Whole School Writing Progression Map

	Year 3	Year 4	Year 5	Year 6
Poetry	Poetry- shape poems My shape poem uses well-chosen words I used powerful verbs I used adjectives I used alliteration I used onomatopoeia I used simile I used precise nouns I used rhyming words I used a layout that is the shape of the subject	Poetry – Creating images e.g. similes metaphors I copied rhythm and rhyme patterns where appropriate I used repetition for effect I used powerful verbs and adjectives I used some of the following: 1.alliteration 2.personification 3.onomatopoeia 4.similes	Performance Poetry I have used an interesting form for my poem The style is distinctive and memorable I used repetition or word play to effect I thought about rhyme and sound patterns I chose words carefully I deliberately positioned words and phrases I showed feelings and mood I included a message for the reader I made a link between the poem and the title My poem could be enjoyed more than once	Poetry Long established poets I used an appropriate title that generates interest and hints at what my poem is about My word choice is appropriate for the subject and varied I used strong active verbs to push the poem along I used personification, similes and/or metaphors I used language to create atmosphere and mood The rhythm is natural and easy to read aloud My choice of language makes it easy for a listener to understand

	Year 3	Year 4	Year 5	Year 6
Narrative	Narrative- Adventure and Mystery story in imagined settings In my adventure story I have written five chapters: opening, build-up, climax, resolution and ending I used speech and powerful verbs to describe characters I started sentences in different ways – for example, with an adverbial phrase (how, when, where), a connective or a verb (non-finite clause) I chose adjectives, simile and precise nouns to describe I used some short and some long sentences	Narrative – stories with dilemma / issues – alternative endings My story has: an introduction which sets the scene a build-up of problem/issue a dilemma shown by words like 'perhaps' or 'maybe' a resolution and ending linked back to the introduction My story involves the reader by using: -some present tense -first person -rhetorical questions I have focused on describing feelings I have hooked the reader with a cliff-hanger I have varied the length of my sentences Narrative Play scripts My script includes a cast list at the start It has a narrator The speakers' names are on the left I have not used speech marks I started a new line for each new speech My play script has scenes I wrote stage directions in brackets I used adverbs and powerful verbs Narrative – stories set in Fantasy world My story is set in an imaginary place or time It describes what can be seen, heard, smelt and/or touched There are make-believe characters such as elves, dragons, wizards and so on The setting tells us something about the characters I used some made-up words Narrative : with historical settings My story includes an introduction, build-up, climax, resolution and ending I have used paragraphs I have used the past tense I have included effective but not unnecessary dialogue I have used effective language including: -powerful -adverbs -strong adjectives I have built up my characters using small details that hint they are from the past I have developed my setting using small details to make clear that it is set in the past	Narrative Fiction Story structure Dialogue /action/ Writing an alternative chapter for a book Includes details of place, time and characters with elaboration to establish context for the reader Use descriptive and detailed characterisation Makes use of environmental factors to build suspense – e.g. lightening Narrative – Story openings in the style of significant authors OR character creations Story openings My story opening seizes and holds the reader's interest I used a balance of sentence type and paragraphs I varied the sentence structure and punctuation I used special effects such as magic I used adjectives and adjectival phrases to create atmosphere Narrative – Myths and legends My myth includes a beginning, a build-up, a climax, a resolution and an ending I explained a natural phenomena I used a traditional opening and ending I used adjectives and powerful verbs to help describe characters I used alliteration I used repetitive sentences I included speech between the main characters I used time connectives I included an adverbial phrase I included sentences using conjunctions from my target card	Narrative – in response to wordless picture books I described characters carefully I decided on a point of view I supported these characters I was aware of the reader's response to words I considered how characters spoke I described incidents from an appropriate point of view I used verbs/adverbs skilfully I considered whether the reader would feel empathy Narrative – in response to silent film I described characters carefully I decided on a point of view I supported these characters I was aware of the reader's response to words I considered how characters spoke I described incidents from an appropriate point of view I used verbs/adverbs skilfully I considered whether the reader would feel empathy I withhold some information to build or maintain tension Manipulates the audience by use of suspense, selectively disclosing information Provides insight into character' feelings Ties elements together to draw story to a conclusion

	Year 3	Year 4	Year 5	Year 6
Recount	Recounts – 1st person imaginary My introduction makes clear the – who, what, when, where of the recount I have used time connectives (temporal connectives) to move the recount forward I have used first person I have written in the past tense I add details to interest the reader e.g. noun phrases, subordinate clauses to add information about time and place e.g. In the cave, the rocks were cold, damp and covered in soft green moss.	Recount – in the style of a newspaper My introduction sets the scene with the five Was; Where? Why? Who? What? When? I have recounted events in chronological order My closing statement brings the writing to a conclusion It has a neat headline to grab attention It is in the past tense I have used the third person Details are relevant to the recounted story and to the reader I have linked paragraphs using time connectives	Recounts – 1st and 3rd person imaginary My recount includes an introduction I included time connectives I included illustrations (if helpful) I included essential words I used the past tense I used appropriate style and tone for the reader I made the right choice of vocabulary and sentences I showed chronological order I wrote in the 3rd person I included a closing statement	Journalistic Writing - recount Organises the schematic structure of the recount starting with an orientation that aims to interest the reader Includes all relevant information needed to understand the text – who what where when Develops topics fully by including significant events chosen to add impact and interest Writes a concluding comment that contains an evaluative comment and summarises aspects of the recount Uses a variety of adverbial and adjectival phrases Writes about specific participants Uses a variety of words linked to time Uses a variety of sentence beginnings to make the recount more interesting Maintains simple past tense or manipulates tense

	Year 3	Year 4	Year 5	Year 6
Instruction	Instructions My set of instructions includes a heading, an introduction, a list of equipment, step-by-step instructions and a note or tip at the end I used bullet points, numbers and connectives to make the order clear I used diagrams to make the instructions easy to follow I used imperative or 'bossy' verbs to start instructions I made good use of adjectives, adverbs and special or technical words to be precise I used conjunctions to join two ideas together I made good use of different fonts and styles, including bold, italic and capitals I used capital letters at the beginning of sentences and for special names I have asked someone to try out my instructions to see if they are easy to follow		Non-fiction Instructions The title says what the instructions are for I included a list of requirements/equipment at the beginning I used verbs in the imperative I used the present tense I listed all the steps in chronological order I used time words I used a helpful layout	

	Year 3	Year 4	Year 5	Year 6
Explanation	Explanation I used the present tense I used a heading in a large, clear font My main text is written in the order that things happen I used subheadings to give extra information I used sentences beginning with a capital letter and ending with a full stop	Explanations My title 'How . . .' or 'Why. . .' indicates what I am writing about My opening statement introduces the topic and addresses the reader A series of logical steps explains how or why something happens I have included a diagram My concluding summary or statement relates the subject to the reader I have given additional information in boxes I have used the present tense I have used time and causal connectives My glossary explains technical language	Planning for the explanation: My notes are clear They are appropriate for the purpose The layout is helpful The facts are correct I used chronological order I used organisational devises I used symbols /signs /abbreviations The abbreviations will be understood by their eventual reader I used correct 'technical' words/proper names Writing the explanation: My text explains how/why something works or happens The title may be a questions My text may begin 'How' or 'Why' I used an introductory opening statement I gave information in a series of steps I used helpful diagrams I used chronological order I used verbs in present tense I used technical words I used time and causal connectives My text answers the title question	Planning for the explanation: As year 5 Writing the explanation: Plans and organises information using a suggested framework Begins to define terms precisely using – having, being making verbs Provides a focus for the reader in the opening. Begins to generalise effectively Includes information in logical sequence Generally explains link between cause and effect Uses objective language Uses passive voice Uses cause and effect linking words – if then why when Uses simple present tense consistently Uses a range of subjective specific terms Using a formal tone: Formal writing: In my formal letter, addresses, date, greeting and sign-off are correctly placed The first paragraph tells who the writer is and explains the reason for writing The middle paragraphs deliver the necessary message The letter states clearly what I would like the recipient to do I used standard English I used the appropriate greeting and sign-off If word-processed, a line space indicates new paragraphs I used a formal tone

	Year 3	Year 4	Year 5	Year 6
Non-chronological Report	Non-chronological reports I included an introductory paragraph I included subheadings – some written as questions to interest the reader I used technical words to do with the subject I included labelled diagrams I wrote captions for pictures and diagrams I used present tense (or past tense for historical reports) I included facts or pieces of information written in sentences I included a question to the reader, for example 'Did you know?' I used full stops and capital letters in the right places	Non-chronological reports including research and note taking e.g. mind maps I used a mind-map to plan before writing My introduction includes a general description about what is to follow I organised my report in specific categories I ended with a conclusion I used the present tense (or past tense for historical report) I used the third person I used technical words	Planning for report: I used my reading skills well to gather info I can understand my notes I found what I planned to find using my research sheet I used quick methods of recording (e.g. abbreviations) I used my own words – unless copying a quotation or statistic I listed my resources Writing the report My report describes the way things are I wrote an opening statement I used paragraphs I used an impersonal tone My report is non-chronological I used verbs in the present tense I made some use of the passive voice I used correct technical words I gave clear explanations when needed I used some longer/complex sentences I used appropriate and helpful punctuation I included headings I used quotation marks correctly I acknowledged my sources	Planning for report: I used my reading skills well to gather info I can understand my notes I found what I planned to find using my research sheet I used quick methods of recording (e.g. abbreviations) I used my own words – unless copying a quotation or statistic I listed my resources Writing the report Uses report framework and adapts to suit purpose and audience Writes an introduction that successfully classifies and / or generalises information essential to the subject of the report Includes some accurate detailed description of the subject Is able to select and elaborate on special features Includes detail that is clearly related to the topic Attempts to make comparisons that help the reader visualise aspects of the topic Organises the information into paragraphs that link cohesively in logical order Writes a summary or concluding paragraph that includes the main features of the report Organises aspects of topics into paragraphs Uses precise subject specific vocab Using linking verbs effectively Maintains timeless present tense throughout Maintains third person stance throughout

7

	Year 3	Year 4	Year 5	Year 6
Argument -persuasion -discussion	<u>Persuasion</u> I started by stating the issue and my opinion of it I supported my arguments with reasons I summarised my arguments I used some/all of the following persuasive devices: Descriptive and persuasive language Rhetorical questions	<u>Persuasion</u> I started by stating the issue and my opinion of it I supported my arguments with reasons and factual evidence I used logical and cause and effect connectives to link arguments in paragraphs I summarised my arguments I used some/all of the following persuasive devices: 1.emotive language 2.rhetorical questions 3.cause and effect connectives 4.making my opinions sound like facts	<u>Persuasion</u> I started by stating the issue and my opinion of it I supported my arguments with reasons and factual evidence I used logical and cause and effect connectives to link arguments in paragraphs I summarised my arguments I used some/all of the following persuasive devices: 1.emotive language 2.rhetorical questions 3.cause and effect connectives 4.making my opinions sound like facts <u>Discussion Texts</u> I have used a clear opening statement •I gave arguments for and against •I supported the arguments with evidence •I used a concluding statement •I used the present tense and third person •I linked arguments and paragraphs using connectives	<u>Discussion Texts</u> I used a question for the title My introduction explains what the argument is about I gave statements for and against, with reasons to support them My final paragraph sums up and may offer suggestions I used at least three examples of the language of debate, e.g. 'no-one can deny', 'some people believe': I used verbs: mainly in the present tense including examples of the passive Including conditionals. e.g. 'would', 'could', 'might' I used impersonal pronouns I used a personal pronoun in the final paragraph only I used connectives that: introduce more points: 'furthermore' give a balanced view: 'however' draw to a conclusion: 'consequently'