

Ferham Writing Progression Document

Text Type	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Narrative</b>	Sequence sentences to form short narratives	Beginning, Middle and End. Includes simple adjectives to describe characters, feelings and settings. Stories planned and written in past tense. Writing narratives about personal experiences and those of others (real and fictional)	4 parts to a story, opening, build up, dilemma, resolution. Includes simple details of characters, feelings and settings e.g. noun phrases or similes around time of day/weather. Clear structure which includes an ending to round off logically. Use written dialogue to "show not tell" personality Uses a range of conjunctions especially to link paragraphs Stories planned and written in past tense.	5 Parts to story: Opening, Build up, Dilemma, Events, Resolution Includes simple details of characters, feelings and settings (must include all three) Clear structure which includes ending to round off logically. Use written dialogue to show personality and move the plot on. Uses a range of conjunctions to link sentences and paragraphs Paragraphs used to organise each part of the story to indicate a change in place or jump in time.	Develop characters through speech and action. Includes significant interaction between characters through dialogue, narrative and direct speech. Some use of figurative language to describe setting and characters e.g. similes, metaphor, comparative adjectives Vary conjunctions within paragraphs to build cohesion Use change of place, time and action to link ideas across paragraphs e.g. continued action (Still smiling at the memory of...), shift in time or setting, back reference (Once he had reached...)	OBDER Vary sentence length for effect including short sentences for impact Describes physical sensations, as well as thoughts and feelings, all used to develop characterisation Vocabulary indicates location/era of story e.g. wireless= WWII Can manipulate reader's impression of characters through their speech and action, creating detailed characterisation.  Shorter first-person narrative sections.
<b>Non-chronological Report</b>	Labels, captions and sentences. Writes a simple caption in a sentence. Writes facts in simple sentences. Relevant facts grouped together. Write simple non-chronological reports using sentences to describe aspects of the subject.	Sentence to introduce subject of the report Some use of sub-headings where appropriate. Introductory sentence and 2 other paragraphs Relevant facts grouped together.	Usually present tense (unless historical). Third person narrator (no I/we) Brief introductory or concluding statement which may refer to TAP Simple adjectives used (impersonal) Use of simple generalisations (e.g. mostly, many)	Consistent present tense (unless historical) Related facts organised into paragraphs Third person narrator Use of sub-headings (as appropriate) Introduction needs to introduce the subject matter with appropriate hook Conclusion may refer back to the TAP, may be a WOW fact, a joke, a plea to the reader...	Consistent tense (unless historical) Appropriate impersonal adjectives/phrases for detail Introduction, which is to acclimatise reader, mentions content of other paragraphs. Some paragraphs are linked by forward or back reference or repetition of the same word(s). May include expert comments and/or statistics to sound authoritative. Conclusion to sum up report and re-address the intended audience and purpose. More consistent use of generalisations (e.g. usually, generally, the majority of). Includes appropriate technical vocabulary which is explained in brackets, clause or glossary.	Introduction, which makes the subject of the report appeal to the intended audience, mentions content of other paragraphs. Passive voice used (man bitten by dog). All paragraphs are smoothly linked by forward or back reference or repetition of the same word(s). Includes appropriate technical vocabulary which is explained in brackets, clause or glossary. Range of impersonal descriptive devices used. Wide range of generalisations (the vast majority of, apart from a minority of, a significant proportion). Conclusion summarises and reiterates the purpose of the report
<b>Instructions</b>	Is telling the reader to do something. At least two sequenced steps.	Consistent use of imperatives though may be repetitive. Number bullet points or ordinal numbers used to sequence Some logical sequence (may not be consistent). May include a list of ingredients, tools and/or diagrams.	Introduction is appropriate Number bullet points or ordinal numbers used to sequence Includes 'You will need' type structure (independent clause before colon) Consistent use of imperatives Mostly logically sequenced points in chronological order. Adverbs used	Includes introduction makes outcome desirable. May include "You will need" type structure which is punctuated with bullet points (independent clause before colon) Consistent use of imperatives with some variation. Varied adverbs Logically sequenced points in chronological order. Listing conjunctions or number bullets or ordinal nos. for coherence. Conclusion which may refer to the use of the newly-made item Simile/ comparative/ superlative used for clarity e.g. roll out until it is as thick as...	Clear introduction to orientate reader, meet audience and purpose. You will need' type structure with quantities/dimensions as appropriate (independent clause before colon) Colons and bullets for lists. Brackets used to clarify numbers (250g) and for asides (don't want to get into trouble at this point!) Logically sequenced. Varied imperatives, including their position in a sentence Adverbials/adverbial phrases used to tell the reader how to do the steps. Conclusion briefly refers back to introduction and TAP Level of formality meets TAP. May be more comments if less formal (do you get me?)	Introduction to engage & orientate reader. May include factual info to engage. Use of brackets/dashes to address reader (if appropriate) or add clarity Colon, semi-colon and bullets in lists Logical sequence. Varied imperatives including location in sentence. Adverbials/adverbial phrases used to tell the reader how to do the steps. Conclusion refers back to intro and may mention other points. May be more comments if less formal (do you get me?)
<b>Recount</b>	Past tense used (may not be consistent). May be repetitive (I did, I did) structure (based on personal experiences).	Mostly in past tense. Basically chronological Some use of listing conjunctions) e.g. then, next, after etc.	A brief introduction giving some of the 5 'Ws' to acclimatise the reader. Past tense Chronological May include conclusion Wider range of listing and time conjunctions used Narrator's / Character's reactions to events described. Some technical vocabulary may be used.	A brief introduction, giving some of the 5 'Ws' to acclimatise reader AND set the tone / formality / mood to the piece e.g. Finally! Hooray! Poor me! Past tense. Chronological with connectives to link paragraphs which may not be throughout. Range of listing conjunctions used: first, next, after that. Reactions to events described (if appt. To TAP) Appropriate level of formality according to text type - postcard, complaint letter Technical vocabulary used. Simple conclusion which matches the TAP e.g. You can tell I'm having fun, can't you?	An introduction to acclimatise reader including most of 5 'Ws' and which also sets the mood of the text Chronologically ordered into paragraphs. Range of sequential conjunctions link paragraphs. Time conjunctions may shift time e.g. an hour later, the next day. Reactions/opinions included - varied viewpoints if appropriate. A conclusion to close, looking to future or reiterating TAP May take the form of newspaper, radio transcript, diary (or series of entries)	A range of forms and juxtaposing levels of formality - magazine article, postcard, diary, police report An introduction with the necessary 5Ws (according to the text type) and which establishes the mood of the piece e.g. Eureka! in a diary or An ominous silence blankets the city of Sheffield this morning as.... Consistent tense and narrator. Well-organised into accurate paragraphs. Well-paced through use of sequential and time conjunctions Reactions included - varied viewpoints if appropriate. A conclusion to close, looking to the future

<b>Persuasion</b>			<p>Personal (first person) persuasive letters to parents/staff.</p> <p>Simple intro makes clear what they want to happen</p> <p>3-4 reasons offered to persuade. Language used to build an argument (e.g. another good reason, in addition)</p> <p>Conclusion with one last push including the benefits of "it" happening</p>	<p>Introduction establishes the purpose of the text... what are they selling? What do they want people to do? Not do?</p> <p>Some stylistic/vocabulary choices support an appropriate level of formality. Some vocabulary is chosen to suit the task e.g. to evoke sadness or excitement, to persuade, to be formal</p> <p>Conclusion mentions the purpose of the text one last time.</p>	<p>Appropriate layout to match the text type - poster, play, letter</p> <p>An appropriate level of formality is mostly maintained throughout the writing. Generally, stylistic/vocabulary choices maintain reader's interest throughout and are appropriate to the task.</p> <p>Viewpoint established and maintained. Rhetorical question used effectively</p> <p>Description used effectively and includes figurative language i.e. positive/comparative/superlative adjectives</p> <p>Some modal verbs used to extol the virtues of compliance e.g. With this tank, you will be able to crush.....</p>	<p>Layout throughout supports the purpose of the text e.g. letter, poster, radio ad.</p> <p>An appropriate level of formality is maintained throughout the writing. Vocabulary/stylistic devices fully support the purpose and engage the reader e.g. alliteration, figurative language, rhetorical devices.</p> <p>Viewpoint is well controlled. Description used effectively to meet the TAP and includes figurative language i.e. positive/comparative/superlative adjectives</p> <p>Range of modal verbs used to extol the virtues of compliance e.g. You could have the cleanest kitchen in Cardiff..... We must stop this cruelty before....</p>
<b>Explanation</b>		<p>Simple explanations e.g. life cycles (taught through topic)</p> <p>Uses simple listing conjunctive adverbs e.g. first, then, after that.</p> <p>Uses time conjunctive adverbs e.g. Two weeks later, After two hours.</p>	<p>Title as a question. May be a very simple process with few (at least 3) steps.</p> <p>Introduction makes it clear that the text will explain a process.</p> <p>Some result conjunctions e.g. because, so that.</p> <p>Mostly logically sequenced using listing conjunctions and/or time conjunctive adverbs.</p> <p>Present tense mostly correct</p>	<p>Title is a question. Introduction makes it clear that the text will explain a process.</p> <p>A process with at least 4/5 steps. Some result conjunctions - because, to ensure, this results in, this causes.</p> <p>Mostly logically sequenced</p> <p>Usually present tense.</p> <p>Conclusion relates to TAP e.g. Next time you see.....</p>	<p>Clear introduction - general statement to introduce topic then establishes that explanation is the purpose of the text.</p> <p>Range of result conjunctions - in order to, as a consequence of, due to.</p> <p>Appropriate impersonal adjectives/adverbs/comparatives to aid description.</p> <p>Logically sequenced with a range of connectives.</p> <p>Some use of technical vocabulary which is explained (in brackets or glossary).</p> <p>Conclusion sums up with reference to TAP</p>	<p>Clear introduction - engages intended audience in the process and meets the intended purpose (which may be beyond only explaining).</p> <p>Chronological structure with connectives to link.</p> <p>Wide range of result conjunctions (causal language).</p> <p>Appropriate technical vocabulary explained in brackets, clause or glossary.</p> <p>Conclusion refers to TAP</p> <p>Descriptive vocabulary, including figurative language, matches the TAP of the text</p>
<b>Description/ Poetry</b>	<p>Describe using adjectives and pairs of adjectives.</p> <p>Describe using prepositions</p>	<p>Describe using pairs of adjectives and similes.</p> <p>Poetic form: riddles and alphabet poems</p>	<p>Describe using pairs of adjectives, similes, and superlatives.</p> <p>Poetic form: acrostics and shape poems</p>	<p>Describe using pairs of adjectives, similes, superlatives and comparatives.</p> <p>Poetic forms: kennings and list poems</p>	<p>Describe using pairs of adjectives, similes, metaphors superlatives and comparatives</p> <p>Juxtaposed viewpoint descriptions of the same things.</p> <p>Poetic forms: clerihews and cinquains</p>	<p>Describe using pairs of adjectives, similes, metaphors superlatives and comparatives</p> <p>Uses thesaurus to use appropriate synonyms</p> <p>Juxtaposed viewpoint descriptions of the same things.</p> <p>Poetic forms: Odes, and limericks</p>
<b>Sentence Structure</b>	<p>Composing a sentence orally before writing it.</p> <p>Can write a range of sentence types: statements, questions, exclamations.</p> <p>Joins words and clauses using 'and'</p> <p>Full stops</p> <p>Capitals letters to start sentences</p> <p>Capital letters for proper nouns</p>	<p>Previous year and... Some sentences linked using phrases and time words. e.g. Also or The next day</p> <p>Includes expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Extend sentences using when, if, because</p>	<p>Previous years and....</p> <p>Use simple adverbs as sentence starters.</p>	<p>Previous years and... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) e.g. At the back of the eye, is the retina.</p> <p>Secure use of compound sentences and/or/but/so.</p> <p>-ed' clauses as starters e.g. Trapped in its cage, the hamster could only run on his wheel.</p>	<p>Previous years and... Embed relative clauses.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</p>	<p>Previous years and... Colons used to link two sentences when the second describes the first e.g. I've got no money left: I spent it at Meadowhall.</p> <p>Semi-colons used to link separate short sentences e.g. Vikki likes dogs; Caroline likes cats.</p>