Holy Cross Curriculum Progression
NARRATIVE FICTION

Narrative - Writing to entertain				
Range of narrative types developed throughout the school: familiar, fantasy, adventure, mystery etc.				
Children write many different types of stories through KS1 and KS2. Although most share a common purpose (to tell a story in some way), there is specific knowledge children need in order to write a particular narrative text.		To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge		
Year group	**Text organisation**	**Sentence features**	**Grammatical features**	**Punctuation**
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures	Nouns and verbs correct	Capital letters and full stops
Year 1	Clear beginning and end using story language e.g. Once upon a time, One day, In the end. Ideas grouped together in chronological order Problem and simple resolution	Use of simple sentence structures. Size adjectives Emotion adjectives Pronouns: I, she, he, they Prepositions: up, down, into, out, to, onto Time references: once upon a time, one day, happily ever after	Noun Consistent past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Sentences written in chronological order indicated by time words Characters and setting are described in detail Paragraphing for a change of time or place Trigger event followed by a series of events and a conclusion Correct use of pronoun	Simple adverbs to express how to do an action Noun phrases to describe Story language adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Story starters: by the next morning, one day, as soon as Story Endings: in the end, at the end of the day Power of 3	Noun and noun phrase Progressive verb form Subordinating and coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list

Year 3	Time and place referenced at the start of each sentence Characters are introduced and who, what, when, where and why are established Story flows well and raises doubt and suspense There is a clear complication and events, which are paragraphed throughout Cohesion throughout	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story language Simile and metaphor Adverb: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Accurate action verbs: pushed, rushed, shoved Power of 3	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 4	Links between opening and resolution Links between paragraphs help to link one idea to the next Paragraphs organised correctly to build up to key events	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses Story language Simile and metaphor Adverbs for frequency or subtlety: often, seldom, exactly, suspiciously, craftily Conjunctions to add information: moreover, furthermore, in addition, in due course Power of 3	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbial Inverted commas if using quotations Brackets

Year 5	Opening and resolution shape the story Paragraphs varied in length and structure	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate clauses Relative clauses Variation in sentence length Simile and metaphor Adverbs for frequency or subtlety: often, seldom, exactly, suspiciously, craftily Repetition Personification	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the woods	Brackets Dashes Colons Semi-colons
Year 6	The story is well constructed and raises intrigue Dialogue is used to move the action on or to heighten empathy for a character Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate clauses Relative clauses Variation in sentence length Active and passive Modifiers for intensity: insignificant amount, exceptionally, recently, evidently Repetition Personification	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons

Poetry - Writing to entertain
Range of poetry developed throughout the school: free verse, shape, repeating, kenning, haiku.

Poetry can have different purposes but exploring vocabulary and structure and conveys both emotion and information. It has strong social and historical links with cultures and communities. As children become more confident with a style, they make increasingly effective use of wordplay to explore and develop ideas.	To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge			
Year group	**Text organisation**	**Sentence features**	**Grammatical features**	**Punctuation**
Reception	Range of different poetry styles chosen for language	Use of simple sentence structures	Nouns and verbs correct	Capital letters and full stops
Year 1		Use of simple sentence structures. Lists	Noun Present tense and past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2		Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4		Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets

Year 5/6		Variation in sentence structures and a wider range of examples of Prepositional phrases Expanded noun phrases Subordinate clauses Relative clauses Variation in sentence length Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose	Brackets Dashes Colons Semi-colons