



Pie Corbett's Teaching Guide for Progression in Writing Year by Year – Adapted for Glusburn Primary School



Foundation Stage: 3-5 Years

Model and Innovated Text Structures	Sentence Construction	Vocabulary	Punctuation	Grammar Terminology
<p><u>Introduce:</u></p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> ◆ Planning Tools: Story Map/Mountain ◆ Whole Class Retelling of a Story ◆ Understanding of: Beginning/Middle/End ◆ Retell Simple 5 Part Story: <ol style="list-style-type: none"> 1. <i>Once upon a time</i> 2. <i>First, Then, Next</i> 3. <i>But</i> 4. <i>So</i> 5. <i>Finally, Happily ever after,</i> <p><u>Non-Fiction:</u></p> <ul style="list-style-type: none"> ◆ Factual writing closely linked to a story. ◆ Simple factual sentences around a theme. ◆ Names, Labels, Captions, Lists, Diagrams, Messages. 	<p><u>Introduce:</u></p> <ul style="list-style-type: none"> ◆ Simple Sentences ◆ Simple Conjunctions to create Compound Sentences: <i>and, who, until, but</i> ◆ Adverb –ly Sentence Openers <i>Luckily, Unfortunately,</i> ◆ Repetition for rhythm: <i>He walked and he walked.</i> ◆ Repetition in description <i>a lean cat, a mean cat</i> ◆ Compose sentences using: Say a sentence. Write a sentence. Read it back to check it makes sense. 	<p><u>Introduce:</u></p> <ul style="list-style-type: none"> ◆ Determiners: <i>the, my, your, an, this, that, his, her, their, some, all</i> ◆ Prepositions: <i>up, down, in, into, out, onto</i> ◆ Adjectives: <i>old, little, big, small, quiet</i> ◆ Adverbs: <i>luckily, unfortunately, fortunately</i> ◆ Similes – using ‘like’ 	<p><u>Introduce:</u></p> <ul style="list-style-type: none"> ◆ Finger spaces ◆ Full stops ◆ Capital letters 	<p><u>Introduce:</u></p> <ul style="list-style-type: none"> ◆ Letter ◆ Word ◆ Sentence ◆ Simile – ‘like’

Year One: 5-6 Years

Model and Innovated Text Structures	Sentence Construction	Vocabulary	Punctuation	Grammar Terminology
<p align="center">*Consolidate Reception List*</p> <p><u>Introduce:</u></p> <p>Fiction</p> <ul style="list-style-type: none"> ◆ Planning Tools: Story Map/Mountain (referring to story grids/types) ◆ Plan opening around character(s), setting, time of day and type of weather. ◆ Understanding of: Beginning/ Middle/End ◆ Understanding of 5 parts to a story: <ol style="list-style-type: none"> 1. Opening: <i>Once upon a time...</i> 2. Build-up: <i>One day...</i> 3. Problem: <i>Suddenly, Unfortunately,</i> 4. Resolution: <i>Fortunately,</i> 5. Ending: <i>Finally,</i> <p>Non-Fiction:</p> <ul style="list-style-type: none"> ◆ Planning Tools: Text Map/Washing Line ◆ Heading ◆ Introduction: Opening factual statement ◆ Middle section(s): Simple factual sentences around a <i>them</i> Bullet points for instructions Labelled diagrams ◆ Ending: Concluding sentence 	<p align="center">*Consolidate Reception List*</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> ◆ Types of Sentences: <i>Statements. Questions. Exclamations</i> ◆ Simple Conjunctions to create compound Sentences: <i>and who until or but so because so that then that while when where</i> ◆ Simple Conjunctions also used as openers: <i>While... When... Where...</i> ◆ Adverb -'ly' Sentence Openers: <i>Fortunately, Unfortunately, Sadly,</i> ◆ Embellished simple sentences using adjectives: <i>The giant had an enormous beard.</i> ◆ Coordinating Conjunctions to create Compound Sentences: <i>and, who, until, but, or, so</i> ◆ Complex Sentences using 'who' (relative clauses). <i>Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</i> 	<p align="center">*Consolidate Reception List*</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> ◆ More Prepositions: <i>inside, outside, towards, across, under</i> ◆ More Determiners: <i>the a my your an this that his her their some all lots of many more those these</i> ◆ Alliteration <i>dangerous dragon slimy snake</i> ◆ Similes using 'as' <i>as red as a radish</i> ◆ Precise, clear language to give information. <i>First, switch on the red button. Next, wait for the green light.</i> ◆ Regular plural noun suffixes. <i>-s or -es</i> ◆ Suffixes that can be added to verbs. <i>helping, helped, helper</i> ◆ How the prefix un- changes the meaning of verbs and adjectives <i>unkind, undoing, untie</i> 	<p><u>Consolidate:</u></p> <ul style="list-style-type: none"> ◆ Finger spaces ◆ Full Stops ◆ Capital Letters <p><u>Introduce:</u></p> <ul style="list-style-type: none"> ◆ CL for names ◆ CL for the personal pronoun I ◆ Question Marks ◆ Exclamation Marks ◆ Speech Bubbles ◆ Bullet Points 	<p><u>Consolidate:</u></p> <ul style="list-style-type: none"> ◆ Letter ◆ Word ◆ Sentence ◆ Simile – 'like' <p><u>Introduce:</u></p> <ul style="list-style-type: none"> ◆ Singular/plural ◆ Suffix/Prefix ◆ Adjective ◆ Verbs ◆ Conjunction ◆ Alliteration ◆ Similes 'as' ◆ Statement/ Question/ Exclamation

Year Two: 6-7 Years

Model and Innovated Text Structures	Sentence Construction	Vocabulary	Punctuation	Grammar Terminology
<p align="center">*Consolidate Year One List*</p> <p><u>Introduce:</u></p> <p>Fiction</p> <ul style="list-style-type: none"> ◆ Secure use of planning tools: Story Map/Mountain/Story Type Grids/Boxing Up ◆ Plan opening around character(s), setting, time of day and type of weather. ◆ Understanding 5 parts to a story with more complex vocabulary. <ol style="list-style-type: none"> 1. Opening: <i>In a land far away,</i> <i>One cold but bright morning...</i> 2. Build-up: <i>Later that day,</i> 3. Problem/Dilemma: <i>To his amazement,</i> 4. Resolution: <i>As soon,</i> 5. Ending: <i>Luckily, Fortunately,</i> <i>(Ending should be a section rather than one final sentence – maybe suggests how the character is now feeling).</i> <p>Non-Fiction:</p> <ul style="list-style-type: none"> ◆ Planning Tools: Text Map/Washing Line /Boxing Up ◆ Heading ◆ Introduction: <i>Hook to engage reader</i> Factual statement/definition Opening question. ◆ Middle section(s): <i>Group related ideas/facts</i> Subheadings to introduce sections Use of lists – what is needed – steps Bullet points used for facts Diagrams ◆ Ending: Final comment to reader Extra tips/Did you know? Facts/ True or False <p>Consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p align="center">*Consolidate Year One List*</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> ◆ Types of sentences: <i>Commands</i> ◆ More adverb (-'ly') openers: <i>Usually, Eventually, Finally, Carefully, Slowly,</i> ◆ Variation of sentence openers. ◆ Secure use of Compound Sentences <i>and/or/but/so</i> ◆ Complex Sentences using subordination: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> <i>While the animals were eating breakfast, two visitors arrived.</i> <i>The leaves fall off the trees when the weather is cold.</i> <i>At school, while in year four, we go swimming.</i> ◆ Complex Sentences using 'drop in a relative clause': <i>who/which</i> <i>Sam, who was lost, sat down and cried.</i> <i>The Fire, which started in Pudding Lane, spread quickly.</i> ◆ Long Sentences to add description. ◆ Short Sentences to add emphasis. ◆ Embellished simple sentences using: adjectives <i>and adverbs</i>: <i>The boys peeped inside the dark cave.</i> <i>Tom ran quickly down the hill.</i> ◆ Expanded noun phrases ◆ List of 3 for description <i>He wore old shoes, a dark cloak and a red hat.</i> 	<p align="center">*Consolidate Year One List*</p> <ul style="list-style-type: none"> ◆ Prepositions <i>behind above along before between after</i> ◆ Alliteration <i>wicked witch slimy slugs</i> ◆ Two adjectives to describe noun <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i> ◆ Adverbs for description <i>Snow fell gently and covered the cottage in the wood.</i> ◆ Adverbs for information: <i>Lift the pot carefully onto the tray.</i> <i>The river quickly flooded the town.</i> ◆ Generalisers for information: <i>Most dogs....</i> <i>Some cats....</i> ◆ Suffixes to create nouns <i>-ness, -er</i> ◆ Suffixes to create adjectives <i>-ful, -less</i> ◆ Suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs. 	<p><u>Consolidate:</u></p> <ul style="list-style-type: none"> ◆ Finger spaces ◆ CL and Full Stops ◆ CL for: names and the personal pronoun I ◆ Question Marks ◆ Exclamation Marks ◆ Speech Bubbles ◆ Bullet Points <p><u>Introduce:</u></p> <ul style="list-style-type: none"> ◆ Commas for lists. ◆ Comma: <i>-ly</i> opener. ◆ Speech marks for direct speech. ◆ Apostrophes to mark contractions. ◆ Apostrophes to mark singular possession. 	<p><u>Consolidate:</u></p> <ul style="list-style-type: none"> ◆ Letter ◆ Word ◆ Sentence ◆ Similes: 'like' and 'as' ◆ Singular/ plural ◆ Adjective ◆ Verbs ◆ Conjunction ◆ Alliteration ◆ Suffix and Prefix <p><u>Introduce:</u></p> <ul style="list-style-type: none"> ◆ Adverbs ◆ Nouns/Adjectives ◆ Noun Phrases ◆ Command ◆ Past, present and future tense. ◆ Generalisers

