

Writing Progression Mapping: Early Years.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	On the Farm	Where We Live	Once Upon a Time	Food Glorious Food	Space	Holidays
FICTION						
Text	The Little Red Hen	Dear Zoo (Christmas story)	The 3 Little Pigs	Jaspers Beanstalk	How to Catch a Star	Mr Gumpy's Outing
Story Type	Wishing Tale	Wishing Tale	Overcoming the Monster	Finding Tale	Wishing Tale	Journey Tale
Toolkit Key story focus	Openings and Endings	Descriptions (focus on characterization)	Descriptions (focus on suspense)	Openings and Endings (including beginning/middle/end)	Descriptions (focus on settings)	Descriptions (focus on actions)
GPS Mapping	Learn a 'Once upon a time' opening Get the story going with <i>One day</i> , Take your character home at the end of the story. Learn to end a story with <i>Finally</i> , Learn how to use a 'happily ever after' ending	Use adjectives to talk about what images and objects look like Orally describe what something looks like, what you can hear, what it feels like, what it smells like.	Orally describe where something is using simple prepositions— <i>The scruffy dog sat under the bed.</i> Help the reader to see what you are describing by using a simile	Learn <i>Once upon a time, there was a ... who lived ...</i> to establish a character in a setting— <i>Once upon a time, there was a pirate who lived on an island.</i> Learn that stories have a beginning, middle and end (simple 3-part boxing up)	Use adjectives to talk about what images and objects look like Orally describe what something looks like, what you can hear, what it feels like, what it smells like Write a simple sentence to describe a setting. <i>It was a dark night. The stars were shining.</i>	Use verbs to talk about what a character is doing. Explore meanings of verbs on actions – <i>walking, running, crawling, etc.</i> Orally describe how someone moves.
NON-FICTION						
Text	Bread Recipes	Dear Zoo letters	How to Build a Strong House	How to Grow a Bean	What you need to catch a star	Postcards using pictures from family holidays
Genre Toolkit	Instructions (pictures and labels)	Messages	Diagram (pictures and labels/captions)	Instructions (pictures and captions)	List	Messages
GPS mapping	Based on real experience, discuss and list what is needed to tell someone how to do something and what steps need to be taken. Make a map to show a process getting the steps in the right order. Use the map to learn and retell instructions with a few simple steps, with appropriate actions emphasising use of language features: - A title which should explain what is to be done - Numbers, numerical or time conjunctions e.g. 1, 2; first and second; then, after that, then etc. as for recounts. - Short clear direct sentences	Imitation: learn and retell simple recounts based on real experiences that all children in the class have shared. Using maps and props, adapt model(s) to retell other experiences in sequence. Use complete sentences in sequence verbally. Use past tense verbally. Use some simple time connectives e.g. <i>first, then, after that, finally, when</i> retelling their messages.	Discuss and list what is needed to tell someone how to do something and what steps need to be taken. Make a map to show a process getting the steps in the right order. Use the map to learn and retell instructions with a few simple steps, with appropriate actions emphasising use of language features: - A title which should explain what is to be done - Numbers, numerical or time conjunctions e.g. 1, 2; first and second; then, after that, then etc. as for recounts. - Short clear direct sentences	Based on real experience, discuss and list what is needed to tell someone how to do something and what steps need to be taken. Make a map to show a process getting the steps in the right order. Use the map to learn and retell instructions with a few simple steps, with appropriate actions emphasising use of language features: - A title which should explain what is to be done - Numbers, numerical or time conjunctions e.g. 1, 2; first and second; then, after that, then etc. as for recounts. - Short clear direct sentences	Based on an imagined experience, discuss and list what is needed to tell someone how to do something and what steps need to be taken. Make a map to show a process getting the steps in the right order. Use the map to learn and retell instructions with a few simple steps, with appropriate actions emphasising use of language features: - A title which should explain what is to be done - Numbers, numerical or time conjunctions e.g. 1, 2; first and second; then, after that, then etc. as for recounts. - Short clear direct sentences	Imitation: learn and retell simple recounts based on real or imagined experiences that all children in the class have shared Using maps and props, adapt model(s) to retell other experiences in sequence Use complete sentences in sequence verbally Use past tense verbally Use some simple time connectives e.g. <i>first, then, after that, finally</i> Innovate a message to send to a class friend to include: - a greeting

	<p>Use shared writing to invent and retell new instructions by changing the map. These can be imagined and creative to practice and learn the structure above e.g. How to get to the moon; How to make Baby Bear happy; How to make soup for a giant.</p>		<p>- Imperative language e.g. Put the flour in the bowl, then add some after, mix them together etc</p> <p>Use shared writing to invent and retell new instructions by changing the map. These can be imagined and creative to practice and learn the structure above e.g. How to get to the moon; How to make Baby Bear happy; How to make soup for a giant.</p>	<p>- Imperative language e.g. Put the flour in the bowl, then add some after, mix them together etc</p> <p>Write a sentence/caption to show what is happening in a picture.</p> <p>Put pictures and captions in order.</p>	<p>- Imperative language e.g. Put the flour in the bowl, then add some after, mix them together etc</p> <p>Use shared writing to invent and retell new instructions by changing the map. These can be imagined and creative to practice and learn the structure above e.g. How to get to the moon.</p>	<p>- a sentence</p> <p>- a sign off</p>
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Writing Progression Mapping: Year 1.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME						
	FICTION					
Text	Maisie's Dragon		Little Red Riding Hood	Handa's Surprise	Jack and the beanstalk	Charlie and the Lighthouse Keeper
Story Type	Losing Tale		Warning Tale	Journey story	Defeating the monster	Quest
Toolkit Key story focus	Openings and endings	Progression in Sentence Types	Setting	Description	Action	Dialogue
GPS Mapping	Think about how the character feels/what the character wants before the story starts	Introduce types of sentences: <i>Statements, Questions, Exclamations</i>				
	Use different ways to start a story	Use -'ly' openers <i>Fortunately,...Unfortunately, Sadly,...</i>				
	Use more time starters— <i>There once was ...; Once, not twice, ...; Long ago, ...; Many moons ago, ...</i>	Write in simple sentences e.g. <i>I went to the park. The castle is haunted.</i>			Focus on the action with a sentence of 3— <i>He ran down the lane, leapt over the wall and screamed!</i>	Choose and decide how a character feels, thinks or behaves and show this through what they say— <i>"I'm scared!"</i>
	Use 'place' starters— <i>In a distant land, ...; Far, far away, ...; On the other side of the mountain, ...etc</i>	Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i>	Choose a name for the setting	Name it 'to create a clear picture in the reader's mind— <i>poodle/Rottweiler rather than dog</i>	Choose action verbs that have emotion— <i>dashed, leapt, grab, grip, chase</i> (Limit –got, came, went, said, looked)	Use powerful synonyms for 'said' that reveals how a character said something— <i>hissed, squealed, roared, whispered</i>
	Develop the ways to show the reader that the story is ending— <i>In the end,...Just in the nick of time, ...</i>	Write in compound sentences using coordinating conjunction: and/or/ but/so e.g. <i>The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i>	Include time of day and weather— <i>It was a hot night</i>	Choose adjectives to help the reader picture the object, character or setting— <i>the small, round pot; the enormous worm; the calm, glistening lake</i>	Add detail to how the character moves by adding in an adverb— <i>she tiptoed suspiciously</i>	Introduce a few speech punctuation rules that are to be taught in Y3/4: Write what is said, starting with a capital letter, and the punctuation inside a speech bubble Burst the bubble to leave speech marks round what is said (GDS)
		'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i>	Help your reader feel what the setting is like by choosing adjectives carefully.	Use verbs that add detail or feeling— <i>'crept' instead of 'walked' Limit—got, came, went, said, look</i>	Show your character's reaction— <i>She smiled; he frowned</i>	
		Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i>	Help your reader to picture the setting using 'like' and 'as' simile		Use onomatopoeia to interrupt & interject— <i>Snap! Crash!</i>	
					Use a range of dramatic fronted adverbials to advance the action— <i>At that moment, ... Suddenly, ... Unfortunately, ..</i>	
	NON-FICTION					
Text	Making a Marmalade Sandwich	Diary Entry – Samuel Pepys	Land of the Penguins	Meerkat Mail	Selling Beans	School trip to the seaside

Genre Toolkit	Instructions	recount	Non-chronological report	Letter writing	Persuasion	Discussion – why do we need to look after our beaches?
GPS Mapping	<p>Expand the range and scale of instructions using exemplar texts, building in language features from Reception:</p> <ul style="list-style-type: none"> - Title - Sequential conjunctions - Short clear sentences - Imperative language e.g. recipes, directions to get somewhere, simple instructions for games, how to make a scary mask, how to grow carrots. <p>Use shared writing to invent new instructions by changing the map; these can be inventive and creative to practise and learn the structures above; leading to independent writing based on the structure with new invented content.</p> <p>Extend range of conjunctions used to include:</p> <ul style="list-style-type: none"> - number: first, second, firstly, secondary etc. - coordinating conjunctions: and, but, so - time conjunctions before, after, when, finally <p>Use a range of prepositions appropriately to indicate place, position and time accurately in front of, behind, beside, while etc.</p> <p>Use appropriate punctuation; capital letters, full stops, commas for lists, bullet points, new lines to frame the sequence for readers</p> <p>Keep sentences short by choosing precise nouns and verbs (words and phrases) whisk, select, spread, arrange, the red door by the entrance, the top shelf, a cold dark cupboard, etc.</p> <p>Use adverbs and adjectives sparingly and only to add precision: - Stir carefully, press hard etc.</p> <ul style="list-style-type: none"> - Comparatives and superlatives: green-er, greenest - Adjectives of degree: boilingwarm-tepid, quarter-halfthree quarters; dark-palelight etc. 	<p>Organise recounts in sequence:</p> <ul style="list-style-type: none"> - Opening to describe When? Who? What? Where? to create introductory sentences which capture the main event - A middle section to expand opening and describe events in detail, - A conclusion to round it off, and show how it felt. <p>Use first person verbally;</p> <ul style="list-style-type: none"> -we, us for shared experiences; -I, me for personal experiences <p>Use past tense consistently and correctly in verbal conversations</p> <p>Use time conjunctions to sequence sentences; first, after that, when, then, etc.</p> <p>Use capital letters for names of people, places, days of the week.</p> <p>Choose adjectives to add detail and precision</p>	<p>Learn and retell simple information texts with a three part structure in sentences or short paragraphs:</p> <ul style="list-style-type: none"> - An opening that introduces the reader to the topic - A number of chunks of information about the topic (sub headings may be used for GDS) - A conclusion with an amazing fact <p>Use this framework to create new texts by simple substitution and addition. Collect and use known facts or invent facts. Organise facts into a sequence for writing following the three stage framework.</p> <p>Link information text writing to stories that children have been working on e.g. facts about bears, caterpillars, witches, a lighthouse etc. to practise the structure in a familiar context (so you can invent rather than research the facts.) Consolidate and extend the use of generalising and classifying words from Reception to show that you are writing about groups, classes, types, genres of things rather than things in particular e.g. all, most, many, some, a few, every, always, sometimes, never etc. Experiment with using them, to see how they alter the meaning of sentences</p> <p>Use conjunctions to link and add information: and, also, but, so.</p> <p>Use complete simple and compound sentences, punctuated correctly, to give information clearly and objectively, with well-chosen adjectives to denote size, colour, behaviour etc.</p> <p>Use technical vocabulary.</p> <p>Use correct sentence punctuation and, for an amazing fact, an exclamation mark!</p>	<p>Organise letters in sequence:</p> <ul style="list-style-type: none"> - Dear ? - First sentence to state purpose of letter - A middle section to expand opening and describe events in detail - A conclusion to sum up - Sign off <p>Use first person correctly in writing;</p> <ul style="list-style-type: none"> -we, us for shared experiences; -I, me for personal experiences <p>Use past tense correctly in writing (regular verb endings -ed)</p> <p>Use a range of time conjunctions to sequence sentences; first, after that, when, then, finally, etc.</p> <p>Choose adjectives and similes to add detail and precision</p>	<p>Learn and retell simple persuasive texts linked to children’s experience with a three-part structure in sentences or short paraphrased points to promote.</p> <p>The structure should comprise:</p> <ul style="list-style-type: none"> - A catchy title naming the product or event - A series of positive points to recommend the event or product - A conclusion drawn from the points <p>Focus on a few essential conjunctions to join ideas and structure the text:</p> <ul style="list-style-type: none"> - Numerical firstly, secondly, to list points - Conjunctions; and, but, because, as, when to add information and extend ideas - If, then, to persuade <p>Use a version of this as a framework for discussion and shared writing on new topics, substituting new persuasive points. Keep ideas simple and straightforward to focus on remembering and allying the structure.</p> <p>Magpie and save adjectives which enhance persuasive impact; delicious, crispy, fascinating, gripping, unmissable etc.</p> <p>Use simple comparatives and superlatives: best, fastest, lighter, tastier etc.</p> <p>Use complete simple or compound sentences with correct punctuation.</p> <p>Use the present tense and usually 2nd person (you) to talk directly to the reader.</p>	<p>Invest time in structured discussion before attempting to learn a model text. Choose familiar issues, close to children’s experiences, with clear opposing points e.g. Should we be allowed to keep animals in the classroom? Should we eat crisps at playtime? Or choose a story with a simple dilemma e.g. Should Goldilocks have eaten the porridge? Discuss and not points on each side of the issue separately;</p> <p>Orally rehearse the arguments on each side, separately and list them i.e. We should have crisps at playtime because.... etc.</p> <p>Learn and retell prepared text on the issue that you have been discussing with:</p> <ul style="list-style-type: none"> - A title - An opening sentence to introduce the issue e.g. We have been discussing whether we should... - List points in favour with reasons - Use numerical conjunctions; firstly, secondly etc. - Then change viewpoint e.g. On the other hand..., and list points against - An ending e.g. In conclusion/so, we think that...etc. <p>Use this as a framework for discussion and shared writing of a different issue substituting new reasons. Keep ideas simple and straightforward to focus on balancing the argument.</p> <p>Use complete simple or compound sentences with correct punctuation.</p> <p>Write mostly in the present tense 1st person (I or We).</p> <p>Focus on a few essential conjunctions to join ideas and structure the argument:</p>

	Use diagrams, arrows, picture etc. alongside text, where it helps to make instructions clear.		Write in the present tense and usually 3 rd person to give text an impersonal and objective voice.			- But..., although..., on the other hand...etc. to mark change of viewpoint; - If...then..., to show consequences
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Brilliant Bodies	Mabe Matters	Castles	Plant Hunters	Pirates	Islands
FICTION						
Text	The Papaya that Spoke	Katie Morag Delivers the Mail	Rapunzel	The Giant	Pirate Pete	We're Sailing to Galapagos
Story Type	Journey Tale	Warning Tale	Defeating the Monster	Wishing Tale	Quest Tale	Rhyming Recount
Toolkit Key story focus	Dialogue	Setting	Openings and Endings	Suspense	Characterisation	Description
GPS Mapping	<p>Choose and decide how a character feels, thinks or behaves and show this through what they say—"I'm scared!"</p> <p>Use powerful synonyms for 'said' that reveals how a character said something—<i>hissed, squealed, roared, whispered.</i></p> <p>Use said plus an adverb that adds emotion—<i>he said nervously.</i></p> <p>Introduce a few speech punctuation rules that are to be taught in Y3/4: Write what is said, starting with a capital letter, and the punctuation inside a speech bubble.</p> <p>Burst the bubble to leave speech marks round what is said.</p> <p>Start the spoken words with a capital letter.</p>	<p>Choose a name for the setting.</p> <p>Include time of day and weather—<i>It was a hot night.</i></p> <p>Help your reader feel what the setting is like by choosing adjectives carefully for effect.</p> <p>Help your reader to picture the setting using 'like' and 'as' similes.</p> <p>Pile up the description using sentences of 3 to describe—<i>The forest was cold, dark and silent. The sea was calm, warm and welcoming.</i></p> <p>Use prepositions to extend descriptions—<i>near the cave; on top of the table; behind the door.</i></p>	<p>Think about how the character feels/what the character wants before the story starts.</p> <p>Use different ways to start a story:</p> <p>Use more time starters—<i>There once was ...; Once, not twice, ...; Long ago, ...; Many moons ago, ...'</i></p> <p>Use 'place' starters—<i>In a distant land, ...; Far, far away, ...; On the other side of the mountain,...etc</i></p> <p>Develop the ways to get a story going using a 'time' starter—<i>One day, ...; One morning, ...; One afternoon, ...; One night,...</i></p> <p>Add in 'early' or 'late' to the 'time' starter—<i>Late one night, ...Early one morning,...</i></p> <p>Develop the ways to show the reader that the story is ending—<i>In the end,...Just in the nick of time, ...</i></p> <p>End by stating how the character has changed or what has been learned—<i>He would never steal again.</i></p>	<p>Put the main character into a scary or derelict setting—<i>forest, old bridge, empty house.</i></p> <p>Isolate your character/s in the darkness/cold.</p> <p>Make the main character hear or see something—<i>he saw two orange eyes in the bushes.</i></p> <p>Use scary sound effects—<i>something hissed</i> or show a glimpse—<i>a hand appeared ...</i></p> <p>Show your character's reaction—<i>she shivered.</i></p> <p>Use AP short sentence types for drama—<i>It was here.</i></p> <p>Use exclamations for impact—<i>What a fool she was!</i></p> <p>Use dramatic adverbials to introduce suspense and drama—<i>At that moment,...Suddenly,...Unfortunately,</i></p>	<p>Give your character a name that tells the reader something about them—<i>Mean Pirate Pete</i></p> <p>Use similes to describe a specific feature—<i>His smile was like a crescent moon.</i></p> <p>Pile up the description using sentences of 3 to describe—<i>Pirate Pete was tall, mean and loud..</i></p> <p>Use AP list sentences to describe how your character moves using carefully chosen verbs and adverbs—<i>He stomped noisily.</i></p> <p>Describe your character using two adjectives to give different details—<i>a large, unfriendly man.</i></p> <p>Drop in extra, important information about your character—<i>Sam, who was lost, sat down and cried.</i></p> <p>Use repetition for description to add detail—<i>a lean pirate, a mean pirate.</i></p>	<p>Name it 'to create a clear picture in the reader's mind—<i>poodle/Rottweiler rather than dog.</i></p> <p>Choose adjectives to help the reader picture the object, character or setting—<i>the small, round pot; the enormous worm; the calm, glistening lake.</i></p> <p>Use AP list sentences to pile up the description using sentences of 3 to describe—<i>Fred was tired, old and bored.</i></p> <p>Use verbs that add detail or feeling—<i>'crept' instead of 'walked'</i> (Limit—got, came, went, said, look)</p> <p>Use adverbs to describe how something does something—<i>she watched quietly.</i></p> <p>Make it sound good for the reader by using alliteration—<i>Sally slept silently.</i></p>
NON-FICTION						

Text	Florence Nightingale	Penryn	How to Build a Castle	How do Plants Grow?	A Pirate's Life	An Island Paradise – The Isles of Scilly
Genre Toolkit	Biography	Non-Chronological Report	Instructions	Explanation	Recount	Persuasive
GPS Mapping	Learn and retell simple information texts with a three part structure in sentences or short paragraphs: - An opening that introduces the reader to the person the biography is about - A number of chunks of information about the person in chronological order - A conclusion with summary information	Learn and retell simple information texts with a three part structure in sentences or short paragraphs: - An opening that introduces the reader to the topic (use of rhetorical question for GDS) - A number of chunks of information about the topic (sub headings may be used for GDS) - A conclusion with an additional, new fact	Expand the range and scale of instructions using exemplar texts, building on language features Yr 1 - Title - Introductory statement - Sequential conjunctions - Clear sentences with precise detail - Imperative language - Concluding statement Use shared writing to invent new instructions by changing the map; these can be inventive and creative to practise and learn the structures above, leading to independent writing based on the structure with new invented content.	Learn and retell simple explanatory texts with a three-part structure in sentences or short paragraphs. The structure should comprise: - A title which sets up expectations for the reader (uses How or Why) - An opening that introduces the reader to the topic and signals the purpose of the text - An ordered list of events with reasons leading up to the outcome signalled in the title - A conclusion which follows from the reasons listed in section 2 and links back to the title	Organise recounts in sequence: - Opening to describe When? Who? What? Where? to create introductory sentences which capture the main event - A middle section to expand opening and describe events in detail - A conclusion to round it off, and show how it felt. Use first person consistently; - we, us for shared experiences; - I, me for personal experiences Use past tense consistently and correctly (regular and irregular verbs)	Learn and retell simple persuasive texts linked to children's experience with a three-part structure in sentences or short paraphrased points to promote. The structure should comprise: - A catchy title naming the product or event (use of alliteration for GDS) - An opening sentence or two to engage the reader - A series of positive points to recommend - A conclusion drawn from the points
	Use this framework to create new texts by simple substitution and addition. Collect and use known facts. Organise facts into a sequence for writing following the three stage framework.	Use this framework to create new texts by simple substitution and addition. Collect and use known facts. Organise facts into a sequence for writing following the three stage framework.	Use a range of conjunctions: - number: first, second, firstly, secondary etc. - coordinating conjunctions: and, but, so - time conjunctions: before, after, when, finally; - linking words: who, which, that etc.	Where appropriate, use generalising words e.g. most, many, some, few	Use a range of time and subordinating conjunctions to sequence and add details to sentences; first, after that, when, but, then, so, or, because etc.	Use conjunctions to join ideas and structure the argument: - Numerical: firstly, secondly, - Conjunctions: and, but, because, as, when to add information and extend ideas - If, then, to persuade
	Create clear topic sentences to introduce readers to the subject.	Link information text writing to stories that children have been working on e.g. facts about bears, caterpillars, witches, a lighthouse etc. to practise the structure in a familiar context where you can invent rather than research the facts	Use a range of prepositions appropriately to indicate place, position and time accurately in front of, behind, beside, while etc.	Use conjunctions for: - Time and sequence: then, before, when etc. first second etc. to sequence information leading towards the conclusion - Cause and effect to link reasons/motives and conclusions: so, so that, because, in order to, that's why etc.	Use technical vocabulary for accuracy	Use adjectives and adverbs which enhance persuasive impact
	Write in the past tense (regular and irregular verb endings) and 3d person.	Use sub-headings.	Use appropriate punctuation; commas for lists, bullet points, new lines to frame the sequence for readers.	Use complete sentences, punctuated correctly, to give information clearly and objectively, with well-chosen adjectives and technical vocabulary.	Use expanded noun phrases and similes to add detail and precision	Use simple comparatives and superlatives: best, fastest, lighter, tastier etc.
	Use expanded noun phrases for extra information.	Create clear topic sentences to introduce readers to the subject. These normally take the form of a definition.	Use precise nouns and verbs for intended purpose.	Use prepositions to show position and direction: behind, above, towards etc.	Add information using who/which clauses.	Use complete sentences with correct punctuation.
	Use simple, compound and complex sentence structures, punctuated correctly.	Use conjunctions to link and add information: and, also, as well as etc.	Use commas in a list.	Write in the present tense and the 3rd person to give text an impersonal and objective voice.	Use apostrophes for singular possession	Understands and begins to use facts and opinions
	Use a widening range of conjunctions: -co-ordinating (and, then, also) -sub-ordinating (because, if) -relative (who, which)	Use simple, compound and complex sentences to give information clearly and objectively.	Use adverbs and adjectives sparingly and only to add precision: - Stir carefully, press hard etc. - Comparatives and superlatives: green-er, greenest - Adjectives of degree: boilingwarm-tepid, quarter-halfthree quarters; dark-palelight etc.		Use apostrophes for contraction	Use the present tense and usually 2nd person (you) to talk directly to the reader.
		Use prepositions where appropriate to show position and direction: behind, above, towards etc.			Understands and begins to use facts and opinions	AP Sentence types – All the Ws
		Use correct sentence punctuation, including a question mark and an exclamation mark.				

		Write in the present tense and usually 3rd person to give text an impersonal and objective voice. Begin to understand formal language choices.	Use diagrams, arrows, picture etc. alongside text, where it helps to make instructions clear			
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Writing Progression Mapping: Year 3/4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Class Topic	Our Local Area	The History of Falmouth	The Victorians	Earthquakes	Anglo-Saxons	Our European Neighbours

FICTION						
Model Text	Leon and the place between	The journey of Aaron Becker	The Hidden Caravan			
Story Type	Portal Story	Journey Tale	Warning Tale	Defeating the monster	Finding Tale	Meeting Tale
Toolkit Key story focus	Characterisation focus	Dialogue focus	Setting focus	Action Focus	Suspense focus	Openings & Endings focus
Y3 GPS Mapping	<p>Use a name to suggest the character –<i>Mr Hardy (strong and tough) Miss Honey (gentle)</i></p> <p>Give your main character: - a hobby, interest or special talent: <i>Shiv kept a pet rat called Simon in a cage made of bamboo shoots.</i> - an expression for speech – <i>“Rats!” she cried.</i> - something they love or hate or fear – <i>Carol had always been afraid of the dark.</i> - a distinctive feature – <i>she walked with a strange limp</i> - a secret – <i>She had promised that she would never tell.</i></p> <p>Reveal your character’s desire, wish or fear – <i>Gareth had always wanted a pet./Gareth had never liked lizards.</i></p> <p>Use AP BOYS sentence types to extend sentences</p>	<p>Use speech punctuation rules that are to be taught in Y3/4: Write what is said, starting with a capital letter, and the punctuation inside a speech bubble Burst the bubble to leave speech marks round what is said Start a new line for each speaker Start the spoken words with a capital letter If the sentence ends with speech, put a ./!/? inside the speech marks. If the sentence continues, end the speech with a comma</p>	<p>Choose a name that suggests something about the setting – <i>The Lost Wood, Sunshine Cove,</i></p> <p>Select the time of day and weather to create a desired effect – <i>thunder rumbled through the darkness</i></p> <p>Bring the setting to life using carefully chosen verbs and adverbs – <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Step into the setting and bring it to life using the senses, e.g, a detailed sentence of 3 to describe what can be seen, heard or touched – <i>Old carpets, dusty sheets and broken chairs littered the floor.</i></p>	<p>Show how a character is feeling through their actions and reactions – <i>trudged, tiptoed, glanced, sighed, glared</i></p> <p>Use a variety of progressive ‘-ing’ openers to drop the reader straight into the action – <i>Leaping out from behind the car,...</i></p> <p>Vary sentence length to affect the reader – short punchy sentences to build tension and pace: <i>The door slammed shut. He was not alone.</i></p> <p>Use AP ‘double ly’ sentence types – <i>He tiptoed quietly and carefully.</i></p>	<p>Use empty words to hide the threat – <i>something, somebody, it, a silhouette</i></p> <p>Let the threat get closer and closer</p> <p>Show the character’s feelings through their reactions – <i>She froze.</i></p> <p>Intensify the situation through repetition – <i>Deeper and deeper she walked into the forest.</i></p> <p>Select verbs that connect to the emotion of the main character – <i>crept, tiptoed, trembled or the threat – grabbed, smothered, slithered</i></p> <p>Use AP ‘-ing, -ed sentence types to create suspense – <i>Walking into the house, he stopped at the sudden crashing noise.</i></p>	<p>Use time – <i>Late one night, ...</i>, weather – <i>Snow fell or place starters – The river teemed with fish plus ‘who’, ‘where’, ‘when’, and ‘what’ is happening to orientate the reader</i></p> <p>Start with the name of your character – <i>Bill stared out of the window.</i></p> <p>Think about how the character feels (or personality – angry) and show this at the start – <i>Bill glared at his teacher.</i></p> <p>End by showing how the character has changed or what has been learned – <i>a moral</i></p>

Y4 GPS Mapping	<p>Show how a character is feeling through their actions and reactions –<i>Sarah glowered; a shiver shot up her spine.</i></p> <p>Use AP ‘2A’ sentence types to add description - <i>He was a tall, awkward man with an old, crumpled jacket.</i></p> <p>Use AP ‘With a(n) action, more action’ sentence type - <i>With a weary wail, Thor launched his final attack.</i></p>	<p>Consolidate speech punctuation rules: Use only a few exchanges, balancing description, action and dialogue</p> <p>Tag on what a character is doing while speaking, using a ‘stage direction’ –“No,” he hissed, shaking his head.</p> <p>Use a speech sandwich–“Hello,” said John, waving to his friend. Then character B replies, “Run for it”, squealed Tim.</p> <p>Use dialogue to suggest how a character feels, thinks or what they are like</p> <p>Use quirky expressions–“Crazy cats,” she muttered.</p>	<p>Bring the setting to life through personification–<i>The warm night air caressed her face.</i></p> <p>Show the setting through the character’s eyes–<i>Jo looked round the room.</i></p> <p>Show how a character reacts to the setting–<i>Jo shivered.</i></p>	<p>Inject action into the setting, creating atmosphere through personification and simile–<i>The bushes seemed like they were holding their breath. The trees lined the streets like an army.</i></p> <p>Extend the action using an ‘-ing’ clause–<i>The trees lined the streets like an army, standing to attention.</i></p> <p>Use a wider range of dramatic fronted adverbials to advance the action–<i>In an instant, ... Without warning, ..., Without thinking ...</i></p> <p>Use AP ‘verb, person’ sentence type – <i>Running, Sarah tripped over the tree roots.</i></p>	<p>Use rhetorical questions to make the reader worried–<i>Who had turned out the light? What was it?</i></p> <p>Use dramatic adverbials to inject pace and drama–<i>In an instant..., Without warning,... Out of the blue,</i></p> <p>Select adverbs that develop the emotion of the main character–<i>crept cautiously, tiptoed silently, nervously trembled or the threat–quickly grabbed, smothered completely, slithered dangerously.</i></p> <p>Consider placement of adverb to create desired effect on reader.</p> <p>Use AP ‘emotion, comma’ sentence type – <i>Terrified, she screamed for help.</i></p>	<p>Use dramatic speech –“<i>How do we escape now?</i>” (Try warnings, worries, dares, secrets.)</p> <p>Start with questions or exclamations to hook the reader’s interest–“<i>Run!</i>” they yelled.” <i>What is it?</i>” she muttered.</p> <p>Use AP ‘if, if, if, then’ sentence to start a story - <i>If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have missed the accident.</i></p>
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NON-FICTION

Model Text	Magic Potion	Mabe	Queen Victoria			
Genre Toolkit	Instructions	Non-chronological report	Newspaper Report	Explanation Text	Recount	Discussion
General GPS	<p>Expand the range and scale of instructions e.g. recipes, directions to get somewhere, simple instructions for games, how to make a head dress etc. using exemplar texts, building on and extending language features from Year 1 and 2:</p> <ul style="list-style-type: none"> - An interesting title to grab the reader’s attention - Extended range of conjunctions 	<p>Collect and organise ideas developing the three-part structure (Year 1 and 2) ‘boxing up’ information to plan the writing sequence with:</p> <ul style="list-style-type: none"> - A topic sentence to capture interest and define subject - A reason and/or invitation to read on - More detailed definitions e.g. of type, appearance, where found, habitat and diet for creatures, 	<p>Use the features of a newspaper report to include:</p> <ul style="list-style-type: none"> - Create well-crafted openings using complex sentences to capture reader’s attention (5W’s) <p>Organise text into paragraphs introduced with topic sentences</p>	<p>Extend use of three-part text structure, boxing up the text:</p> <ul style="list-style-type: none"> - General statement to introduce the topic - A series of logical steps explaining how or why something occurs - Steps continue until the explanation is complete. - End with a summary statement or memorable piece of information. 	<p>Create 1st person recounts based on individual and shared experiences; show how you feel- your emotions and attitudes by describing settings, people, objects so the reader can see through your eyes.</p> <p>Create well-crafted openings using complex sentences to capture reader’s attention</p>	<p>Introduce the four-part text structure, boxing up the text:</p> <ul style="list-style-type: none"> - General statement to introduce the topic - Paragraph of statements ‘for’ (supporting of the cause) - Paragraph of statements ‘against’ (not supporting of the cause) - End with a summary of the key points.

	<ul style="list-style-type: none"> - Short clear sentences - Imperative language - Precise nouns and verbs - Sparing use of adverbs and adjectives for brevity and precision - Varied sentence order and openings for emphasis and effect - Diagrams etc. alongside text to clarify meaning. <p>Include introductions to interest or hook the reader</p> <p>A conclusion to wrap up and summarise</p>	<p>purposes and uses for materials etc.</p> <ul style="list-style-type: none"> - A range of interesting facts and ideas about the topic in a sequence which builds up information logically - A conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking <p>Sections may have one or more paragraphs, to make new information, subsections etc</p>	<p>Create 3rd person recounts for specific audiences e.g. newspaper reports, police reports</p>	<p>Interest the reader with:</p> <ul style="list-style-type: none"> - A title that captures the text - An exclamation - Questions e.g. Did you know that? - Tempting turns of phrase - Add extra, interesting bits of information <p>Use AP 'As -ly' sentence types -As the water heats up <i>quickly</i>, a change of state happens called evaporation</p>	<p>Organise text into paragraphs introduced with topic sentences</p>	<p>Interest the reader with:</p> <ul style="list-style-type: none"> - A title that captures the text - Questions e.g. Did you know that? - Add extra, interesting bits of information - Balance fact with opinion
<p>Y3 GPS Mapping</p>	<ul style="list-style-type: none"> uses a or an according to whether the next word begins with a consonant or a vowel expresses time, place and cause using conjunctions, adverbs and prepositions Use appropriate punctuation; commas for lists, colons and bullets, for points and sub-points, new lines and paragraphs etc. to frame the sequence for readers. use formal language and technical vocabulary begin to use paragraphs to structure writing apostrophes for possession 	<ul style="list-style-type: none"> Use a more sophisticated range of generalisers and conjunctions: <ul style="list-style-type: none"> - Generalisers e.g. all, many, the majority, typically, like most, always, often, sometimes, usually - To add information: as well as, furthermore, additionally, moreover, not only - Showing cause and effect: because, so, as a result, due to, this means that Use correct punctuation: commas to mark clauses in sentences, commas for lists, colons and bullets for lists where appropriate Collect and use specialised and technical vocabulary linked to the topic Use complex sentences to combine information clearly and precisely. Use present perfect tense and third person narrative for an unknown audience 	<ul style="list-style-type: none"> Link paragraphs appropriately with a range of conjunctions to steer readers through the sequence, and provide hooks inviting them to read on e.g. to: <ul style="list-style-type: none"> - Sequence events; firstly, secondly, later etc. - Add information: also, additionally, furthermore, not only etc. - Change direction: but, however, although etc. - Conclude and summarise: finally, in the end, at last etc. Recognise and begin to use past tenses verbs appropriately e.g. We climbed up the slope (simple past); While we were climbing up the slope (continuous past); when we had climbed up the slope (past perfect); we had been climbing up the slope while (past perfect continuous) Use sentences of different types and lengths to vary pace, combine information, create emphasis, effect e.g. <ul style="list-style-type: none"> - Long and short sentences - Questions and exclamations; Use reported speech, punctuated correctly 	<ul style="list-style-type: none"> expresses time and place using conjunctions, adverbs and prepositions understands main clauses in sentences, and uses this knowledge to write with a variety of sentence lengths use facts and opinions begins to understand subordinate clauses and uses commas correctly within sentences varies sentence openers 	<ul style="list-style-type: none"> Link paragraphs appropriately with a range of conjunctions to steer readers through the sequence, and provide hooks inviting them to read on e.g. to: <ul style="list-style-type: none"> - Sequence events; firstly, secondly, later etc. - Add information: also, additionally, furthermore, not only etc. - Change direction: but, however, although etc. - Conclude and summarise: finally, in the end, at last etc. Use past tenses verbs appropriately e.g. We climbed up the slope (simple past); While we were climbing up the slope (continuous past); when we had climbed up the slope (past perfect); we had been climbing up the slope while (past perfect continuous) Use sentences of different types and lengths to vary pace, combine information, create emphasis, effect e.g. <ul style="list-style-type: none"> - Long and short sentences; - Sentences with 'drop-in' phrases and clauses; - A variety of sentence openers; - Questions and exclamations; 	<ul style="list-style-type: none"> expresses cause using conjunctions, adverbs and prepositions uses pronouns to avoid repetition use present perfect form of verbs instead of simple past (adding suffixes beginning with vowel letters to words of more than one syllable) select words for effect to support purpose use emotive/exaggerated language

<p>Y4 GPS Mapping</p>						
	Use vocabulary appropriate to task, audience and purpose	Use vocabulary appropriate to task, audience and purpose	Use correctly punctuated fronted adverbials of time and place (words using suffixes –ly)	Use vocabulary appropriate to task, audience and purpose	Use correctly punctuated fronted adverbials of time and place (words using suffixes –ly)	Use vocabulary appropriate to task, audience and purpose
	Use fronted adverbials	Use apostrophes for singular and plural possession	Use appropriate choice of pronoun/noun within and across sentences	Use appropriate organisational devices	Use appropriate choice of pronoun/noun within and across sentences	Experiment with the position of subordinate clauses in sentences
	Write with grammatical accuracy	Use appropriate organisational devices	Use relative pronouns and clauses	Write with grammatical accuracy	Use relative pronouns and clauses	Use appropriate organisational devices
	Use correctly punctuated fronted adverbials (words using suffixes –ly)	Write with grammatical accuracy	Use paragraphs effectively	Use co-ordinating and subordinating conjunctions	Use paragraphs effectively	Use emotive/exaggerated language
	Use a range of add-on and drop-in phrases/clauses to advise and warn	Use detailed, descriptive language	Use co-ordinating and subordinating conjunctions	Use sentences of different types and lengths to vary pace, combine information, create emphasis, effect e.g.	Use co-ordinating and subordinating conjunctions	Use triples/sentences of 3
	Uses Standard English, inc technical vocabulary	Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested	Use sentences of different types and lengths to vary pace, combine information, create emphasis, effect e.g.		Use emotive language	
Use statements including the pronoun ‘you’	Build on the wider range of generalisers and conjunctions from y3, to include: - To compare: like the, similarly, as with, equally, in contrast to etc. - For emphasis: most of all, most importantly, in fact, without doubt etc.	Use emotive language				

Writing Progression Mapping: Year 4/5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Class Topic	Our United Kingdom	World War One	The Ancient Greeks	South America	Truro	Extreme Earth

FICTION						
Model Text	Diary Extract from Narnia	War Horse	Heracles and his trials	Hamlet		Shackleton's journey
Story Type	Portal Story	Tale of Fear	Beating-the-monster			
Toolkit Key story focus	Setting	Action	Characterisation	Dialogue	Openings and Endings	Suspense
Y4 GPS Mapping	<p>Bring the setting to life through personification—<i>The warm night air caressed her face.</i></p> <p>Show the setting through the character's eyes—<i>Jo looked round the room.</i></p> <p>Show how a character reacts to the setting—<i>Jo shivered.</i></p>	<p>Inject action into the setting, creating atmosphere through personification and simile—<i>The bushes seemed like they were holding their breath. The trees lined the streets like an army.</i></p> <p>Extend the action using an '-ing' clause—<i>The trees lined the streets like an army, standing to attention.</i></p> <p>Use a wider range of dramatic fronted adverbials to advance the action—<i>In an instant, ... Without warning, ..., Without thinking ...</i></p> <p>Use AP 'verb, person' sentence type – <i>Running, Sarah tripped over the tree roots.</i></p>	<p>Show how a character is feeling through their actions and reactions –<i>Sarah glowered; a shiver shot up her spine.</i></p> <p>Use AP '2A' sentence types to add description - <i>He was a tall, awkward man with an old, crumpled jacket.</i></p> <p>Use AP 'With a(n) action, more action' sentence type - <i>With a weary wail, Thor launched his final attack.</i></p>	<p>Consolidate speech punctuation rules: Use only a few exchanges, balancing description, action and dialogue Tag on what a character is doing while speaking, using a 'stage direction' –<i>"No," he hissed, shaking his head.</i> Use a speech sandwich—<i>"Hello," said John, waving to his friend. Then character B replies, "Run for it", squealed Tim.</i> Use dialogue to suggest how a character feels, thinks or what they are like Use quirky expressions—<i>"Crazy cats," she muttered.</i></p>	<p>Use dramatic speech –<i>"How do we escape now?"</i> (Try warnings, worries, dares, secrets.)</p> <p>Start with questions or exclamations to hook the reader's interest—<i>"Run!" they yelled. "What is it?" she muttered.</i></p> <p>Use AP 'If, if, if, then' sentence to start a story - <i>If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have missed the accident.</i></p>	<p>Use rhetorical questions to make the reader worried—<i>Who had turned out the light? What was it?</i></p> <p>Use dramatic adverbials to inject pace and drama—<i>In an instant..., Without warning, ... Out of the blue,</i></p> <p>Select adverbs that develop the emotion of the main character—<i>crept cautiously, tiptoed silently, nervously trembled or the threat—quickly grabbed, smothered completely, slithered dangerously.</i></p> <p>Consider placement of adverb to create desired effect on reader.</p> <p>Use AP 'emotion, comma' sentence type – <i>Terrified, she screamed for help.</i></p>
Y5 GPS Mapping	<p>Introduce something unusual to hook the reader and lead the story forwards—<i>There was a crumpled letter on the doormat.</i></p> <p>Use a change of setting, weather or time to create a new atmosphere—a glimmer of sunlight parted the stormy sky</p>	<p>Use a character's reaction or the author's comments to show the effect of a description—<i>Joanna shuddered.</i></p> <p>Push for vocabulary that powerfully connects to the desired mood and feeling—<i>mocking, dominating</i></p>	<p>Drop in a few details to suggest character—<i>Mr Simons, gripping his cane, glared at the two boys.</i></p> <p>Show (not tell) how characters feel by what they do, think or say—<i>"Get out!" he snapped, slamming the door.(to show anger)</i></p>	<p>Add to the speech sandwich by adding in the listener's reaction—<i>"Hello," said John, waving to his friend. Tim gasped.</i></p> <p>Add in some action before character B replies—<i>"Hello," said John, waving to his friend. Tim gasped. Coming down the road was</i></p>	<p>'Hook' the reader: <i>Usually, Tim enjoyed playing in the park but...</i></p> <p>Use a contrast—inside/ outside: <i>Outside, the wind howled. Inside, the fire blazed.</i></p>	<p>Use an abandoned setting or lull the reader with a cosy setting</p> <p>Make your character hear, see, touch, smell or sense something ominous—<i>It was there; he knew it. It had found him.</i></p>

	<p>Use action within a sentence of 3 to bring the setting alive—Rusty pipes groaned, fragile cobwebs trembled and a slither of light punctured the darkness.</p> <p>Use contrast to engage and intrigue the reader—Buildings that once had stood proud were now merely rubble.</p> <p>Use AP '3 bad –(dash) question?' sentence type – Cold, dark, damp – <i>how would she find her way out?</i></p>	<p>Use correctly punctuated speech to advance the action and show emotion—<i>“Come back you scoundrel!”</i></p> <p>Use repetition to build tension whilst advancing the action—<i>Towards the lake ... towards the bowl ... towards my fish!</i></p> <p>Use AP '3 __ed' sentence type - Frightened, terrified, exhausted, <i>they ran from the creature.</i></p>	<p>Link the way a character feels with their actions—<i>Encouraged by the bright weather, Jane set out for a long walk.</i></p> <p>Show character development – how they feel at the start and end of a story—<i>Mrs Bonny frowned. (Opening) Mrs Bonny turned to her new-found friend and smiled.(Ending)</i></p> <p>Use AP 'Name –adjective pair – sentences' sentence type - <i>Ben Roberts –weak and nervy –was actually a secret superhero.</i></p> <p>Use AP 'O. (I.)' sentence type - <i>Bravely Clara looked behind her (but she was deeply worried).</i></p>	<p><i>an elephant. “Run for it!” squealed Tim.</i></p> <p>Put the speaker before or after what is said or in between, –<i>Sam said, “So, let’s go.” “So, let’s go,” said Sam. “So,” said Sam, “let’s go.”</i></p>	<p>Use a dilemma, desire or unexpected event—<i>Jo wept.</i></p> <p>Suggest something dangerous might happen –<i>the ancient bridge shook or has happened –smoke rose from the village</i></p> <p>Dismiss the 'monster'—<i>Tim had never believed in ghosts.</i></p> <p>Create a mood –<i>The fog shrouded...</i></p> <p>End the story on a cliff-hanger or by setting up a sequel—The journey was over, for now.</p>	<p>Suggest something is about to happen—<i>The world fell silent ...</i></p> <p>Reveal the character’s thoughts—<i>She wondered if she would ever escape the darkness.</i></p> <p>Use AP '2 pairs sentences' types - Quickly and quietly, silently and carefully <i>he tiptoed out of the house.</i></p>
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NON-FICTION

Model Text	Wales	The outbreak of war		Should we care about ...?		How volcanoes erupt.
Genre Toolkit	Non-chronological report	Journalistic writing	Biography	Discussion	Persuasive writing	Explanation Text
GPS mapping	<p>Consolidate and extend use of information text structure from Year 3 and Year 4</p> <ul style="list-style-type: none"> - Expanding the range of conjunctions and generalisers - Use of provisional statements with words and phrases like; usually, seem to be, tend to - Opinions as well as facts e.g. Some people still believe that, it used to be thought that - Technical vocabulary to add precision e.g. spine, compression, glucose - References to sources of evident to add authority e.g. Most people now believe, However, last year, a new variety was discovered <p>Collect interesting nuggets of information to conclude texts and sustain the reader’s interest</p> <p>Vary sentence structure, length and type e.g.</p> <ul style="list-style-type: none"> - Complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested - Sentences with lists of three 	<p>Use the features of a newspaper report to include:</p> <ul style="list-style-type: none"> - Create well-crafted openings using complex sentences to capture reader’s attention (5W’s) <p>Organise text into paragraphs introduced with topic sentences</p> <p>Create 3rd person recounts for specific audiences e.g. newspaper reports, police reports</p>	<p>Collect and organise ideas developing the structure (Year 3 and 4) 'boxing up' information to plan the writing sequence with:</p> <ul style="list-style-type: none"> - A topic sentence to capture interest and define subject - A reason and/or invitation to read on - More detailed definitions e.g. of type, appearance, where found, habitat and diet for creatures, purposes and uses for materials etc. - A range of interesting facts and ideas about the topic in a sequence which builds up information logically - A conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking <p>Sections may have one or more paragraphs, to make new information, subsections etc</p>	<p>Consolidate and extend the text structure introduced in Year 3 and 4 with:</p> <ul style="list-style-type: none"> - A title to hook the reader and capture the topic clearly - An introduction which introduces the topic of discussion - A paragraph setting out the points in favour in a connected sequence - A paragraph setting out the points against in a connected sequence - A conclusion to summarise key points. Own opinion may be given here. <p>Use complex sentences to combine and compress information, create emphasis and make the text more interesting for the reader:</p> <ul style="list-style-type: none"> - Relative clauses e.g. This walkway, which has the one of the longest - Subordinate clauses e.g. On the train ride, as you cross the bridge, a red signal will 	<p>Consolidate and extend the text structure already introduced:</p> <ul style="list-style-type: none"> - A title to hook the reader and capture the topic clearly - an unmissable experience - An introduction which: <ul style="list-style-type: none"> (a) Invites the reader directly (b) Uses a punchy topic sentence to make clear what is being promoted - A main section setting out the points in favour in a connected sequence: <ul style="list-style-type: none"> (a) As a list with numbers, numerical conjunctions or bullets (b) As a connected paragraph, or series of paragraphs. Introduce points with a topic sentence - A conclusion to round off 	<p>The framework for explanatory writing introduced in Year 3 and 4 should be practised and consolidated in Year 5 and 6, with emphasis on explanatory writing across the curriculum for example</p> <p>Consolidate and extend the explanation text structure from Year 3 and 4 to include:</p> <ul style="list-style-type: none"> - Expanding the range of conjunctions and generalisers, particularly those showing cause and effect - Use of provisional statements with words and phrases like usually, seem to be, tend to - Opinions as well as facts e.g. Some people still believe that, it used to be thought that - Technical vocabulary to add precision e.g. spine, compression, glucose - References to sources to evidence to add authority e.g. Most people now believe, however, last year, a new variety was discovered

	- Exclamatory sentences					
Y4 GPS Mapping	<p>use vocabulary appropriate to task, audience and purpose</p> <p>use apostrophes for singular and plural possession</p> <p>use appropriate organisational devices</p> <p>write with grammatical accuracy</p> <p>use detailed, descriptive language</p>	<p>use correctly punctuated fronted adverbials of time and place (words using suffixes –ly)</p> <p>use appropriate choice of pronoun/noun within and across sentences</p> <p>use relative pronouns and clauses</p> <p>use paragraphs effectively</p> <p>use co-ordinating and subordinating conjunctions</p> <p>use emotive language</p>	<p>Use vocabulary appropriate to task, audience and purpose</p> <p>Use apostrophes for singular and plural possession</p> <p>Use appropriate organisational devices</p> <p>Write with grammatical accuracy</p> <p>Use detailed, descriptive language</p> <p>Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested</p> <p>Build on the wider range of generalisers and conjunctions from y3, to include:</p> <ul style="list-style-type: none"> - To compare: like the, similarly, as with, equally, in contrast to etc. - For emphasis: most of all, most importantly, in fact, without doubt etc. 	<p>use vocabulary appropriate to task, audience and purpose</p> <p>experiment with the position of subordinate clauses in sentences</p> <p>use appropriate organisational devices</p> <p>use emotive/exaggerated language</p> <p>use triples/sentences of 3</p> <p>Use a wider range of conjunctions and phrases to:</p> <ul style="list-style-type: none"> - Address and invite readers e.g. see the new, have you ever been etc. - Add information e.g. as well as, additionally etc. - Mark time and sequence e.g. when, after, as soon as etc. - Change of direction e.g. but, however, although etc. <p>Use correct punctuation for sentences, clauses, questions, lists and exclamations.</p>	<p>use vocabulary appropriate to task, audience and purpose</p> <p>experiment with the position of subordinate clauses in sentences</p> <p>use appropriate organisational devices</p> <p>use emotive/exaggerated language</p> <p>use triples/sentences of 3</p> <p>Use complex sentences to combine and compress information, create emphasis and make the text more interesting for the reader:</p> <ul style="list-style-type: none"> - Relative clauses e.g. This walkway, which has the one of the longest - Subordinate clauses e.g. On the train ride, as you cross the bridge, a red signal will <p>Use correct punctuation for sentences, clauses, questions, lists and exclamations.</p>	<p>Vary sentence structure, length and type e.g. - Complex sentences to combine information effectively;</p> <p>-Sentences with lists of three</p> <p>Use formal language</p> <p>Write with grammatical accuracy using detailed, technical vocabulary</p>
Y5 GPS Mapping	<p>builds paragraphs around a topic sentence</p> <p>selects appropriate forms and formats to suit audience and purpose</p> <p>use modal verbs to indicate degrees of possibility</p> <p>use a wide range of punctuation correctly</p>	<p>link ideas across paragraphs using adverbials of time and place</p> <p>use brackets, dashes and commas to indicate parenthesis</p> <p>use passive voice</p> <p>use conjunctive adverbs</p> <p>punctuate correctly, including direct and indirect speech</p>	<p>builds paragraphs around a topic sentence</p> <p>selects appropriate forms and formats to suit audience and purpose</p> <p>use modal verbs to indicate degrees of possibility</p> <p>use a wide range of punctuation correctly</p>	<p>use brackets, dashes and commas to indicate parenthesis</p> <p>link ideas across paragraphs</p> <p>use adverbials of cause and time</p> <p>use commas to clarify meaning or avoid ambiguity</p> <p>use conjunctive adverbs</p>	<p>selects appropriate forms and formats to suit audience and purpose</p> <p>use modal verbs and adverbs to indicate degrees of possibility</p> <p>use adverbs to indicate degrees of possibility</p> <p>use emotive language</p> <p>use conjunctive adverbs</p>	<p>Help readers to understand explanations through:</p> <ul style="list-style-type: none"> - Introductions that link to their experiences e.g. No doubt you will have seen a suspension bridge and its almost as likely you will have travelled over one. - Giving examples; Other mammals, such as flying squirrels and gliding possums, can only glide for short distances - Inventing similes to illustrate points e.g. a tree's bark is like our skin, the cables of a suspension

	<p>Use AP 'Noun, which/who/where' sentence type - Snakes, which many people are scared of, are not always poisonous.</p>				<p>Use a wider range of conjunctions and phrases to:</p> <ul style="list-style-type: none"> - Address and invite readers e.g. see the new, have you ever been etc. - Add information e.g. as well as, additionally etc. - Mark time and sequence e.g. when, after, as soon as etc. - Change of direction e.g. but, however, although etc. 	<p>bridge are stretched under tension like a spring</p> <ul style="list-style-type: none"> - Possible use of diagrams, charts, illustrations or models. <p>use brackets, dashes and commas to indicate parenthesis</p> <p>Use AP 'Name –adjective pair – sentences' sentence type - Glass – fragile and dangerous –must be handled with care.</p>
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Writing Progression Mapping: Year 5/6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Class Topic	Our United Kingdom	World War One	The Ancient Greeks	South America	Truro	Extreme Earth

FICTION						
Model Text	The Blitz		Treasure Island			
Story Type	Historical Story			Adventure Story	Portal Story	Poetry
Toolkit Key story focus	Openings and Endings	Setting and Atmosphere	Characterisation	Dialogue	Description and Action	
Y5 GPS Mapping	'Hook' the reader: <i>Usually, Tim enjoyed playing in the park but...</i>	Introduce something unusual to hook the reader and lead the story forwards— <i>There was a crumpled letter on the doormat.</i>	Drop in a few details to suggest character— <i>Mr Simons, gripping his cane, glared at the two boys.</i>	Add to the speech sandwich by adding in the listener's reaction— <i>"Hello," said John, waving to his friend. Tim gasped.</i>	Use a character's reaction or the author's comments to show the effect of a description— <i>Joanna shuddered.</i>	
	Use a contrast—inside/ outside: <i>Outside, the wind howled. Inside, the fire blazed.</i>	Use a change of setting, weather or time to create a new atmosphere— <i>a glimmer of sunlight parted the stormy sky</i>	Show (not tell) how characters feel by what they do, think or say— <i>"Get out!" he snapped, slamming the door.(to show anger)</i>	Add in some action before character B replies — <i>"Hello," said John, waving to his friend. Tim gasped. Coming down the road was an elephant. "Run for it!" squealed Tim.</i>	Push for vocabulary that powerfully connects to the desired mood and feeling— <i>mocking, dominating</i>	
	Use a dilemma, desire or unexpected event— <i>Jo wept.</i>	Use action within a sentence of 3 to bring the setting alive— <i>Rusty pipes groaned, fragile cobwebs trembled and a slither of light punctured the darkness.</i>	Link the way a character feels with their actions— <i>Encouraged by the bright weather, Jane set out for a long walk.</i>	Put the speaker before or after what is said or in between, — <i>Sam said, "So, let's go." "So, let's go," said Sam. "So," said Sam, "let's go."</i>	Use correctly punctuated speech to advance the action and show emotion— <i>"Come back you scoundrel!"</i>	
	Suggest something dangerous might happen — <i>the ancient bridge shook or has happened —smoke rose from the village</i>	Use contrast to engage and intrigue the reader— <i>Buildings that once had stood proud were now merely rubble.</i>	Show character development – how they feel at the start and end of a story— <i>Mrs Bonny frowned. (Opening) Mrs Bonny turned to her new-found friend and smiled.(Ending)</i>	Use repetition to build tension whilst advancing the action— <i>Towards the lake ... towards the bowl! ... towards my fish!</i>		
	Create a mood — <i>The fog shrouded...</i>	Use an abandoned setting or lull the reader with a cosy setting	Use AP 'Name –adjective pair – sentences' sentence type - <i>Ben Roberts –weak and nervy –was actually a secret superhero.</i>	Select detail and descriptive techniques to suit purpose—to <i>scare the reader, to lull the reader</i>		
	End the story on a cliff-hanger or by setting up a sequel— <i>The journey was over, for now.</i>	Make your character hear, see, touch, smell or sense something ominous— <i>It was there; he knew it. It had found him.</i>	Use AP 'O. (I.)' sentence type - <i>Bravely Clara looked behind her (but she was deeply worried).</i>	Use onomatopoeia rather than alliteration to reflect meaning— <i>The bees buzzed busily.</i>		
		Suggest something is about to happen— <i>The world fell silent ...</i>		Use AP '3 __ed' sentence type - <i>Frightened, terrified, exhausted, they ran from the creature.</i>		
		Reveal the character's thoughts— <i>She wondered if she would ever escape the darkness.</i>		Use AP 'Emotion –consequence' sentence type - <i>Davis was angry – he threw his toy at the wall.</i>		

		<p>Use AP '3 bad –(dash) question?' sentence type – Cold, dark, damp – <i>how would she find her way out?</i></p> <p>Use AP '2 pairs sentences' types - Quickly and quietly, silently and carefully <i>he tiptoed out of the house.</i></p>				
Y6 GPS mapping	<p>Use a 'trigger' to catch the reader's interest–someone wants something; is warned not to do something; has to go somewhere; is threatened; loses something; finds something</p> <p>Use a flashback or forwards</p> <p>End with an author's comment on the events–And from that day onwards, Tim never looked at the graveyard in the same way.</p>	<p>Build tension by hinting at what might happen–Death's Dell lay silent, suffocated by mist.</p> <p>Create a strong sense of atmosphere–using personification, simile and metaphor: <i>The sofa beckoned with welcoming arms, a mother waiting to hug.</i></p> <p>Mirror a character's feelings through the setting or the weather–<i>The rain poured; Gary sniffed.</i></p> <p>Personify the setting to make it sound dangerous –use the weather and/or time of day to create atmosphere–<i>The icy wind clawed at his skin.</i></p> <p>Slow the action by using sentences of three and drop in clauses–<i>Something was stalking him, watching his every move, waiting for him to make a mistake.</i></p> <p>Use AP 'Imagine 3 examples:' sentence types - Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet.</p>	<p>Reveal a character's thoughts–<i>He hoped that he would find his way home.</i></p> <p>Use other character's (or the narrator's) comments or reactions–<i>"Tracy's upset again," whispered Jamil.</i></p> <p>Use contrasting main characters& show how a character feels on the inside whilst pretending something else–<i>As their eyes met, she forced a smile upon her face and curtseyed.</i></p> <p>Use AP 'The more, the more' sentence types - The more upset she was, the more she cried.</p> <p>Use AP 'Tell: show 3 examples; sentences' - <i>He was feeling relaxed: shoes off; shirt undone; lying on the sofa.</i></p>	<p>Have characters discuss other characters and reflect on events–<i>"I cannot believe Sam ignored me earlier," Kabir muttered.</i></p> <p>Explore a variety of formal and informal techniques to develop a character's voice, such as apostrophes for omission and question tags–<i>"We was lovin' that yesterday, weren't we?"</i></p>	<p>Mirror the character's feelings through the setting–<i>The murky water lay dead before him.</i></p> <p>Push for vocabulary that powerfully connects to the desired mood and feeling–mocking, dominating</p> <p>Explore the ways different characters react to a situation–Jack screamed; Raj laughed.</p> <p>Ensure all word choices earn their place and add something new and necessary–<i>not the red letterbox but the rusted letterbox</i></p> <p>Use precise detail when describing to bring a scene alive–<i>His gold fob watch glinted.</i></p> <p>Use AP "'Irony' sentences - <i>Our 'luxury' hotel turned out to be a farm building.</i></p>	
	NON-FICTION					
Model Text	Diary of Anne Frank	Edinburgh	Titanic	Should we care about ...?		
Genre Toolkit	Recount – Diary Entry	Non Chronological Report	Journalistic Writing	Persuasive Writing	Persuasive Advert	Book and Film Reviews

<p>GPS Mapping</p>	<p>Create recounts for a wide range of purposes with varying degrees of formality</p> <p>Use recounts to explore alternative points of view</p> <p>Use 1st and 3rd person to recount and report, and as well as using past tense for narrating, experiment with using present tense,</p> <p>Use direct speech and reported speech appropriately; ‘Don’t put your fingers near the machinery’, said our guide; (direct) Our guide told us to keep our fingers away from the machinery (indirect/reported) etc.</p>	<p>Consolidate and extend use of information text structure from Year 3 and Year 4</p> <ul style="list-style-type: none"> - Expanding the range of conjunctions and generalisers - Use of provisional statements with words and phrases like; usually, seem to be, tend to - Opinions as well as facts e.g. Some people still believe that, it used to be thought that - Technical vocabulary to add precision e.g. spine, compression, glucose - References to sources of evident to add authority e.g. Most people now believe, However, last year, a new variety was discovered <p>Collect interesting nuggets of information to conclude texts and sustain the reader’s interest</p> <p>Vary sentence structure, length and type e.g.</p> <ul style="list-style-type: none"> - Complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested - Sentences with lists of three - Exclamatory sentences <p>Use AP ‘Name –adjective pair – sentences’ sentence type - <i>Glass – fragile and dangerous –must be handled with care.</i></p>	<p>Use the features of a newspaper report to include:</p> <ul style="list-style-type: none"> - Create well-crafted openings using complex sentences to capture reader’s attention (5W’s) <p>Organise text into paragraphs introduced with topic sentences</p> <p>Create 3rd person recounts for specific audiences e.g. newspaper reports, police reports</p>	<p>Draw on persuasive devices from Y3/4 plus others e.g.:</p> <ul style="list-style-type: none"> – extreme adjectives and superlatives e.g. ghastly, appalling, fantastic, the coolest, hideous, fabulous... – emotive language e.g. No-one would believe that the..., Just imagine the effect that..., ... sprawling across the field... – language that claims authority disguising opinions to sound like facts e.g. In fact..., It is said that..., there can be no doubt that..., – Rhetorical questions e.g. Should we all be expected to...? Who would believe that...? – persuasive language e.g. Surely..., It wouldn’t be difficult to..., is bound to be..., there can be little doubt... – Persuasive definitions e.g. No-one but an idiot would..., Every right-thinking person would..., – Pandering and condescension: Naturally it will take time for people to realise..., the ordinary man in the street..., – Sarcasm, used sparingly, e.g. the government is likely to support that..., (implying the opposite). 	<p>Draw on persuasive devices from previous learning, plus others e.g.:</p> <ul style="list-style-type: none"> – Exaggeration e.g. ...the biggest single change to our town for fifty years..., ...vast numbers of people..., the last place on earth..., great opportunity..., – alliteration e.g. ... mean-minded men..., silly and short-sighted..., cheap and cheerful..., funky, friendly and fantastic..., Buy British... – similes and metaphors e.g. ... like a desert at night..., like shopping in a factory; ...the whole idea is a joke!.... ...the hedgerow is a treasure trove for birds, ...and more cars would be a nightmare..., but parking bikes in narrow spaces is a piece of cake. 	
<p>Y5 GPS Mapping</p>	<p>builds paragraphs around a topic sentence</p> <p>selects appropriate forms and formats to suit audience and purpose</p> <p>use a wide range of punctuation correctly</p> <p>Create and use word banks of specific and technical vocabulary (nouns, verbs, adjectives, subordinate clauses) to make meaning precise and accurate</p>	<p>link ideas across paragraphs using adverbials of time and place</p> <p>use brackets, dashes and commas to indicate parenthesis</p> <p>use passive voice</p> <p>use conjunctive adverbs punctuate correctly, including direct and indirect speech</p> <p>use modal verbs to indicate degrees of possibility</p>	<p>link ideas across paragraphs using adverbials of time and place</p> <p>use brackets, dashes and commas to indicate parenthesis</p> <p>use passive voice</p> <p>use conjunctive adverbs punctuate correctly, including direct and indirect speech</p>	<p>selects appropriate forms and formats to suit audience and purpose</p> <p>use modal verbs and adverbs to indicate degrees of possibility</p> <p>use adverbs to indicate degrees of possibility</p> <p>use emotive language</p> <p>use conjunctive adverbs</p> <p>Use a wider range of conjunctions and phrases to:</p> <ul style="list-style-type: none"> - Address and invite readers e.g. see the new, have you ever been etc. 	<p>selects appropriate forms and formats to suit audience and purpose</p> <p>use adverbs to indicate degrees of possibility</p> <p>use emotive language</p> <p>use conjunctive adverbs</p> <p>Use a wider range of conjunctions and phrases to:</p> <ul style="list-style-type: none"> - Address and invite readers e.g. see the new, have you ever been etc. - Add information e.g. as well as, additionally etc. - Mark time and sequence e.g. when, after, as soon as etc. 	<p>Link ideas across paragraphs</p> <p>Introduce,</p> <p>develop and conclude paragraphs appropriately</p>

				<ul style="list-style-type: none"> - Add information e.g. as well as, additionally etc. - Mark time and sequence e.g. when, after, as soon as etc. - Change of direction e.g. but, however, although etc. 	<ul style="list-style-type: none"> - Change of direction e.g. but, however, although etc. 	
<p style="text-align: center; font-weight: bold;">Y6 GPS Mapping</p>	<p>Use the full range of punctuation</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Vary sentence structure, length and type e.g.</p> <ul style="list-style-type: none"> - Complex sentences combine information effectively - Sentences with lists of three - Active and passive voices; - Conditional and hypothetical (if...then) sentences - Varied sentence openers - Questions and exclamations <p>Uses verb tenses consistently and correctly throughout their writing</p>	<p>Use of passive voice (know the difference between active and passive)</p> <p>Use further organisational and presentational devices to structure texts and guide the reader (headings, subheadings, bullet points, lists)</p> <p>Use colons to introduce a list and semi colons within lists</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use hyphens to avoid ambiguity</p> <p>Use AP 'De:De' sentence types – <i>Edinburgh is a city: It is the capital city of Scotland.</i></p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. using contracted forms in dialogues in narrative;</p> <p>Use passive verbs to affect how information is presented;</p> <p>Use modal verbs to suggest degrees of possibility</p>	<p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Vary sentence structure, length and type e.g.</p> <ul style="list-style-type: none"> – complex sentences to combine and compress information: Although a decision is yet to be taken, there is already evidence showing that a new runway could damage the health of local residents, and might could even prove fatal for babies... – Short sentences for effect e.g. No-one wants this. – Sentence openers: interestingly..., from our point of view..., Indeed there could even be..., – Passive voice to sound more formal: It could be said that..., Additional disturbance would be created by... – Conditional and hypothetical (if...then) sentences using the subjunctive 'were' If that's the 	<p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p>	<p>Use passive verbs to affect how information is presented</p> <p>Use modal verbs to indicate degrees of possibility</p> <p>Use AP 'Some; Others' sentence type - Some people like reading <i>suspense stories</i>; others hate it.</p> <p>Use AP When; when; when, then sentences' – When the pages keep turning; when the sun goes down; when you keep reading to the end of the next chapter, then you know this is a book that deserves a 5 star review.</p>

