BROADSTONE HALL PRIMARY WRITING TO ENTERTAIN PROGRESSION

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NARRATIVE	Retelling of a known story (oral/scribed/written) Creating own simple stories using Tales Toolkit – Character, Setting, Problem , Solution (oral/scribed/written)	As Reception plus: Retelling of a known story with key narrative language – Character, Setting, Problem, Solution Changing an element of a familiar story. Recount from their own experiences Simple sense poem	As Year 1 plus: Short story using known structure with one or more elements changed Story openings Alternative ending Diary writing Recount writing as a character	As Year 2 plus: Short story using sequential structure – opening, build up etc Story openings Story endings Begin to use dialogue to convey characters' thoughts and move the action forwards Setting description Diary writing	As Year 3 plus: Setting description Story endings Alternative endings New scene or character in a story Narrative with different settings, imaginary /historical Diary writing	As Year 4 plus: Setting description with personification Narrative writing from different viewpoints Create suspense Fast-paced action scene	As Year 5 plus: Narrative pivots Narrative from perspective of an inanimate object
CHARACTER DESCRIPTION	Role on the wall Simple character profile (orally rehearsed -> scribed -> written) Picture and labels/simple sentence.	Role on the wall/drama conventions Simple labels and captions Simple character profile – WANTED POSTER	Character profile – known and then created Main focus on describing physical appearance, likes and dislikes and personality	Character description Paragraphed and developed with detail around personal attributes /feelings	Character description to evoke sympathy or dislike within a story	Character portrayal throughout narrative to effect a reader – changes of feelings through a plot, contrast of characters and creating intrigue	Character portrayal throughout narrative to effect a reader – changes of feelings through a plot, contrast of characters and creating intrigue
SETTING DESCRIPTION	Oral discussion on settings Simple labelled picture	Simple labels, lists and captions Simple setting description of a familiar place or linked to text.	Setting description using senses.	Setting description to set the scene	Setting description to set the scene / change the place within a story	Setting description throughout a narrative to effect the reader – change / contrast of mood	Setting description throughout a narrative to effect the reader – change / contrast of mood
LITERARY DEVICES		Onomatopoeia	Onomatopoeia	Synonym Alliteration Simile	Shades of meaning – selection of vocab for impact (less description needed) Personification Simile	Personification Short sentences for suspense Show not tell Simile Metaphor	Revision and development of all devices Figurative language used manipulatively
TEXT FEATURES	Time sequenced	Time sequenced – past tense	Time sequenced – begin to distinguish between past and present tense to suit purpose	Detailed description Begin to paragraphs to organise in time sequence Opportunities to use different verb tenses – simple and present perfect Written in first or third person	Use of paragraphs to organize round a theme Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition	Detailed description Paragraphs to organise in time sequence Use a range of tenses to indicate changes in timing, sequence etc.	Detailed description Paragraphs to organise in time sequence Use a range of tenses to indicate changes in timing, sequence etc.
GRAMMAR AND SENTENCE TEACHING	Simple sentences	Simple sentences Single adjective noun phrase Coordinating conjunction Time conjunctions 'and' to link two main ideas	Coordinating conjunctions to link ideas Expanded noun phrases Adverbs Progressive form for verbs Sentence types – statement, question, command and exclamation sentences	Fronted adverbs of manner Expanded noun phrases to add detail and description Subordinate clauses to add detail or context Prepositions Expressing time place cause using conjunctions	Open with a subordinate clause Eg. As the sun was setting, … Expanded noun phrases to add detail and description including by addition of modifying adjectives, nouns and prepositional phrases Nouns and pronouns for clarity and cohesion and avoid repetition	Subordinate clauses to add detail and context – in varied Positions Modal verbs to indicate degrees of possibility within narratives Devices to build cohesion within and across paragraphs Relative clauses Wide range of sentences for effect.	Passive voice to vary sentence structure within narratives

ADVERBIALS AND CONJUNCTIONS		First, Then, Next, Finally, Conjunctions: and	First, Then, Next, After, Later, The next day, Suddenly, (When) Conjunctions: and, but, so, or, when, if, that, because	Soon, Meanwhile, As, When, During, Carefully, Conjunctions: while, as, until, once, before, after,	Fronted Adverbials (phrases) for time, place. manner Since, Although,	Later that day, All night, Under the treetops, Nearby, Silently, If, when, because, while, as, until, once, since, although, unless, rather	Meanwhile, Within moments, *'-ed openers', '-ing openers'
PUNCTUATION	Finger spaces, capital letter and full stops	Finger spaces, capital letter and full stops Capital letter for pronoun I and proper nouns	Apostrophes for contractions and begin to use them for singular possession Exclamation marks Question marks Commas in a list NB: Cross reference all coverage against KS1 TAF as required	Begin to use inverted commas for speech Secure use of apostrophes for single possession Commas after one-word adverbs of manner or time	Full punctuation and speech layout for direct speech including punctuation to separate the reporting clause Apostrophes to mark plural possession Commas after a subordinate clause to open Commas after fronted adverbials	Brackets, dashes and commas to emphasise additional information or punctuate relative clauses	Ellipsis Colons and dashes to add further detail in a new clause Semi-colons to join related Clauses Hyphens to avoid ambiguity NB: Cross reference all coverage against KS2 TAF as required

* indicates where you can expose the children to this objective in WAGOLLs or your modelling, but you don't need to explicitly teach it, or expect the children to use it independently.