



ST. PAUL'S WRITING PROGRESSION MAP

Reception –Year 6



YEAR 6

Green-highlighted statements link to TAFs

TEXT STRUCTURE	SENTENCE STRUCTURE	LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>Consolidate Year 5 list</p> <p><u>FICTION</u></p> <ul style="list-style-type: none"> Secure independent planning across story types using 5-part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan Secure use of linking ideas within and across paragraphs Secure development of characterisation and setting description <p><u>NON-FICTION</u></p> <ul style="list-style-type: none"> Secure planning across non-fiction genres and application Use a variety of text layouts appropriate to purpose 	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> Secure use of simple /embellished simple sentences Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions. Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i> Developed use of rhetorical questions for persuasion Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>) 	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> Build in literary features to create effects e.g. <ul style="list-style-type: none"> alliteration onomatopoeia similes metaphors Personification The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed in formal speech or writing</i>) How words are related as synonyms and antonyms e.g. <i>big/ large / little</i> use verb tenses consistently and correctly throughout writing 	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>) 	<p>Consolidate:</p> <ul style="list-style-type: none"> Letter/ Word Sentence Statement, question, exclamation Command Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action, views/ opinions, facts Colon – instructions Parenthesis Bracket- dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Bossy verbs - imperative Tense (past, present, future) Modal verb



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<ul style="list-style-type: none">• Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions• Express balanced coverage of a topic• Use different techniques to conclude texts• Use appropriate formal and informal styles of writing such as use of subjunctive form in formal writing• Choose or create publishing format to enhance text type and engage the reader• Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision.• Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	<ul style="list-style-type: none">• The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i>			<ul style="list-style-type: none">• Conjunction / Connective• Preposition• Determiner/ generaliser• Pronoun – relative/ possessive• Clause• Subordinate / relative clause• Adverbial• Fronted adverbial• Rhetorical question• Cohesion• Ambiguity• Alliteration• Simile – 'as' / 'like'• Synonyms• Metaphor• Personification• Onomatopoeia <p><u>Introduce:</u></p> <ul style="list-style-type: none">• Active and passive voice• Subject and object• Hyphen• Synonym, antonym• Colon/ semi-colon• Bullet points• Ellipsis
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YEAR 5

Green-highlighted statements link to TAFs

TEXT STRUCTURE	SENTENCE STRUCTURE	LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>Consolidate Year 4 list</p> <ul style="list-style-type: none"> Secure independent use of planning tools: Story mountain / grids/flow diagrams <p><u>FICTION</u></p> <ul style="list-style-type: none"> Plan opening using: <ul style="list-style-type: none"> Description /action/dialogue Paragraphs: <ul style="list-style-type: none"> Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure: <ul style="list-style-type: none"> Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action/description -character or 	<p>Consolidate Year 4 list</p> <ul style="list-style-type: none"> Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i> Elaboration of openers using 	<p>Consolidate Year 4 list</p> <ul style="list-style-type: none"> Metaphor Personification Onomatopoeia Empty words e.g. <i>someone, somewhere was out to get him</i> Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) 	<p>Consolidate Year 4 list</p> <ul style="list-style-type: none"> Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons to introduce a list Use of commas to clarify meaning or avoid ambiguity 	<p>Consolidate:</p> <ul style="list-style-type: none"> Letter/ Word Sentence Statement, question, exclamation Command Full stops/ Capitals Question mark Exclamation mark ‘Speech marks’ Direct speech Inverted commas Bullet points Apostrophe (contractions/ Possession) Commas for sentence of 3 – description, action Colon – instructions Parenthesis / bracket /dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun



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<p>setting/dialogue</p> <ul style="list-style-type: none">– Build-up –develop suspense techniques– Problem / Dilemma –may be more than one problem to be resolved– Resolution –clear links with dilemma– Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question. <p><u>NON-FICTION</u></p> <ul style="list-style-type: none">• Independent planning across all genres and application• Secure use of range of layouts suitable to text.• Structure:<ul style="list-style-type: none">– Introduction / Middle / Ending• Secure use of paragraphs:<ul style="list-style-type: none">– Use a variety of ways to open texts and draw reader in and make the purpose clear– Link ideas within and across paragraphs using a full range of connectives and signposts.– Use rhetorical questions to draw reader in– Express own opinions clearly– Consistently maintain viewpoint	<p>adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <ul style="list-style-type: none">• Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i>• Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect• Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i>• Use of rhetorical questions• Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i>• Indicating degrees of possibility using modal verbs (e.g. <i>might</i>,			<p>phrase</p> <ul style="list-style-type: none">• Verb/Adverb• Bossy verbs - imperative• Tense (past, present, future)• Conjunction / Connective• Preposition• Determiner/ generaliser• Pronoun – relative/ possessive• Clause• Subordinate/ relative clause• Adverbial• Fronted adverbial• Alliteration• Simile – ‘as’/ ‘like’• Synonyms <p><u>Introduce:</u></p> <ul style="list-style-type: none">• Relative clause/ pronoun• Modal verb• Parenthesis• Bracket- dash• Determiner• Cohesion• Ambiguity• Personification• Onomatopoeia• Rhetorical question
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<ul style="list-style-type: none"> – Summary clear at the end to appeal directly to the reader • Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i> 	<i>should, will, must) or adverbs (perhaps, surely)</i>			
YEAR 4				
TEXT STRUCTURE	SENTENCE STRUCTURE	LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>Consolidate Year 3 list</p> <ul style="list-style-type: none"> • Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids <p><u>FICTION</u></p> <ul style="list-style-type: none"> • Plan opening using description /action • Paragraphs: • to organise each part of story • to indicate a change in place or jump in time • Build in suspense writing to introduce the dilemma • Developed 5 parts to story • Introduction • Build-up • Problem / Dilemma • Resolution • Ending 	<p>Consolidate Year 3 list</p> <ul style="list-style-type: none"> • Standard English for verb inflections instead of local spoken forms • Long sentences to enhance description or information • Short sentences to move events on quickly e.g. <i>It was midnight.</i> • Use fronted adverbials of time, place, manner and degree e.g. <i>In the morning; In the blink of an eye; Beyond the hills</i> • Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i> • Secure use of simple /embellished simple sentences 	<p>Consolidate Year 3 list</p> <ul style="list-style-type: none"> • Prepositions e.g. <i>at, underneath, since towards, beneath beyond</i> • Conditionals e.g. <i>could, should, would</i> • Comparative and Superlative adjectives e.g. <i>small...smaller... smallest good...better...best</i> • Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i> • The grammatical difference between 	<p>Consolidate Year 3 list</p> <ul style="list-style-type: none"> • Commas to mark clauses and to mark off fronted adverbials • Full punctuation for direct speech: <ul style="list-style-type: none"> – Each new speaker on a new line – Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i> • Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural 	<p>Consolidate:</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement, question, exclamation • Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description, action • Colon - instructions • Singular/ plural • Suffix/ Prefix



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<ul style="list-style-type: none">• Clear distinction between resolution and ending.• Ending should include reflection on events or the characters. <p><u>NON-FICTION</u></p> <ul style="list-style-type: none">• Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid• Paragraphs to organise ideas around a theme• Logical organisation:• Group related paragraphs• Develop use of a topic sentence• Link information within paragraphs with a range of connectives.• Use of bullet points, diagrams• Introduction, Middle section(s) Ending• Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader• Appropriate choice of	<ul style="list-style-type: none">• Secure use of compound sentences (coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (<i>coordinating conjunctions</i>)• Develop complex sentences: (subordination)• Main and subordinate clauses with range of subordinating conjunctions.• -'ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i>• Expanded -'ing' clauses as starters e.g. <i>Grimacing menacingly, he slipped the treasure into his rucksack.</i>• Drop in -'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i>• Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i>• Repetition to persuade e.g. <i>Find us to find the fun</i>	<p>plural and possessive –s</p> <ul style="list-style-type: none">• Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was</i>)• Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	<ul style="list-style-type: none">• Word family• Consonant/Vowel phrase• Verb / Adverb• Bossy verbs - imperative• Adjective / noun / noun• Tense (past, present, future)• Connective• Conjunction• Preposition• Determiner/ generaliser• Clause• Subordinate clause• Alliteration• Simile – 'as' / 'like'• Synonyms <p><u>Introduce:</u></p> <ul style="list-style-type: none">• Adverbial• Fronted adverbial• Apostrophe – plural possession• Metaphor
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pronoun or noun across sentences to aid cohesion	<ul style="list-style-type: none">Dialogue - verb + adverb <i>"Hello," she whispered, shyly.</i>			
YEAR 3				
TEXT STRUCTURE	SENTENCE STRUCTURE	LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>Consolidate Year 2 list</p> <ul style="list-style-type: none">Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid <p><u>FICTION</u></p> <ul style="list-style-type: none">Plan opening around character(s), setting, time of day and type of weatherParagraphs to organise ideas into each story partExtended vocabulary to introduce 5 story parts:<ul style="list-style-type: none">Introduction –should include detailed description of setting or charactersBuild-up –build in some suspense towards the problem or dilemmaProblem / Dilemma –include detail of actions / dialogue	<p>Consolidate Year 2 list</p> <ul style="list-style-type: none">Long sentences to add description or information.Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i>Embellished simple sentences:<ul style="list-style-type: none">Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</i>Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i>	<p>Consolidate Year 2 list</p> <ul style="list-style-type: none">Prepositions <i>Next to / by the side of/ In front of / during / through / throughout / because of</i>Powerful verbs e.g. <i>stare, tremble, slither</i>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded</i>	<p>Consolidate Year 2 list</p> <ul style="list-style-type: none">Colon before a list e.g. <i>What you need:</i>Ellipses to keep the reader hanging onSecure use of inverted commas for direct speechApostrophes to mark contractions and singular possession	<p>Consolidate:</p> <ul style="list-style-type: none">PunctuationFinger spacesLetterWordSentenceStatement question exclamationCommandFull stopsCapital letterQuestion markExclamation markSpeech bubble'Speech marks'Bullet pointsApostrophe (contractions only)Commas for sentence of 3 - descriptionSingular/ pluralSuffix



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<ul style="list-style-type: none">– Resolution - should link with the problem– Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. <p><u>NON-FICTION</u></p> <ul style="list-style-type: none">• Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids• Paragraphs to organise ideas around a theme• Introduction<ul style="list-style-type: none">– Develop hook to introduce and tempt reader in e.g. <i>Who....?</i> <i>What....?</i> <i>Where....?</i> <i>Why....?</i> <i>When....?</i> <i>How....?</i>• Middle Section(s)<ul style="list-style-type: none">– Group related ideas /facts into paragraphs– Sub headings to introduce sections / paragraphs– Topic sentences to introduce paragraphs– Lists of steps to be taken Bullet points for facts Flow diagram• Develop Ending<ul style="list-style-type: none">– Personal response– Extra information / reminders e.g.	<ul style="list-style-type: none">• Compound sentences (Coordination) using: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)• Develop complex sentences (Subordination) with range of subordinating conjunctions (when, before, after, while, because)• -'ing' clauses as starters e.g. <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i>• Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i>• Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i>	<p><i>on the corrugated, tin roof.</i></p> <ul style="list-style-type: none">• Nouns formed from prefixes e.g. <i>auto... super...anti...</i>• Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i>• Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i>	<ul style="list-style-type: none">• Adjective / noun / Noun phrases Verb / adverb• Bossy verbs• Tense (past, present, future)• Generalisers• Alliteration• Simile – 'as' / 'like' <p>Introduce:</p> <ul style="list-style-type: none">• Word family• Conjunction• Adverb• Preposition• Direct speech• Inverted commas• Prefix• Consonant/Vowel• Clause• Subordinate clause• Determiner• Synonyms• Imperative• Colon for instructions• Apostrophe (singular possession)
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<p>Information boxes/ Five Amazing Facts/ Wow comment</p> <ul style="list-style-type: none"> Use of present perfect instead of simple past. E.g. <i>He has left his hat behind</i>, as opposed to <i>He left his hat behind</i>. 	<ul style="list-style-type: none"> Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> Dialogue –powerful speech verb e.g. <i>"Hello," she whispered.</i> 			
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YEAR 2

Green-highlighted statements link to TAFs

TEXT STRUCTURE	SENTENCE STRUCTURE	LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>Consolidate Year 1 list</p> <ul style="list-style-type: none"> Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid <p>FICTION</p> <ul style="list-style-type: none"> Plan opening around character(s), setting, time of day and type of weather Use the 5-part story structure to write simple, coherent narratives about personal experiences and those of others with more complex vocabulary: Opening e.g. <i>In a land far away.... One cold but bright morning.....</i> 	<p>Consolidate Year 1 list</p> <ul style="list-style-type: none"> Types of sentences: <ul style="list-style-type: none"> Statements Questions Exclamations Commands '-ly' starters e.g. <i>Usually, Eventually, Finally, Carefully...</i> Vary openers to sentences Embellished simple sentences using: <ul style="list-style-type: none"> adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i> 	<p>Consolidate Year 1 list</p> <ul style="list-style-type: none"> Prepositions: e.g. <i>behind above along before between after</i> Alliteration e.g. <i>wicked witch</i> Similes using...like... e.g. <i>... like sizzling sausages ...hot like a fire</i> Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> Adverbs for description 	<p>Consolidate Year 1 list</p> <ul style="list-style-type: none"> Demarcate sentences: <ul style="list-style-type: none"> Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list (GD TAF) Speech bubbles /speech marks for direct speech Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i> (GD TAF) 	<p>Consolidate:</p> <ul style="list-style-type: none"> Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile – 'as'/ 'like'



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- Build-up e.g. *Later that day*
- Problem / Dilemma e.g. *To his amazement*
- Resolution e.g. *As soon as*
- Ending e.g. *Luckily, Fortunately,*
Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.

NON-FICTION

- Secure use of planning tools:
Text map / washing line /
'Boxing –up' grid
- Introduction:
 - Heading
 - Hook to engage reader Factual statement / definition
 - Opening question
- Middle section(s)
 - Group related ideas / facts into sections
 - Sub headings to introduce sentences /sections
 - Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams
- Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?

- Secure use of compound sentences (Coordination) using connectives: *and/ or / but / so* (coordinating conjunctions)
- Complex sentences (Subordination) using:
 - Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.
- Additional subordinating conjunctions: *what/while/when/ where/ because/ then / so / that/ if/ to /until* E.g. *While the animals were munching breakfast, two visitors arrived.*
- Long sentences to add description or information. Use short sentences for emphasis.
- Expanded noun phrases e.g. *lots of people, plenty of food*
- List of 3 for description e.g. *He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.*
- Use of past and present tense.(including progressive form)

e.g. *Snow fell gently and covered the cottage in the wood.*

- Adverbs for information e.g. *Lift the pot carefully onto the tray. The river quickly flooded the town.*
- Generalisers for information, e.g. *Most dogs.... Some cats....*
- Formation of nouns using suffixes such as –ness, –er (GD TAF)
- Formation of adjectives using suffixes such as –ful, –less (GD TAF)
- Use of the suffixes –er and –est to form comparisons of adjectives and adverbs

Introduce:

- Apostrophe (contractions)
- Commas for description
- 'Speech marks'
- Suffix
- Verb / adverb
- Statement question exclamation
- Command (Bossy verbs)
- Tense (past, present)
- Adjective / noun
- Noun phrases



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<ul style="list-style-type: none"> The consistent use of present tense versus past tense throughout texts Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming</i>, <i>he was shouting</i>) 				
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YEAR 1				
TEXT STRUCTURE	SENTENCE STRUCTURE	LANGUAGE	PHONICS	TERMINOLOGY
Consolidate Reception list <u>FICTION:</u> <ul style="list-style-type: none"> Planning Tools: Story map / story mountain Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: <ul style="list-style-type: none"> Opening E.g. <i>Once upon a time...</i> 	Consolidate Reception list <ul style="list-style-type: none"> Types of sentences: <ul style="list-style-type: none"> Statements Questions Commands Simple Conjunctions: e.g. <i>and but so because then when</i> -‘ly’ openers e.g. <i>Unfortunately, Sadly,...</i> Simple sentences e.g. <i>I went to the park. The castle is haunted.</i> Embellished simple sentences using adjectives e.g. <i>The giant</i> 	Consolidate Reception list <ul style="list-style-type: none"> Prepositions: <i>Inside, outside, towards, across, under</i> Determiners: <i>the a my your an this that his her their some all lots of many more those these</i> Adjectives to describe e.g. <i>The old house... The huge elephant...</i> Alliteration e.g. <i>dangerous dragon / slimy snake</i> 	<ul style="list-style-type: none"> Use recognisable letters in writing and match sound to letter Use letter names to distinguish between alternative spellings of the same sound <hr/> <p style="text-align: center;">PUNCTUATION</p> <p>Consolidate Reception list</p> <ul style="list-style-type: none"> Capital Letters: <ul style="list-style-type: none"> Capital letter for names Capital letter for the personal pronoun <i>I</i> Capital letters for days of 	Consolidate: <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’ <p>Introduce:</p> <ul style="list-style-type: none"> Punctuation Question mark Exclamation mark Speech bubble Bullet points



ST. PAUL'S WRITING PROGRESSION MAP

Reception –Year 6



<ul style="list-style-type: none">– Build-up E.g. <i>One day...</i>– Problem / Dilemma E.g. <i>Suddenly,../ Unfortunately,...</i>– Resolution E.g. <i>Fortunately,...</i>– Ending E.g. <i>Finally,....</i> <p><u>NON-FICTION:</u></p> <ul style="list-style-type: none">• Planning tools: text map / washing line• Heading• Introduction<ul style="list-style-type: none">– Opening factual statement• Middle section(s)<ul style="list-style-type: none">– Simple factual sentences around a <i>them</i>– Bullet points for instructions– Labelled diagrams• Ending<ul style="list-style-type: none">– Concluding sentence	<p><i>had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <ul style="list-style-type: none">• Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i>• Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</i>• 'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i>• Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i>	<ul style="list-style-type: none">• Similes using as....as... e.g. <i>as tall as a house / as red as a radish</i>• Precise, clear language to give information e.g. <i>First, switch on the red button. Next, wait for the green light to flash...</i>• Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)• Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)• How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)	<p><i>the week</i></p> <ul style="list-style-type: none">• Full stops• Question marks• Exclamation marks• Speech bubble• Bullet points	<ul style="list-style-type: none">• Singular/ plural• Adjective• Verbs• Connective• Alliteration• Simile – 'as'
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Reception –Year 6



RECEPTION				
TEXT STRUCTURE	SENTENCE STRUCTURE	LANGUAGE	PHONICS	TERMINOLOGY
<ul style="list-style-type: none">Planning Tool –Story map /story mountainWhole class retelling of storyUnderstanding of story structure – beginning/ middle / endUnderstanding of characters and settingRetell simple 5-part story: – <i>Once upon a time</i>	<ul style="list-style-type: none">Know that writing goes from left to rightWrite letters in words, in sentences on linesSay a sentence, write and read it back to check it makes sense.Sentence can be read by othersCompound sentences using connectives (coordinating conjunctions) e.g. <i>and / but /</i>	<ul style="list-style-type: none">Saying what they want their writing to sayPrepositions: e.g. <i>up down in into out to onto</i>Speak using adjectives e.g. <i>old, little, big, small, quiet</i>Use past and present tense correctly when speakingRetell a familiar story verbally and attempt to	<ul style="list-style-type: none">Use recognisable letters in writing and match sound to letterUse phonic knowledge to write words in ways which match their spoken soundsWrite some tricky words correctly e.g. <i>the, I, to, no, go, she, he, be, we, me, my, by, this, they, were, have</i>	<ul style="list-style-type: none">Finger spacesLetterWordSound / graphemeTricky wordSentenceFull stops



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<ul style="list-style-type: none">– <i>First / Then / Next</i>– <i>But</i>– <i>So</i>– <i>Finally,.....happily ever after</i> <p><u>NON-FICTION:</u></p> <ul style="list-style-type: none">• Factual writing closely linked to a story• Simple factual sentences based around a theme• Names• Labels• Captions• Lists• Diagrams• Message	<i>because</i>	<p>write some of it</p> <ul style="list-style-type: none">• Attempt to use interesting and varied vocabulary in writing	<ul style="list-style-type: none">• Capital letter <hr/> <p>PUNCTUATION</p> <ul style="list-style-type: none">• Finger space• Full stop• Capital letter
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