



Literacy Writing Progression Map

	Year 3	Year 4	Year 5	Year 6
Narrative	<u>Plots</u> Develop plots; Plan using a range of formats; Link paragraphs using conjunctions; Maintain tense; Maintain person; <u>Settings</u> Choose an interesting name to hook the reader; Use weather to create mood; Use effective description of setting and show impact on the character; <u>Characters</u> Use small details to hint and provoke a response in the reader; Use comparatives and superlatives; Use drama to explore thoughts/feelings/actions/dilemmas; <u>Structure</u> Use different types of sentence openings; Adverbial openers; Introduce the problem in different ways; Describe what the character feels; Describe what the character does to resolve the problem; Describe what your character can see/hear/touch/smell; Plan so you know how the story will end; Take the character back home; Show what the character has learned; Use lonely places to develop suspense; Use dramatic conjunctions; Use sentences of three for action.	<u>Plots</u> Develop plots; Plan using a range of formats; Develop each part of the story; Begin to balance use of dialogue; Write an ending that shows how the main character feels or what they have learned. <u>Settings</u> Think about time of day and weather; Use interesting details as hooks; Change settings to change mood; Use figurative language (alliteration/onomatopoeia/simile/metaphor) <u>Characters</u> Show what the main character is like by what they say and do; Use subordination in description; Vary sentence lengths for effect; Explore reactions and thoughts of others to the main character; Use dialogue punctuation effectively; Develop use and movement of speech verbs. <u>Structure</u> Begin to weave in background information; Broaden the range of different types of sentence opening. Broaden the sentence structure including sentence of three for action and short sentences for impact; Broaden the range of adverbial openers; Experiment with how problems are solved; Develop use of empty words and sound effects for suspense; Use character reactions in adventure writing.	<u>Plots</u> Develop plots; Plan using a range of formats; Begin to balance action, dialogue and description; Use conjunctions to link ideas, sentences and paragraphs. <u>Settings</u> Show the setting through the main character's eyes; Describe the character's reactions to show how the setting makes them feel; Use short sentences to create tension; Balance with longer sentences for details; Use figurative language (alliteration/onomatopoeia/simile/metaphor/personification). <u>Characters</u> Explore characterisation through genre; Begin to build a store of characters; Develop use of internal voice and rhetorical questions; Explore different viewpoints and how that affects characterisation; Use a range of strategies to develop sophistication in controlling dialogue, for example showing how another character reacts or stating what is happening in the background. <u>Structure</u> Build on techniques to create atmosphere and action; Use controlled dialogue; Use a greater variety of methods to introduce the problem (description/question/speech); Use a variety of sentence structures to create effect; Use more sophisticated adverbial	<u>Plots</u> Develop plots; Plan using a range of formats; Use controlled dialogue to move the story on; Create different atmospheres with different settings; Write an ending that shows how the main character feels. <u>Settings</u> Use unexpected details as hooks; Change settings to create atmosphere; Use short sentences to create tension; Balance with longer sentences for details; Use figurative language (alliteration/onomatopoeia/simile/metaphor/personification/pathetic fallacy). <u>Characters</u> Explore characterisation through genre; Explore how a character's personality and behaviour can impact/develop/drive plot; Explore use of contrasting characters to develop conflict; Limit use of adverbs for dialogue. <u>Structure</u> Weave in background information; Hint at what will happen; Shock the reader with sudden surprises; Change the mood; Suggest character's attitude towards the problem; Show what the character is thinking/feeling using inside and outside; Use a variety of sentence structures to create effect; Use more sophisticated adverbial openers; Introduce plot twists;

			openers. Develop endings and include techniques such as cliff hangers. Develop suspense techniques to include use of the senses, showing reactions, building tension, using rhetorical questions.	Show how the character has changed; Use time slips; Develop suspense by lulling the reader into a false sense of security; Let the reader glimpse threats.
Recounts	Organise text into paragraphs with topic sentences; Link paragraphs using a range of conjunctions; Use past tense appropriately.	Use complex sentences to craft openings; Create 1st and 3rd person recounts; Use sentences of different types and lengths to vary pace.	Use recounts to explore alternative points of view; Use 1st and 3rd person appropriately; Use past and present tense appropriately; Use specific and technical vocabulary for precision; Vary sentence structure including sentences of three, varied openings and questions/exclamations.	Use 1st and 3rd person appropriately; Use direct and reported speech; Use active and passive voices; Use the subjunctive form.
Instructions	Explore the range and scale of instructions; Introduce introductions to hook the reader; Use conclusions to wrap up and summarise.	Extend the range of conjunctions used; Use adverbs and adjectives sparingly; Vary sentence order for emphasis and effect.	Decide where to use symbols/diagrams etc; Vary tone and formality; Check finished instructions carefully to ensure no ambiguity.	Increase the complexity of topics and steps; Use multiple or prior steps; Give options and advice to the reader; Check finished instructions carefully to ensure no ambiguity.
Non - chronological reports	Use topic sentences to capture interest and define the subject; Give reasons to read on; Use generalisers and conjunctions to add information and cause and effect. Use present tense and 3rd person; Collect technical language.	Use more detailed definitions; Widen the range of interesting facts and ideas; Use a conclusion leaving an unexpected or memorable fact; Use a more sophisticated range of generalisers and conjunctions; Use commas to mark clauses and for lists; Use colons and bullet points; Collect and use specialised and technical vocabulary; Use complex sentences to combine information clearly.	Expand range of generalisers and conjunctions; Use provisional statements; Use technical vocabulary for precision; Write for different purposes; Include interesting information to conclude; Vary sentence types for interest.	Include opinions as well as facts; Refer to sources of evidence; Write for different purposes and audiences; Include interesting information to conclude; Use complex sentences to combine information clearly and precisely; Use active and passive voices; Use conditional and hypothetical language.
Explanation	Use general statements to introduce the topic; Use a series of logical steps; End with a summary statement or memorable fact; Use a title that captures interest;	Interest the reader with questions, tempting turns of phrase and extra bits of information; Explore options for ordering and reordering sentence order; Collect and use a range of conjunctions	Decide where to use symbols/diagrams etc; Give examples for clarity; Expand range of conjunctions for cause and effect; Use technical vocabulary for precision;	Use the introduction to link to the readers' experience; Invent similes to illustrate points; Use provisional statements; Use opinions as well as facts; Refer to sources of evidence to add

	Use exclamations; Use technical language and explain it; Use present tense and third person; Use correct punctuation for sentences, clauses, questions and exclamations.	and generalisers; Use descriptive language appropriately; Use correct punctuation for sentences, clauses, questions and exclamations.		authority; Use complex sentences to combine information clearly and precisely; Use active and passive voices; Use conditional and hypothetical language.
Persuasion	Use titles to hook the reader; Invite the reader directly in the introduction; Use punchy topic sentences; Set out points in a numbered list or connected paragraph; Round off with a conclusion; Use the imperative; Use repetition and exaggeration; Use short sentences for impact. Use correct punctuation for sentences, clauses, questions and exclamations.	Extend the structure of persuasion; Add information to tempt and entice; Use conclusions to round off; Use informal language appropriately; Use sentences of three; Use complex sentences to combine and compress information; Add interest by using relative and subordinate clauses; Use a wider range of conjunctions to address the reader, add information, mark time and sequence and change direction.	Support views with reasons or evidence; Use techniques to get the reader on side; Use techniques to make the reader believe the world agrees with you; Use extreme adjectives/superlatives; Use rhetorical questions; Use exaggeration; Use similes and metaphors; Vary sentence types for interest.	Offer and refute counter arguments; Disguise opinions as facts or make clear your own opinion; Use humour; Use emotive language/language that claims authority/condescension/sarcasm; Use complex sentences to combine information clearly and precisely; Use passive voice for formality; Use conditional and hypothetical language.
Discussion	Use opening paragraph to interest the reader; Make a series of points in favour in a connected paragraph; Make a series of points against in a connected paragraph; Have a reasoned conclusion; Use conjunctions to set out alternatives and introduce different points of view. Use correct punctuation for sentences, clauses, questions and exclamations.	Consolidate and extend structure; Use complex sentences to combine information, create emphasis and add interest; Add interest by using relative and subordinate clauses; Use generalised language to depersonalise. Use conjunctions to add on and sequence ideas and conclude.	Decide on the purpose of the discussion; Use openings to explain why you are discussing the issue; Give examples moving from the generic to the specific; Extend the range of conjunctions for addition, cause and effect and comparison; Use a variety of phrases to draw conclusions.	Use indirect, reported speech; Use complex sentences to combine information clearly and precisely; Use passive voice for formality; Use conditional and hypothetical language; Address readers directly; Extend range of conjunctions to change direction/suggest uncertainty/use exclamations; Use modal verbs to make views seem reasonable.