



Subject Progression Grid for English Writing - Fiction

Year Group	Becoming a writer in Reception Links to EYFS Development Matters 2020 Statements and ELGs
Reception	<u>Communication and Language</u> Birth to three Listen to simple stories and understand what is happening, with the help of the pictures. Three and Four-Year-Olds Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Children in Reception Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in non-fiction books. Early Learning Goals Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <u>Literacy</u> Birth to three Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Three and Four Year olds Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Children in Reception

	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly. Early Learning Goals Make use of props and materials when role playing characters in narratives and stories. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play Physical Development – Fine Motor Skills Birth to three Develop manipulation and control. Explore different materials and tools. Three and Four Year olds Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Reception Develop the foundations of a handwriting style which is fast, accurate and efficient. Early Learning Goals Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
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Year Group	Text Structure	Sentence Structure
Year 1	- Beginning or end of narrative signalled e.g. one day - Ideas grouped together for similarity. - Attempts at third person writing. e.g. The wolf was hiding. - Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... ,Jack is...	- Simple sentences, starting with a pronoun and a verb e.g. He went home - Simple connectives are used to construct simple sentences e.g. and, but, then, so.
Year 2	- Sentences organised chronologically indicated by time related words e.g. finally - Divisions in narrative may be marked by sections/paragraphs - Connections between sentences make reference to characters e.g. Peter and Jane/ they - Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	- Subject/verb sentences e.g. He was... They were... It happened... - Simple connectives and, but, then, so, when link clauses - Speech-like expressions in dialogue e.g. Chill out! - Use simple adverbs e.g. quickly, slowly. - Use simple noun phrases e.g. massive field
Year 3	- Time and place are referenced to guide the reader through the text e.g. in the morning - Organised into paragraphs e.g. When she arrived at the bear's house.. - Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother	- Simple sentences with extra description. - Some complex sentences using because, which, where etc. - Tense consistent e.g. typically past tense for narration, present tense in dialogue - Dialogue is realistic and conversational in style e.g. Well, I suppose... - Verbs used are specific for action e.g. rushed, shoved, pushed - Adverbials e.g. When she reached home... - Expanded noun phrases e.g. two horrible hours

Year 4	• Link between opening and resolution • Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood • angry mother, disheartened Jack • Paragraphs organised correctly to build up to key event • Repetition avoided through using different sentence structures and ellipsis	• Variation in sentence structures e.g. while, although, until • Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,.... • Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously • Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking
Year 5	• Sequence of plot may be disrupted for effect e.g. flashback • Opening and resolution shape the story • Structural features of narrative are included • e.g. repetition for effect • Paragraphs varied in length and structure. • Pronouns used to hide the doer of the action e.g. it crept into the woods	• Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer • Wide range of subordinate connectives e.g. whilst, until, despite. • Embedded subordinate clauses are used for economy or emphasis • Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls • Repetition is used for effect e.g. the boys ran and ran until they could run no more.
Year 6	• The story is well constructed and raises intrigue. • Dialogue is used to move the action on who heighten empathy for central character • Deliberate ambiguity is set up in the mind of the reader until later in the text	• Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions... • Figurative language used to build up description e.g. everyone charged like a deer pack under threat • Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. • Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.