



Mark First and Preschool CE Academy: WRITING PROGRESSION across GENRES

(using National Curriculum and EYFS ELG Objectives)

Narrative - Traditional Tale

EYFS	Year 1	Year 2	Year 3	Year 4
Genre Features (structure):				
<ul style="list-style-type: none"> • Title • Beginning (introduces character) • Dilemma (where there is a problem involving the character) • Ending (showing how problem was resolved at the end of the story) • Traditional tale story language (Once upon a time...) 	<ul style="list-style-type: none"> • Title • Beginning (introduces character) • Build up (where character does something) • Dilemma (where there is a problem) • Resolution (where the problem is sorted out) • Ending (showing how the characters finish off the story) • Traditional tale story language (Once upon a time...) • Use of repetition 	<ul style="list-style-type: none"> • Title • Beginning (introduces character) • Build up (where character does something) • Dilemma (where there is a problem) • Resolution (where the problem is sorted out) • Ending (showing how the characters finish off the story) • Traditional tale story language (Once upon a time...) • Use of repetition 	<ul style="list-style-type: none"> • Title • Beginning (introduces character) • Build up (where character does something) • Dilemma (where there is a problem) • Resolution (where the problem is sorted out) • Ending (showing how the characters finish off the story) • Traditional tale story language (Once upon a time...) • Use of repetition (key phrase) • Use of dialogue to advance the action • Use of similes or metaphors to describe a character 	<ul style="list-style-type: none"> • Title • Beginning (introduces character) • Build up (where character does something) • Dilemma (where there is a problem) • Resolution (where the problem is sorted out) • Ending (showing how the characters finish off the story) • Traditional tale story language (Once upon a time...) • Use of repetition (key phrase) • Use of dialogue to advance the action • Use of similes or metaphors to describe a character
Spelling, Grammar & Punctuation Opportunities:				
Please see the annotated example for the following in context				
<ul style="list-style-type: none"> • Capital letters to punctuate a sentence • Full stops to punctuate a sentence • Adjectives used to describe 	<ul style="list-style-type: none"> • Capital letters to punctuate a sentence • Full stops to punctuate a sentence • Adjectives used to describe • Conjunctions – ideas and sentences joined with ‘and’ • Use of exclamation or question marks to punctuate sentences • Capital letters for names, places and days of the week, and the personal pronoun ‘I’ • Adding suffixes –ed, -ing, -er to a verb where there is no change to the root word • Common exception words spelt correctly • Plurals spelt correctly 	<ul style="list-style-type: none"> • Sentences punctuated with capital letters and full stops • Use of exclamation or question marks to punctuate sentences • Commas used in lists • Conjunctions – coordinating and subordinating • Correct form of past and present tense (including the progressive form of the past and present tense) • Expanded noun phrases • Use of sentence types: command, question, statement or exclamation • Apostrophes – for contraction • Apostrophes – for possession • Suffixes –ment, -ness, -ful, -less and -ly added correctly to root 	<ul style="list-style-type: none"> • Use full range of SPAG features taught in KS1 • Correct form of perfect tense • Correct use of ‘a’ or ‘an’ • Appropriate choice and use of pronouns or nouns to aid cohesion and avoid repetition • Organise writing into paragraphs around a theme • Create settings, character and plot • Use of conjunctions, prepositions and adverbs to express time, place and cause • Use the subordinate clause • Use inverted commas in direct speech punctuation 	<ul style="list-style-type: none"> • Use full range of SPAG features taught in KS1 and Year 3 • Standard verb inflections consistently used • Organise writing into paragraphs around a theme • Appropriate choice and use of pronouns or nouns to aid cohesion and avoid repetition • Create settings, character and plot • Noun phrases expanded by the addition of modifying adjectives and prepositional phrases • Use of fronted adverbials • Correct direct speech punctuation • Use of possessive apostrophe for

	<ul style="list-style-type: none"> • Prefix -un used correctly • Compound words spelt correctly 	<p>word.</p> <ul style="list-style-type: none"> • Common exception words spelt correctly 	<p>*Spell some of the Year 3/4 Statutory Words correctly</p> <ul style="list-style-type: none"> • Apostrophes – for contraction • Apostrophes – for possession • Spell words with prefixes correctly: unhappy, imperfect, misheard • Spell words with suffixes correctly: helpful, kindness, humorous • Spell homophones correctly: witch and which • Use knowledge of word families to help with spelling 	<p>plural possession.</p> <p>*Spell the Year 3/4 Statutory Words correctly</p> <ul style="list-style-type: none"> • Spell words with prefixes correctly: irrelevant, autograph, incorrect, disobey, superstar, antisocial etc. • Spell words with suffixes correctly: usually, poisonous, adoration etc • Spell homophones correctly: witch and which • Use knowledge of word families to help with spelling
Narrative – Adventure Story				
EYFS	Year 1	Year 2	Year 3	Year 4
Genre Features (structure)				
<ul style="list-style-type: none"> • Title • Beginning (introduces character) • Dilemma (where there is a problem involving the character) • Ending (showing how problem was resolved at the end of the story) 	<ul style="list-style-type: none"> • Title • Beginning (introduces character) • Build up (where character does something) • Dilemma (where there is a problem) • Resolution (where the problem is sorted out) • Ending (showing how the characters finish off the story) 	<ul style="list-style-type: none"> • Title • Beginning (introduces character) • Build up (where character does something) • Dilemma (where there is a problem) • Resolution (where the problem is sorted out) • Ending (showing how the characters finish off the story) 	<ul style="list-style-type: none"> • Title • Beginning (introduces character) • Build up (where character does something) • Dilemma (where there is a problem) • Resolution (where the problem is sorted out) • Ending (showing how the characters finish off the story) • Use of dialogue to advance the action 	<ul style="list-style-type: none"> • Title • Beginning (introduces character) • Build up (where character does something) • Dilemma (where there is a problem) • Resolution (where the problem is sorted out) • Ending (showing how the characters finish off the story) • Use of dialogue to advance the action
Spelling, Grammar & Punctuation Opportunities:				
Please see the annotated example for the following in context				
<ul style="list-style-type: none"> • Capital letters to punctuate a sentence • Full stops to punctuate a sentence • Adjectives used to describe 	<ul style="list-style-type: none"> • Capital letters to punctuate a sentence • Full stops to punctuate a sentence • Adjectives used to describe • Conjunctions – ideas and sentences joined with 'and' • Use of exclamation or question marks to punctuate sentences • Capital letters for names, places and days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • Sentence punctuated with capital letters and full stops • Use of exclamation or question marks to punctuate sentences • Commas used in lists • Conjunctions – coordinating and subordinating • Correct form of past and present tense (including the progressive form of the past and present tense) • Expanded noun phrases 	<ul style="list-style-type: none"> • Use full range of SPAG features taught in KS1 • Correct form of perfect tense • Correct use of 'a' or 'an' • Appropriate choice and use of pronouns or nouns to aid cohesion and avoid repetition • Organise writing into paragraphs around a theme • Create settings, character and plot 	<ul style="list-style-type: none"> • Use full range of SPAG features taught in KS1 and Year 3 • Standard verb inflections consistently used • Organise writing into paragraphs around a theme • Appropriate choice and use of pronouns or nouns to aid cohesion and avoid repetition • Create settings, character and plot

	<ul style="list-style-type: none"> • Common exception words spelt correctly • Plurals spelt correctly • Prefix -un used correctly • Adding suffixes -ed, -ing, -er to a verb where there is no change to the root word • Compound words spelt correctly 	<ul style="list-style-type: none"> • Use of sentence types: command, question, statement or exclamation • Apostrophes – for contraction • Apostrophes – for possession • Common exception words spelt correctly • Suffixes -ment, -ness, -ful, -less and -ly added correctly to root word. • Suffixes -est added to form an adjective 	<ul style="list-style-type: none"> • Use of conjunctions, prepositions and adverbs to express time, place and cause • Use the subordinate clause • Use inverted commas in direct speech punctuation *Spell some of the Year 3/4 Statutory Words correctly • Apostrophes – for contraction • Apostrophes – for possession • Spell words with prefixes correctly: unhappy, imperfect, misheard • Spell words with suffixes correctly: helpful, kindness, humorous • Spell homophones correctly: witch and which • Use knowledge of word families to help with spelling 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives and prepositional phrases • Use of fronted adverbials • Correct direct speech punctuation • Use of possessive apostrophe for plural possession. *Spell the Year 3/4 Statutory Words correctly • Spell words with prefixes correctly: irrelevant, autograph, incorrect, disobey, superstar, antisocial etc. • Spell words with suffixes correctly: usually, poisonous, adoration etc • Spell homophones correctly: witch and which • Use knowledge of word families to help with spelling
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Letter Writing – Informal Letter

EYFS	Year 1	Year 2	Year 3	Year 4
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Genre Features (structure):

<ul style="list-style-type: none"> • Informal greeting • Detail (reason for writing the letter) • Ending (Love from or from) 	<ul style="list-style-type: none"> • Sender's address • Date • Informal greeting • Introduction (setting out the purpose of the letter) • Detail (more about the reason for writing the letter) • Conclusion (setting out what the sender wants the recipient to do next) • Ending (Love from or from) 	<ul style="list-style-type: none"> • Sender's address • Date • Informal greeting (Dear followed by the recipient's name and a comma) • Introduction (setting out the purpose of the letter) • Detail (more about the reason for writing the letter) • Conclusion (setting out what the sender wants the recipient to do next) • Ending (Love from or from) 	<ul style="list-style-type: none"> • Sender's address • Date • Informal greeting (Dear followed by the recipient's name and a comma) • Introduction (setting out the purpose of the letter) • Detail (more about the reason for writing the letter) • Conclusion (setting out what the sender wants the recipient to do next) • Ending (Love from or from) 	
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Spelling, Grammar & Punctuation Opportunities:

Please see the annotated example for the following in context

	<ul style="list-style-type: none"> • Capital letters to punctuate a sentence • Capital letters for names, places and days of the week, and the personal pronoun 'I' • Full stops to punctuate a sentence 	<ul style="list-style-type: none"> • Use full range of SPAG features taught in Year 1 • Sentence punctuated with capital letters and full stops • Use of exclamation or question marks to punctuate sentences 		
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