas in lists. ● Commas after fronted adverbials. ● Inverted commas if using quotations 	<p>of their peers and teachers.</p>
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		<ul style="list-style-type: none">• Brackets <p>Sentence features/story language:</p> <ul style="list-style-type: none">• Variation in sentence structures: prepositional phrases, expanded noun phrases, subordinate clauses.• Story language/techniques such as the power of three (He leaped from his horse, charged to the gate and raised his sword), Simile's and metaphors.• Adverbs: Suddenly, quickly, slowly, carefully, nervously, excitedly, lazily etc.	
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		<ul style="list-style-type: none"> ● <i>Accurate action verbs:</i> rushed, showed, crawled. 	
Year 4	<p>Style:</p> <p>Adventure Mystery Historical Legends Fantasy</p> <p>Features:</p> <ul style="list-style-type: none"> ● Narratives and retellings are written in the first or third person. ● Narratives and retellings are written in the past tense. 	<p>Grammatical features:</p> <ul style="list-style-type: none"> ● The third person and the past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?) ● Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' 	<ul style="list-style-type: none"> ● Read narrative texts that use the features required for the writing. ● Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral) so that plans are shaped to satisfy an audience and purpose. ● Make plans that include key events, being sure that all events lead towards the ending.

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	<p>occasionally in the present tense.</p> <ul style="list-style-type: none"> ● Events are sequenced to create chronological plots through the use of adverbials and prepositions. ● Descriptions, including those of settings, are developed through the use of adverbials e.g. in the deep, dark woods... ● Narratives use typical characters, settings and events whether imagined or real. ● Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. 	<p>instead of 'we done that'.</p> <ul style="list-style-type: none"> ● Fronted adverbials can be used e.g. During the night..., in a distant field... These should be punctuated using a comma. ● The use of adverbials e.g. therefore, however to create cohesion within and across paragraphs. ● Cohesion can also be created, and repetition avoided through the use of nouns and pronouns. ● Paragraphs are useful for organising the narrative into logical sections. ● Verbs and adverbs should be chosen for effect e.g. 	<ul style="list-style-type: none"> ● Plan a limited number of characters and describe a few key details that show something about their personalities. ● Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. ● Recognise the use of narrative language e.g. On a cold Winter's day, Dear Diary, After all that. ● Try to show rather than tell, for example, show how a character feels by what they say or do.
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	<p>Language choices help create realistic sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue etc.), expressive verbs (shouted/muttered instead of said etc.) and figurative language.</p>	<p>shouted/muttered instead of said, to show rather than tell how a characters feel and behave.</p> <ul style="list-style-type: none"> • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Descriptions can be developed through the effective use of expanded noun phrases. • The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. 	<ul style="list-style-type: none"> • Write narratives using their plans. • Edit, proof read and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud to a partner or small group.
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		<ul style="list-style-type: none">● <i>Apostrophes</i> can be used to indicate plural possession e.g. The children's mother, the aliens' spaceship. <p>Punctuation:</p> <ul style="list-style-type: none">● Adverbs of time, place, manner and frequency.● Nouns and pronouns used for clarity and cohesion.● A wider range of conjunctions.● Correct use of simple present, present progressive and present perfect tense.● Fronted adverbials	
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		<ul style="list-style-type: none">● Implied <i>second person</i>. <p><i>Sentence features/ story language:</i></p> <ul style="list-style-type: none">● <i>Variation in sentence structures.</i>● <i>Prepositional phrases</i>● <i>Expanded noun phrases</i>● <i>Subordinate clauses</i>● <i>Similes and metaphors</i>● <i>Adverbs for frequency or subtlety (often, seldom, craftily, suspiciously)</i>● <i>Conjunctions to add information (moreover, furthermore, in due course)</i>● <i>Power of three (He leapt from his horse,</i>	
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		<i>charged to the gate and raised his sword).</i>	
Year 5	<p>Style:</p> <p>Historical Science fiction Humorous Myths Fantasy Other Cultures Classics</p> <p>Generic Features:</p> <ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. 	<p>Grammatical Features:</p> <p>The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</p> <p>Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest</p>	

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	<ul style="list-style-type: none"> • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language • Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> • Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). • Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to. • Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night... they were definitely on the adventure of a lifetime... 	
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		<p>Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript.</p> <p>Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close...</p> <p>Relative clauses can be used to add further information, e.g. the witch, who was ugly and green..., The treasure, which had been buried in a chest... this should include the use of commas when required.</p> <p>Sentence Features:</p>	
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		Punctuation:	
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