

Round Hill Primary School

Writing Composition Progression Map 2022-23

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry	<p>Say out loud what they are going to write.</p> <p>Noun phrases that inform (sharp claws, black fur etc).</p> <p>Choose adjectives with care, considering context.</p> <p>Sequencing short phrases to form a narrative poem.</p> <p>Question marks in poetry context</p>	<p>Use opportunities to read own work aloud.</p> <p>Review poetry – likes, dislikes, puzzles, patterns etc.</p> <p>Consider publication and presentation (compare multiple versions).</p> <p>Use of emotive language – I like my bike, I am free.</p> <p>First person pronouns.</p> <p>Make simple additions, revisions and corrections to their own writing by reading aloud.</p> <p>Write free verse poems based on a subject.</p> <p>Use sentences with different forms- statement, questions, exclamation, command.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Use verses to group related material/ideas</p>	<p>Use verses as a way to group related material.</p> <p>Write poems that allow the reader to explore intonation, volume and actions.</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion – referencing.</p> <p>Explore the effect of verbs and adjectives.</p> <p>Explore the use of rhythm in poetry.</p>	<p>Prepare poems to read aloud/perform, showing an increasing understanding of intonation/tone/volume so that the meaning is clear to an audience.</p> <p>Explore and use assonance and consonance in poetic phrases. (Assonance – repetition of vowel sounds in the same line – /i/ I think of the times.</p> <p>Consonance repetition of the consonant sound in the same line- /s/ and /r/ Rains for days without a break.</p> <p>Explore and use line length (syllables) , rhymes and rhythm.</p> <p>Use figurative language to create a mood.</p> <p>Explore grammar structures and recreate using similar structures.</p>	<p>Explore and use imagery and personification in poetic phrases.</p> <p>Use carefully observed details and apt images to bring subject alive.</p> <p>Use language playfully to exaggerate or pretend.</p> <p>Use similes to build images. Use or invent repeating patterns</p>	<p>Use language imaginatively to create surreal, surprising, amusing and inventive poetry.</p> <p>Identify clichés in own writing.</p> <p>Select pattern to form or match meaning in own voice.</p> <p>Attempt different forms including rhyme and humour.</p>
Play-script		Present tense, adjectives, verbs.	Use conjunctions – if, when, because, while, as, until, whenever, once.	Stage directions Sound effects/reactions of actors.		

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		<p>Character's name and colon before they speak. New speaker, new line.</p> <p>Structure: - Introduction Scene title - Main body A scene with different characters talking - Conclusion Final line to conclude Note: no stag</p>	<p>Stage directions – written in brackets.</p> <p>Sound effects/reactions of actors – written in brackets within sentences.</p>	<p>Structure: - Introduction Scene title and description of setting. -Main body Different scenes with different characters and stage directions. - Opening, Build up, Problem, Resolution and Ending included. - Conclusion Final line which concludes the story</p>		
<p>Narrative</p>	<p>Write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>Focus on oral work first.</p> <p>Co-ordinating conjunctions – to link to ideas – and Use simple noun phrases – add detail to description.</p> <p>Draw on all the senses when describing.</p> <p>Use precise nouns to create a picture in the reader's mind - terrier instead of dog.</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Progressive form for verbs – 'X was walking through the woods.'</p> <p>Subordinating conjunctions – but, so, or, when.</p> <p>Use power of three sentences to describe.</p> <p>Use adverbs.</p> <p>Use dramatic openers to introduce drama – without warning, suddenly. Use show don't tell to create an image in the reader's mind.</p> <p>Choose powerful verbs instead of got, came, went, said, look.</p>	<p>Write short stories</p> <p>Write setting descriptions.</p> <p>Show not tell – describe a character's emotions using senses - Her spine tingled.</p> <p>Use adverbials - soon, meanwhile, as, the next day, later, carefully, without a thought...</p> <p>Use fronted adverbials to show how/when an event occurs Without a sound... After a moment...</p> <p>Subordinating conjunctions – but, so, or, when.</p> <p>Use and punctuate direct speech</p>	<p>Use adverbials - soon, meanwhile, as, the next day, later, carefully, without a thought...</p> <p>Use fronted adverbials to show how/when an event occurs Without a sound... After a moment...</p> <p>Subordinating conjunctions – but, so, or, when.</p> <p>Use metaphors and similes to create atmosphere e.g. From the waterfall, droplets sparkled, danced and shone like diamonds.</p> <p>Describe a setting by using language to suggest the atmosphere - rather than the trees were dark and scary – shadows loomed</p>	<p>Build upon objectives used in Y3/4</p> <p>Use paragraphs to organise ideas.</p> <p>Use a range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns</p> <p>In narratives, describe settings and character.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires e.g.</p>	<p>Build upon objectives used in Y5</p> <p>Use paragraphs to organise ideas</p> <p>Use a range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms</p> <p>In narratives, describe settings, character and atmosphere.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires e.g. using</p>

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	<p>Use exclamations to create suspense – Bang! The door slammed shut.</p> <p>Focus on oral work first.</p> <p>Exclamation sentences. Show a glimpse of unknown – ‘He could see a strange thing’ Use adverbs to describe how – she whispered softly</p> <p>Use ‘said’ plus an adverb – he said hopefully</p>	<p>Use some alliteration – she always had a gorgeous grin.</p> <p>Select powerful, precise and well chosen nouns, adjectives and adverbs that really match the purpose. E.g. smeared, smothered.</p> <p>Expanded noun phrases Select powerful, precise and well chosen nouns, adjectives and adverbs that really match the purpose. E.g. smeared, smothered.</p>	<p>Use alliteration to add effect - Tim trembled, terrified that he would get something wrong.</p> <p>Use expanded noun phrases to add intriguing detail - On the table, was a tiny, golden cage containing a rare, exotic bird.</p> <p>Developed descriptions through the effective use of expanded noun phrases - The big blue bird (expanded with adjectives) - Oak tree (tree modified with a noun) - The teacher with the curly hair (noun modified with preposition)</p> <p>Assess the effectiveness of their own and others writing by suggesting improvements</p> <p>Comic Strip: Use concise vocabulary when writing with a limited word count.</p>	<p>from the dark, finger like branches.</p> <p>Use personification - even the sun seemed to beam with spring time excitement.</p> <p>Use expanded noun phrases to add intriguing detail - On the table, was a tiny, golden cage containing a rare, exotic bird.</p> <p>Use and punctuate direct speech</p> <p>Use repetition or ellipsis for effect – Everybody was talking about it... Round eyes, busy mouths, frightened voices... Everybody was talking about it. Use a name to suggest character traits – Mr Durable/Mrs Meek</p> <p>Use onomatopoeia to reflect meaning – Peter heard the rapid rattle of the train. Use other character’s comments or reactions to reveal character traits - “She’s angry again”, whispered Kevin.</p>	<p>using contracted forms in dialogues in narrative</p> <p>Ensure that all word choices earn their place and add something new and necessary – not ‘old branches’, but ‘the gnarled, finger like branches’.</p> <p>Use clauses to drop in details about a character – The girl, crossing her fingers and breathing deeply, cautiously approached the two boys.</p> <p>Use personification, similes or metaphors to create mood and embellish descriptions.</p> <p>Personify the setting to make it sound dangerous- The wind howled around her ears and branches tore at her coat as she fled the forest.</p> <p>Show how characters feel by what they do, say or think - “NO!!!” He yelled, snatching the telephone.</p>	<p>contracted forms in dialogues in narrative</p> <p>Slow the action by using sentences of three and drop in clauses – The girl, terrified of making a noise, froze, held her breath and closed her eyes.</p> <p>Use precise detail when describing to bring a scene alive – the diamonds encrusted in her golden necklace glinted and shone like stars.</p> <p>Use past progressive forms to reveal additional information about a character’s feelings/thoughts/wishes - James had been frightened of spiders ever since he found one in his bed when he was young.</p> <p>Use parenthesis to add additional description to create mood – the gulls screeched ominously.</p> <p>Use detail and describe for a purpose – to scare the reader, to lull the reader into a false sense of security</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they</p>
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						<p>have read as models for their own writing (e.g. literary language, characterisation, structure)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instructions</p>	<p>Imperative verbs – cut, glue, stick etc.</p> <p>Use of numbers/bullets to signal order.</p> <p>Written impersonally – do not include pronouns.</p> <p>Simple past tense.</p> <p>Use of adverbs - slowly, quickly.</p> <p>Time sequences – first, next, then.</p> <p>Diagrams and illustrations to make process clearer.</p>	<p>Organisation- clear point denoted by time.</p> <p>Organisation – headings, subheadings.</p> <p>Some complex sentences – when, if, as etc.</p> <p>Use of adverbials – When the glue dries, attach it...</p>		<p>Higher order conjunctions – unless, until, so that.</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Create cohesion through the use of nouns and pronouns to avoid repetition- Add the eggs and then beat them</p>	<p>Conditional adverbials to offer alternatives such as: If you would like to make a bigger decorations, you could either double the dimensions or just draw bigger flowers.</p> <p>Use a variety of layout features to guide the reader, including diagrams, fact boxes etc.</p>	<p>Adapt degrees of formality and informality to suit the form of instructions eg recipe book, website, youtube video etc Jamie Oliver vs Mary Berry.</p> <p>Identify audience for and purpose for writing, selecting the appropriate form.</p>

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<p>Chronological report/biographical writing</p>			<p>Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings/bullet points</p> <p>Range of adverbials and conjunctions.</p> <p>Technical vocabulary.</p> <p>Information which is factual and accurate.</p> <p>Use of subordinating conjunctions to join clauses and as openers.</p>	<p>Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings/bullet points</p> <p>Create cohesion and avoid repetition through the use of nouns and pronouns</p> <p>More complex, precise time adverbials – After lunch.</p>	<p>Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings/bullet points</p> <p>Create cohesion and avoid repetition through the use of nouns and pronouns, conjunctions and adverbials of time and place.</p> <p>Elaborate on events so the reader is able to visualize the experience.</p> <p>Use of relative clauses to add further detail.</p>	
<p>Letter</p>	<p>Use a greeting, Specific names people, places and things – inc proper nouns.</p> <p>Exclamation sentences.</p>	<p>Informal: Use commas to separate items in a list.</p> <p>Use subordinating conjunctions – or, when , if.</p> <p>Use apostrophes for contractions; use contracted form of words – can't, won't etc.</p> <p>Exclamation sentences.</p>	<p>Informal: Informal language.</p> <p>Informal: Use commas to separate items in a list.</p> <p>Use subordinating conjunctions – or, when , if.</p> <p>Use apostrophes for contractions; use contracted form of words – can't, won't etc.</p> <p>Use of paragraphs to organise ideas.</p> <p>Informal ending – best wishes etc.</p>	<p>Informal conjunctions as in everyday speech – and, because, so and can also be used as openers.</p> <p>Informal: Use commas to separate items in a list.</p> <p>Use subordinating conjunctions – or, when , if.</p> <p>Use apostrophes for contractions; use contracted form of words – can't, won't etc.</p>	<p>Identify audience for and purpose for writing, selecting appropriate form.</p> <p>Lively language – powerful verbs, adjectives and adverbs</p>	<p>Informal: Asides – anecdotes and comments in brackets</p> <p>Conversational openers – Anyway, By the way, After all Exaggerations</p> <p>Formal: Formal conjunctions – furthermore, however</p> <p>Do not use first-person pronouns</p> <p>Avoid: 'you', contractions, colloquialisms, abbreviations, short/simple sentences</p>

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Diary			<p>First person Use of 'you' when talking to the diary</p> <p>Structure: - Introduction Why are you writing? What are you going to tell them about? - Main body: Different paragraphs in time order. - Conclusion: A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.</p>	<p>More complex time fronted adverbials e.g. After lunch,</p> <p>Personal, chatty style</p> <p>Emotive language</p> <p>Include date at the beginning and 'dear diary'</p> <p>Rhetorical questions - don't they understand?</p>	<p>Some present tense when writing about current thoughts/feelings</p> <p>Parenthesis using brackets, dashes and commas to add additional information</p> <p>Structure: - Introduction Why are you writing? What are you going to tell them about? Thoughts and feelings - Main body: Different paragraphs in time order. - Conclusion What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea</p>	<p>Higher level time fronted adverbials - Shortly before mum came back,</p> <p>Structure: - Introduction Why are you writing? What are you going to tell them about? Thoughts and feelings - Main body Different paragraphs in time order. Elaboration on events so the reader is able to visualise the experience. Include personal reflections on the event throughout and talk to the diary in a personal way - Conclusion What did you think about the event? A closing line of why you have to stop writing - my mum is shouting me for my tea.</p>
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Explanation			<p>More complex time adverbials – firstly, soon afterwards.</p> <p>Cause and effect conjunctions – therefore, consequently.</p> <p>Precise technical vocabulary.</p> <p>Prepositions – before, after.</p> <p>Use of paragraphs to organise ideas.</p> <p>Structure: - A title – questions 'How' or 'Why' - Sentence to introduce - A list of logical steps in paragraphs with additional specific information - A concluding paragraph to relate the subject to the reader</p>	<p>Indicate degrees of possibility using adverbs – perhaps, surely, or modal verbs – might, should, will</p> <p>Use layout devices to provide additional information and guide the reader – subheadings, fact boxes, bullet points</p> <p>Parenthesis to add clarification of technical words</p>	<p>Relative clauses to add further information – Hedgehogs, which are mammals...</p> <p>Create cohesion within paragraphs using adverbials – therefore, however</p> <p>Structure - A title as a question - 'How' or 'Why' - Introduction - Main body selects and elaborates upon appropriate information to explain with specific information - A conclusion to relate the subject to the reader</p>	
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Non-chronological report

<p>Subordinating conjunctions – because, so, if.</p> <p>Questioning sentences – what, how, where – introduce question mark.</p> <p>Title as a question mark.</p> <p>Present tense.</p> <p>Some technical vocabulary.</p>	<p>Write about real events, recording these simply and clearly</p> <p>Time conjunctions.</p> <p>Technical vocabulary.</p> <p>Add extra, additional information.</p> <p>Structure: - a sentence to introduce the topic - sentences to explain/tell - simple concluding sentence(s) to end</p> <p>Present or Past tense (depending on subject)</p> <p>Coordinating conjunctions to link two main ideas (and/or/but)</p> <p>Subordinating conjunctions (when/if/that/because)</p> <p>Using pictures/captions/labels to aid presentation</p>	<p>Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings/bullet points</p> <p>Range of adverbials and conjunctions.</p> <p>Technical vocabulary</p> <p>Information which is factual and accurate.</p> <p>Use of subordinating conjunctions to join clauses and as openers.</p> <p>Create cohesion and avoid repetition through the use of nouns and pronouns – The Victorians liked to visit the seaside. They were also fond of...</p> <p>Structure: - Introduction - A paragraph to explain the topic including any special features Main body - A paragraph written under each of the sub headings. - Conclusion - A paragraph about peoples' opinions of the subject and why</p>	<p>Use layout devices - headings, subheadings, columns, bullets, to provide additional information; present information clearly; and guide the reader.</p> <p>Range of organisational features - headings, subheadings; bold/italic writing; tables, illustrations or diagrams</p> <p>The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality - Sparrows are found in... Sharks are hunted.... Children were taught....</p>	<p>Use layout devices - headings, subheadings, columns, bullets, to provide additional information; present information clearly; and guide the reader.</p> <p>The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality - Sparrows are found in... Sharks are hunted.... Children were taught....</p> <p>Create cohesion within paragraphs using adverbials - Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional.</p> <p>Parenthesis using brackets, dashes and commas can be used to add additional information. - Victoria Beckham, David's celebrity wife, also enjoys football.</p> <p>Structure: - Introduction - A paragraph to explain</p>	<p>Use layout devices - headings, subheadings, columns, bullets, to provide additional information; present information clearly; and guide the reader.</p> <p>The passive voice used to avoid personalisation- to avoid naming the agent of a verb and to add variety to a sentence or to maintain an appropriate level of formality</p> <p>Create cohesion within paragraphs using adverbials - Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional.</p> <p>Parenthesis using brackets, dashes and commas can be used to add additional information. - Victoria Beckham, David's celebrity wife, also enjoys football.</p> <p>Structure: - Introduction - A paragraph to explain the topic including any special features - Main body – A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. - Conclusion -A paragraph about peoples' opinion of the subject and why.</p>	<p>Use layout devices - headings, subheadings, columns, bullets, to provide additional information; present information clearly; and guide the reader.</p> <p>The passive voice used to avoid personalisation- to avoid naming the agent of a verb and to add variety to a sentence or to maintain an appropriate level of formality</p> <p>Create cohesion within paragraphs using adverbials - Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional.</p> <p>Parenthesis using brackets, dashes and commas can be used to add additional information. - Victoria Beckham, David's celebrity wife, also enjoys football.</p> <p>Structure: - Introduction - A paragraph to explain the topic including any special features - Main body – A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. - Conclusion -A paragraph about peoples' opinion of the subject and why.</p>
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					<p>the topic including any special features - Main body – A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. - Conclusion -A paragraph about peoples' opinion of the subject and why.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Recount</p>	<p>Appropriate use of past and present tense to suit purpose.</p> <p>Use apostrophes to mark possession.</p> <p>Simple adjectives to describe thoughts/ feelings.</p>	<p>Begin to differentiate between past and present tense to suit purpose.</p> <p>Time adverbials- first, next, then</p> <p>Use a range of punctuation where appropriate (.!?)</p> <p>Use coordinating and subordinating conjunctions.</p> <p>Structure: - Introduction Which clearly states: who? What? When? Where? Why? - Main body Different sentences in time order. - Conclusion What did you think about the event?</p>				

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<p>Persuasion</p>				<p>Use cause and effect conjunctions – consequently, hence .</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can adverbials – therefore, however.</p> <p>Include a slogan (present tense, including facts, adjectives, alliteration and a rhetorical question).</p> <p>Structure: - Introduction An opening paragraph that sums up the viewpoint being presented. - Main body Paragraphs to persuade the reader to accept the writer’s viewpoint or buy their product, each with appropriate detail to influence the reader’s decision. - Conclusion A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).</p>	<p>Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to...</p> <p>Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups)</p> <p>Create cohesion through the use of nouns and pronouns - Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!!</p>	<p>Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented - the hotel is extremely comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet.</p> <p>Use the second person - appeal to the reader - this is just what you’ve been looking for.</p> <p>The passive voice can be used in some formal persuasive texts - It can be said... It cannot be overstated....</p> <p>Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions - This proves that...So it’s clear...Therefore...</p>
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Discussion					<p>Make formal and informal vocabulary choices to adapt writing to the form of discussion – making generic statements followed by specific examples.</p> <p>Use conditional forms such as the subjunctive form to hypothesise – If people were to stop hunting whales...</p>	<p>Use the passive voice to present points of view – it could be claimed that... It is possible that... Some could claim that...</p> <p>Semi-colons, colons and dashes can be used for developing and linking ideas in complex discussion texts.</p>
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