

# Collingwood Primary School: English Progression in Writing skills in Fiction



Year	Plot	Settings	Character	Action	Grammar development	Dialogue & punctuation
Nursery	<ul style="list-style-type: none"> <li>Join in with favourite rhymes and stories –some lines, words and actions.</li> <li>Re-enact very short excerpts from favourite texts using puppets or small world figures.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of setting using picture prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate favourite books and give very brief descriptions of characters.</li> <li>Re-enact very short excer from favourite texts using puppets or small world figures.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to describe what a character is doing when retelling stories.</li> </ul>	<ul style="list-style-type: none"> <li>Participate with words, phrases or gestures as play is narrated.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to engage in simple dialogue about play.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Join in with favourite rhymes and stories –some lines, words and actions.</li> <li>Give very brief descriptions of plot elements.</li> <li>Re-enact very short excerpts from favourite texts using puppets or small world figures.</li> <li>Retell a small number of stories and traditional tales by heart, using sequenced illustrations as prompts (&amp; in role play).</li> <li>Predict the development of the plot.</li> </ul>	<ul style="list-style-type: none"> <li>Identify typical settings linked to traditional tales and known settings.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate favourite books and give very brief descriptions of characters.</li> <li>Re-enact very short excerpts from favourite texts using puppets or small world figures.</li> <li>Empathise with characters. Make links between texts.</li> <li>Use adjectives orally to describe character's.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to describe what a character is doing when retelling stories.</li> </ul>	<ul style="list-style-type: none"> <li>Participate with words, phrases or gestures as play is narrated.</li> <li>Develop understanding of simple sentences.</li> <li>Begin to construct written sentences with an action verb.</li> <li>Write simple sentences with regular words ,including those with digraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to engage in simple dialogue about play.</li> <li>Write short compositions with more than one sentence and full stops.</li> </ul>

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Year 1	<ul style="list-style-type: none"> <li>Stories follow a simple structure: <ul style="list-style-type: none"> <li>➤ Beginning</li> <li>➤ Middle</li> <li>➤ End</li> </ul> </li> <li>The beginning of the story introduces the characters and setting.</li> <li>The middle needs a problem, what has gone wrong?</li> <li>The ending explains how the problem got fixed and how the story finished</li> </ul>	<ul style="list-style-type: none"> <li>Settings are described simply using one or two adjectives.</li> <li>It is evident which setting is being described</li> <li>The time of day is described.</li> </ul>	<ul style="list-style-type: none"> <li>Characters are described simply using one or two adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple action verbs to describe a character's movement e.g. <i>ran, jumped</i></li> <li>Tell the reader how a character reacts to situations e.g. <i>Tom was laughing.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions like 'and' and <i>because</i> to extend sentences.</li> <li>Start to use a range of adjectives to make their story more interesting.</li> </ul>	<ul style="list-style-type: none"> <li>Use full stops and capital letters</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Stories will initially include a 3 part structure (as in Y1), building up to a 4 part structure later in the year: <ul style="list-style-type: none"> <li>➤ Beginning</li> <li>➤ Build Up</li> <li>➤ Dilemma</li> <li>➤ Ending</li> </ul> </li> <li>Events are described with some detail.</li> <li>Plots are coherent and there is a logical resolution</li> <li>Text is written in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Settings are described using one or two adjectives.</li> <li>It is evident which setting is being described</li> <li>The time of day is described.</li> <li>The rule of three is used for descriptions e.g. <i>The cottage was dark, quiet and creepy.</i></li> <li>Similes may be used to further descriptions e.g. <i>as dark as...</i></li> <li>Start to use prepositions to build descriptions e.g. <i>in front of...</i></li> </ul>	<ul style="list-style-type: none"> <li>Start to use a few descriptive details</li> <li>Characters will be named and some traits described</li> <li>Begin to show a character's personality through what they say and do</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use more exciting action verbs to describe a character's movement e.g. <i>raced, sprinted</i></li> <li>Tell the reader how a character is reacting to situations e.g. <i>Tom was laughing.</i></li> <li>Start to use adverbials to describe action e.g. <i>ran quickly</i></li> <li>Begin to use the rule of three for action e.g. <i>He turned, jumped up and ran off.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use coordination (and, or, but) and some subordination (when, if, that, because) to join clauses</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters and full stops used mostly correctly</li> <li>Start to use question marks</li> <li>Use said and begin to use a small number of synonyms for said</li> <li>Begin to include some exchanges</li> </ul>

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<b>Year 3</b>	<ul style="list-style-type: none"> <li>The title reflects what will happen in the story.</li> <li>Stories will include a 4 part structure (as in the end of year Y2): <ul style="list-style-type: none"> <li>➤ Beginning</li> <li>➤ Build Up</li> <li>➤ Dilemma</li> <li>➤ Ending</li> </ul> </li> <li>Events are described with some detail.</li> <li>Plots are coherent and there is a logical resolution</li> <li>Text is written in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Select names for settings that reflect the mood of the genre</li> <li>Set the scene (who, what, when, where, why)</li> <li>Change the setting to show a change in mood/ atmosphere</li> <li>Start to use some figurative language e.g. <i>onomatopoeia</i>, <i>alliteration</i>, <i>similes</i></li> <li>The rule of three is used for descriptions e.g. <i>The cottage was dark, quiet and creepy.</i></li> </ul>	<ul style="list-style-type: none"> <li>Introduce the main character with descriptive detail</li> <li>Show a character's personality by what they say and do.</li> <li>Include emotions and feelings of characters</li> <li>Use drama to explore a character's thoughts, feelings and motivations</li> </ul>	<ul style="list-style-type: none"> <li>Begin to vary sentence lengths for effect e.g. <i>short sentences to show impact, longer for description</i></li> <li>Begin to make shifts in action to move the story along more quickly</li> </ul>	<ul style="list-style-type: none"> <li>Use time conjunctions to make links e.g. <i>one morning, later, suddenly, at last</i></li> <li>Maintain the same tense throughout</li> <li>Maintain the same person e.g. <i>first, third</i></li> <li>How to use language descriptions to keep the reader's attention (adjectives, adverbs, interesting verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Use dialogue that reflects the character</li> <li>Use inverted commas appropriately</li> <li>Begin to use a range of synonyms for 'said'</li> <li>Use dialogue to demonstrate a character's reactions to one another</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Title's are well chosen and reflect the main themes</li> <li>Stories will include a 4 part structure (as in the end of year Y3), building up to a 5 part structure later in the year: <ul style="list-style-type: none"> <li>➤ Beginning</li> <li>➤ Build Up</li> <li>➤ Dilemma</li> <li>➤ Resolution</li> <li>➤ Ending</li> </ul> </li> <li>Events are described with some detail.</li> <li>Plots are increasingly coherent, with a logical resolution</li> <li>Text is written in sequence</li> <li>The story flows well to create mood suspense.</li> </ul>	<ul style="list-style-type: none"> <li>Select names for settings that reflect the mood of the genre</li> <li>Set the scene (who, what, when, where, why)</li> <li>Change the setting to show a change in mood/ atmosphere</li> <li>Start to use some figurative language e.g. <i>onomatopoeia</i>, <i>alliteration</i>, <i>similes</i>, <i>personification</i></li> <li>The rule of three is used for descriptions e.g. <i>The cottage was dark, quiet and creepy.</i></li> </ul>	<ul style="list-style-type: none"> <li>Introduce the main character with descriptive detail, beginning to use 'show don't tell' techniques</li> <li>Show a character's personality by what they say and do.</li> <li>Include emotions and feelings of characters</li> <li>Use drama to explore a character's thoughts, feelings and motivations</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use hooks for the reader to gain their interest early on</li> <li>Vary sentence lengths for effect e.g. <i>short sentences to show impact, longer for description</i></li> <li>Make more considered shifts in action to move the story along more quickly</li> </ul>	<ul style="list-style-type: none"> <li>Use time conjunctions to make links e.g. <i>one morning, later, suddenly, at last</i></li> <li>Maintain the same tense throughout</li> <li>Maintain the same person e.g. <i>first, third</i></li> <li>How to use more ambitious language descriptions to keep the reader's attention (adjectives, adverbs, interesting verbs)</li> <li>Begin to use fronted adverbials to demonstrate a character's actions</li> <li>Vary sentence openings e.g. <i>ing words, ly words, time, dialogue,</i></li> </ul>	<ul style="list-style-type: none"> <li>Use dialogue that reflects the character</li> <li>Use inverted commas appropriately</li> <li>Use new speaker, new line</li> <li>Begin to use a wider range of synonyms for 'said'</li> <li>Begin to write more well-chosen dialogue</li> <li>Use dialogue to demonstrate a character's reactions to one another</li> </ul>

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Year 5	<ul style="list-style-type: none"> <li>Title's are well chosen and reflect the main themes</li> <li>Stories will include a 5 part structure: <ul style="list-style-type: none"> <li>➤ Beginning</li> <li>➤ Build Up</li> <li>➤ Dilemma</li> <li>➤ Resolution</li> <li>➤ Ending</li> </ul> </li> <li>Events are described with increasing detail.</li> <li>Plots are coherent with a logical resolution</li> <li>Text is written in sequence</li> <li>The story flows well to create mood suspense.</li> <li>Apply a good control over dialogue, description and action, balancing the need for each</li> </ul>	<ul style="list-style-type: none"> <li>Select names for settings that reflect the mood of the genre</li> <li>Set the scene (who, what, when, where, why), showing the setting through the eyes of the character</li> <li>Create settings with a clear mood &amp; atmosphere</li> <li>Change the setting to show a change in mood/ atmosphere</li> <li>Use figurative language e.g. <i>onomatopoeia, alliteration, similes, personification, metaphor</i></li> <li>The rule of three is used effectively for descriptions e.g. <i>The cottage was dark, quiet and creepy.</i></li> </ul>	<ul style="list-style-type: none"> <li>Introduce the main character with descriptive detail, beginning to use 'show don't tell' techniques</li> <li>Show a character's personality by what they say and do.</li> <li>Include emotions and feelings of characters</li> <li>Use drama to explore a character's thoughts, feelings and motivations</li> <li>Use contrasting character's to emphasise differences</li> <li>Use rhetorical questions to reflect a character's inner monologue</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use hooks for the reader to gain their interest early on</li> <li>Vary sentence lengths for effect e.g. <i>short sentences to show impact &amp; tension, longer for description</i></li> <li>Make more considered shifts in action to move the story along more quickly</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to link ideas, sentences, and paragraphs</li> <li>Maintain the same tense throughout</li> <li>Maintain the same person e.g. <i>first, third</i></li> <li>How to use more ambitious language descriptions to keep the reader's attention (adjectives, adverbs, interesting verbs)</li> <li>Begin to use fronted adverbials to demonstrate a character's actions</li> <li>Vary sentence openings e.g. <i>ing words, ly words, time, dialogue,</i></li> </ul>	<ul style="list-style-type: none"> <li>Use dialogue that reflects the character</li> <li>Use inverted commas appropriately</li> <li>Use new speaker, new line</li> <li>Begin to use split speech and punctuate unfinished/interrupted speech</li> <li>Use a wide range of synonyms for 'said'</li> <li>Precise dialogue for effect</li> <li>Use dialogue to demonstrate a character's reactions to one another</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Title's are well chosen and reflect the main themes</li> <li>Stories will include a 5 part structure: <ul style="list-style-type: none"> <li>➤ Beginning</li> <li>➤ Build Up</li> <li>➤ Dilemma</li> <li>➤ Resolution</li> <li>➤ Ending</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Select names for settings that reflect the mood of the genre</li> <li>Set the scene (who, what, when, where, why), showing the setting through the eyes of the character</li> <li>Create settings with a clear mood &amp; atmosphere</li> <li>Change the setting to show a change in mood/ atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the main character with descriptive detail, beginning to use 'show don't tell' techniques</li> <li>Show a character's personality by what they say and do.</li> <li>Include emotions and feelings of characters</li> <li>Use drama to explore a character's thoughts, feelings and motivations</li> <li>Use contrasting character's to emphasise differences</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use hooks for the reader to gain their interest early on</li> <li>Vary sentence lengths for effect e.g. <i>short sentences to show impact &amp; tension, longer for description</i></li> <li>Make more considered shifts in action to move the story along more quickly</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to link ideas, sentences, and paragraphs</li> <li>Maintain the same tense throughout</li> <li>Maintain the same person e.g. <i>first, third</i></li> <li>How to use more ambitious language descriptions to keep the reader's attention (adjectives, adverbs, interesting verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Use dialogue that reflects the character</li> <li>Use inverted commas appropriately</li> <li>Use new speaker, new line</li> <li>Begin to use split speech and punctuate unfinished/interrupted speech</li> <li>Use a wide range of synonyms for 'said'</li> </ul>

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	<ul style="list-style-type: none"> <li>Events are described with increasing detail.</li> <li>Plots are coherent with a logical resolution</li> <li>Text is written in sequence</li> <li>The story flows effectively to create mood &amp; suspense.</li> <li>Apply a conscious control over dialogue, description and action, balancing the need for each</li> </ul>	<ul style="list-style-type: none"> <li>Use figurative language e.g. <i>onomatopoeia, alliteration, similes, personification, metaphor</i></li> <li>The rule of three is used effectively for descriptions e.g. <i>The cottage was dark, quiet and creepy.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use rhetorical questions to reflect a character's inner monologue</li> </ul>		<ul style="list-style-type: none"> <li>Begin to use fronted adverbials to demonstrate a character's actions</li> <li>Vary sentence openings e.g. <i>ing words, ly words, time, dialogue,</i></li> </ul>	<ul style="list-style-type: none"> <li>Precise dialogue for effect</li> <li>Use dialogue to demonstrate a character's reactions to one another</li> </ul>
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**\*Future action: samples of work to be added at a later date once progression established**