

Progression in Writing

Reception		
Writing to entertain		
Narrative	Using simple, short sentences, re-tell a narrative using some story language features e.g. Once upon a time.	Re-tell a simple narrative, focussing on repetitive language. Talk for writing may be used as a scaffold.
Non-chronological report	Writes captions and labels to accompany an image.	Uses captions to describe an image. Write simple sentences to match a heading, giving information and describing a given topic. This is with support from an adult.
Instructions	Sequences images from a first-hand experience and is able to orally discuss what they did at each stage.	Is able to write a simple set of instructions focussing on 'bossy verbs' (the imperative) to command.
Recount	Sequences images from an event and is able to discuss these orally.	Is able to write a simple sentence(s) to accompany an image of the event.



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Year 1

Writing to entertain

Narrative

Re-tell a simple narrative, focussing on repetitive language. Talk for writing may be used as a scaffold.

Innovate a part of a story based on one that has been read. This will feature familiar, repetitive language. Sentences will be structured so that the writing is coherent.

Innovate a whole story using the structure of a beginning, middle and end. This will be based on a familiar text. Some simple adjectives may be used to describe characters or settings. Simple additions may be made with support of an adult. Writing may begin to be structured in simple paragraphs to show the different parts of the story.

Innovate a story including key language features such as adjectives, sentence openers and conjunctions. Children may choose to use an exclamation mark or question mark. Children will develop a character and setting through creating a description. Children should re-read their work and edit this accordingly. Writing may be around $\frac{3}{4}$ of a page.

Planning structures:

- Text mapping
- Story mountains
- Boxing up

Key Texts:

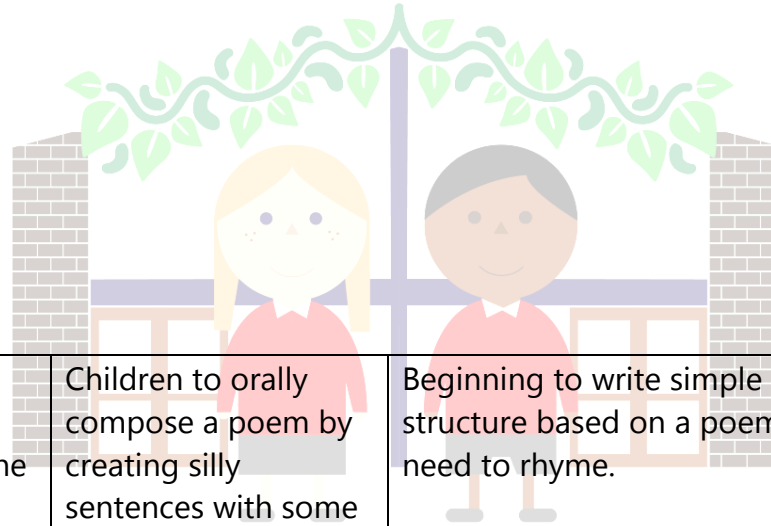
The Three Little Pigs

Retell the story of the Great Fire of London

Publishing opportunities:

Writing a story for the Reception children to enjoy.

Notes:



Poetry

Children to join in with familiar poems, pre-empting what the missing, rhyming word may be.

Children to orally compose a poem by creating silly sentences with some rhyming words.

Beginning to write simple poems. These will follow a familiar structure based on a poem the children have looked at. These do not need to rhyme.

Potential poems:

My house – link to all about me and prepositional language.

Link to geography assessment – can the children name some physical and human features around their local area.

Senses

Chocolate cake

The Sound Collector

Jelly on my plate

Explore different types of food using our senses (science link) Create word banks of adjectives for each food and use to create own poems to the same structure as Jelly on my plate.

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Performance opportunities:

To read and perform our poems to the year 2 children.

Notes:

Writing to inform

Recount

Sequence images from a familiar event and write a simple sentence to match the pictures. This may be around 3 pictures. Child is starting to use past tense.

Sequence around 4-5 images from a familiar event. Write sentences to match the pictures using time adverbials and some simple adjectives and some conjunctions. Past tense will be used mostly correctly. Additions may be made alongside a teacher.

Write a first-person account of a personal event with events sequenced in chronological order. Children will use 3+ different conjunctions, adjectives, time adverbials and exclamation marks. Children will be able to write consistently in the past tense as well as making simple additions after re-reading their work.

Planning Structures:

Notes under sequenced images
Boxing up

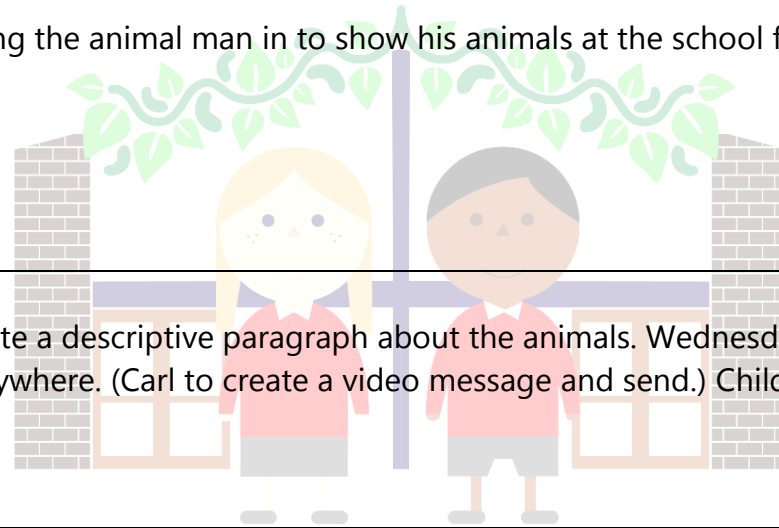
Experiences linked to:

Trip into Alvaston
Animal visitors in school

Trip to London

Publishing opportunities:

Mrs Broomhead is interested in asking the animal man in to show his animals at the school fair. We could write a recount for her about what it was like.



Notes:

Use animals as an opportunity to write a descriptive paragraph about the animals. Wednesday the boa constrictor has escaped his vivarium and Carlo can't find him anywhere. (Carl to create a video message and send.) Children to create a lost poster to help Carl and Jen find Wednesday.

Non-chronological report

Uses captions to describe an image. Write simple sentences to match a heading, giving information and describing a given topic.

Uses a title and sub-headings to organise their writing about a given topic. Simple adjectives and conjunctions used to add information. Children may add additions to their work when reading with a teacher. Sentences are structured in a coherent manner.

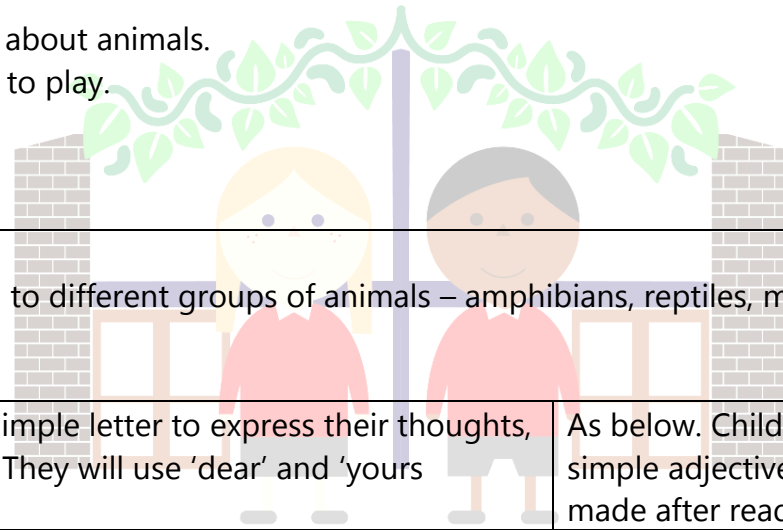
Uses the same features as below. Children may use exclamation marks and question marks. Time adverbials, sentence openers and some generalisers may be used. Simple additions may be made after reading their own work. Children consistently use the third person in their writing.

Planning Structures:

Notes under key images

Boxing up- including key vocabulary and other 'wow' words.

<p>Experiences:</p> <p>Animal visit – hands on experience of lots of animals within different animal groups – reptiles, amphibians, mammals, birds and fish.</p>		
<p>Publishing opportunities:</p> <p>To create our own information book about animals. To create top trump cards for others to play.</p>		
<p>Key Texts:</p> <p>A variety of non-fiction texts relating to different groups of animals – amphibians, reptiles, mammals, fish and birds.</p>		
<p>Letter</p>	<p>Children to write a simple letter to express their thoughts, opinions or desires. They will use 'dear' and 'yours sincerely'.</p>	<p>As below. Children may add additional information using simple adjectives and conjunctions. Additions may be made after reading this aloud.</p>
<p>Writing opportunities:</p> <p>Write a letter to children in Nakuru to find out more about what life and school is like in Nakuru, Kenya.</p>		
<p>Publishing opportunities:</p> <p>Trip to the post box to send the children's letters to the children at Chaddy Mission, Nakuru.</p>		



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Notes:

Questions and answers via zoom while teachers are in Nakuru. Children to prepare and write the questions they would like to ask.

Instructions

Sequence a set of pictures from a first-hand experience. Children will write some simple sentences to describe what happened for some of the pictures. 'Bossy verbs' (the imperative) is used to command.

Using images from a first-hand experience, children will write a set of instructions for around 5 procedures. They will use time adverbials and some simple adjectives to add detail. Children may make some simple additions when reading aloud to an adult.

Children will be able to create a set of numbered instructions using time adverbials, adjectives and conjunctions. They may begin to use some simple adverbs to add additional information.

Planning opportunities:

Children to have experience of following a set of instructions, reading this with some support. Children to have first-hand experience of event prior to writing. Planning to take place orally using pictures as a prompt.

Experiences:

Making Jam sandwiches

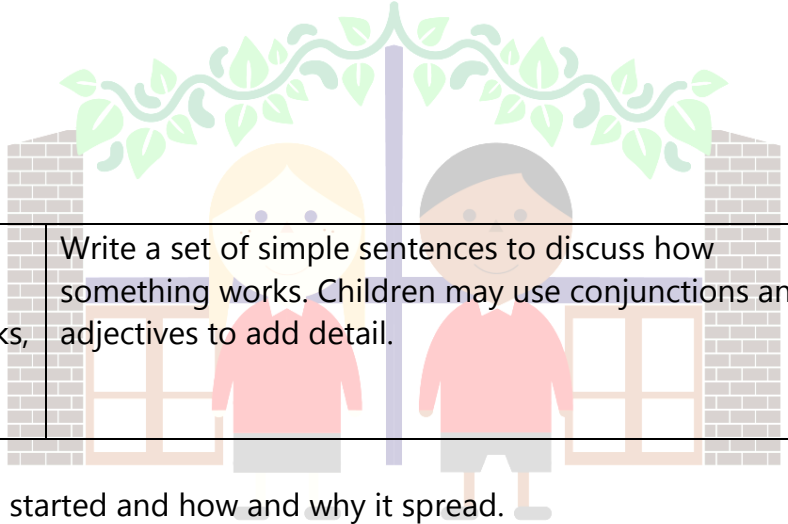
Making cookies for the Kindness Café.

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Publishing opportunities:

Our parents have been asking how to make the wonderful cookies we made them for the Kindness Café. Write a set of instructions to help them make their own cookies.

Notes:



Explanation

Write simple sentences to explain how something works, based on first-hand experiences.

Write a set of simple sentences to discuss how something works. Children may use conjunctions and adjectives to add detail.

As below. Children may use time adverbials to add further detail. Children will be able to make simple additions when reading with an adult.

Possible explanation ideas:

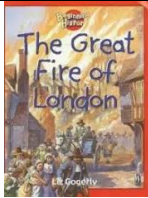
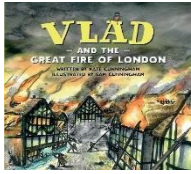
Explain how the Great Fire of London started and how and why it spread.

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Publishing opportunities:

Children to write an explanation on how and why the fire spread the way that it did. This could be shared with parents. Link to DT work where children will create an information poster with sliders and levers to help them explain what they have learnt about the Great Fire of London.

Key texts:



Year 2

Writing to entertain

Year 2			
Writing to entertain			
<p>Narrative</p>	<p>Retell a familiar story using key language and phrases from the story. Children will begin to develop the character and setting by using a range of adjectives and other 'wow' words. Exciting sentence openers may be used, such as time adverbials, and these may be collected from the book in question. This may take place as T4W. Work is edited and simple additions are made after reading with an adult.</p>	<p>Innovate a story based on a familiar text. Children may change some key ideas from the text such as character, setting and resolutions. A beginning, middle and end will be used. Adjectives may be used to describe characters or settings. After re-reading writing, some simple additions may be made independent. Writing may begin to be structured in simple paragraphs to show the different parts of the story. Some children may decide to use similes to excite the reader. Writing should be at least $\frac{3}{4}$ of a page and may feature question marks and explanation marks. Work is edited and simple additions are made after reading with an adult.</p>	<p>Plan and write a 4-part story, based on a familiar text. This will include the beginning, problem, resolution and ending. Children may begin to use some simple dialogue within their writing, although this may not always be accurate. To add further detail, children may use adverbs and other suffixes as well as including question sentences and exclamatory sentences. Work is edited and additions made independently, after reading. Children will begin to draw upon their own reading experiences to vary the language choices and grammar choices in writing to add to the overall effectiveness of the piece.</p>

			Work is edited and simple additions are made after reading with an adult.
	Planning structures: Text mapping Story mountains Boxing up		
Key Texts: Retell and innovate the story of story of Hansel and Gretel based on the Anthony Browne version.			
Publishing opportunities: Share the stories that the children have written with the residents at the care home.			
Notes: Kath Wheetley to be used to support the writing process.			
Poetry	Children to perform a range of familiar poems, reciting some of these off-by-heart.	Write simple poems, based on the poems that the children are able to recite confidently. Children will be able to draw upon this structure to innovate their own poems, choosing how closely they wish to stick to the original. These do not need to rhyme, although children will be able to identify this in their reading.	
Potential poems: Children to create a poem linked to their learning in music. This will talk about the ways that they intend to protect their environment or problems that they see the environment faces.			

Performance opportunities:

Perform these poems to a paired Year 1 class.

Notes:

Writing to inform

Recount

Write a first-person account of a personal event with events sequenced in chronological order. Children will use 3+ different conjunctions, adjectives, time adverbials and exclamation marks. Children will be able to write consistently in the past tense as well as making simple additions after re-reading their work.

Writing may be about a personal experience or an experience of another person in history. Writing will include the features previously listed as well as including suffixes/prefixes and a range of other grammatical features taught in year 2.

Planning Structures:

- Notes under sequenced images
- Boxing up
- Mind map

Experiences linked to:

- Recount experience of Newstead Abbey visit.
- Recount of visit to the Mosque.

Publishing opportunities:

Share with parents to show them what they have learned on their trip to Newstead Abbey.

Notes:

Non-chronological report

Uses a title and sub-headings to organise their writing about a given topic. Images used in the text have appropriate captions. Adjectives and conjunctions used to add information as well as some generalisers used to clarify. Sentences are structured in a coherent manner, using a consistent tense throughout and it is written in the third person. Children may edit their work and add additions after reading their writing.

Children are able to use a range of grammatical features to interest the reader. For example, children may use generalisers, adjectives, similes, exciting sentence openers, question sentences and exclamatory sentences. Children are able to use their own research to enhance their writing, adding to the interest of the reader.

Planning Structures:

Notes under key images

Boxing up- including key vocabulary and other 'wow' words.

Mind map

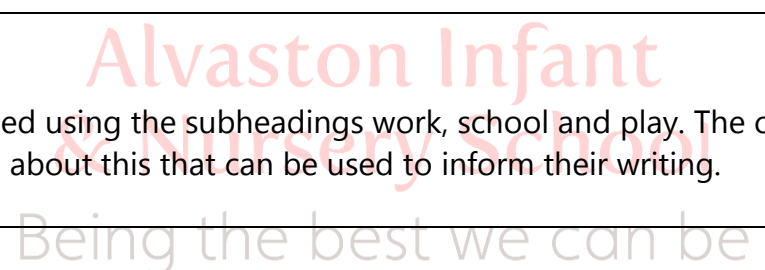
Experiences:

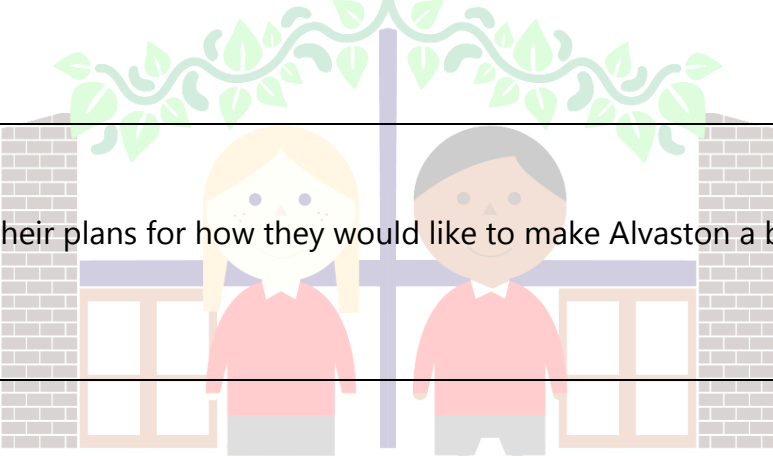

Learning of Victorians to be summarised using the subheadings work, school and play. The children will conduct their own research to find out more information about this that can be used to inform their writing.

Publishing opportunities:

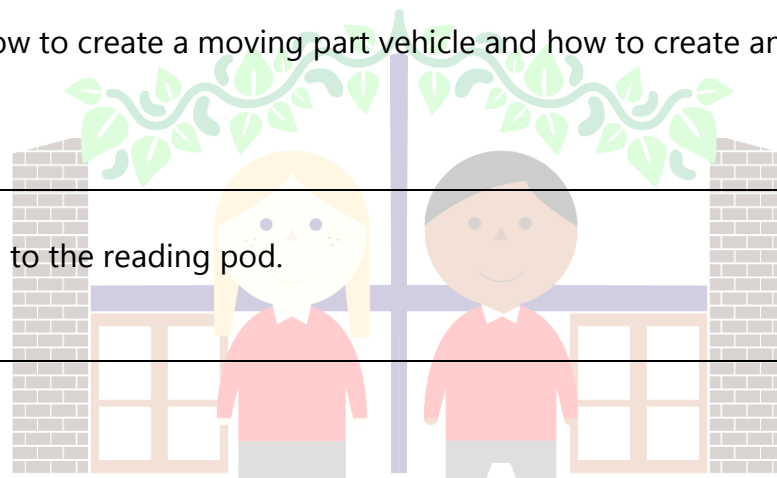
Reports to be published and introduced into the reading pod for other children to read.

Notes:

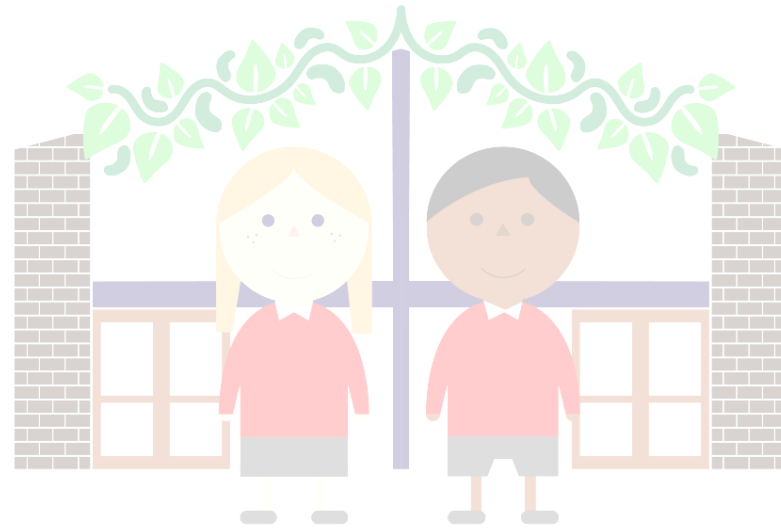


Letter	<p>Letters are written for a key purpose, this may be to inform, persuade or request. Children are able to use the key features of a letter, such as address, date, addressee, and a farewell. The first-person is consistently used throughout the writing and other key features that have been used in other text types are drawn upon. Children may edit their work and add additions after reading their writing.</p>	
	<p>Planning structure: Boxing up Mind map</p>	
<p>Writing opportunities:</p>	<p>Write a letter to someone to discuss their plans for how they would like to make Alvaston a better place (linked to the Alvaston Ambassador topic).</p> 	
<p>Publishing opportunities:</p>	<p>Visit to the post office to take place so that the letter can be sent.</p>	
<p>Notes:</p>	<p>Councillors have been used to share ideas and make changes to Alvaston.</p> 	
<p>Instructions</p>	<p>Children will be able to create a set of numbered instructions using time adverbials, adjectives and conjunctions. They may begin to use some simple adverbs to add additional information. Children may edit their work and add additions after reading their writing.</p>	<p>The key features of an instruction text will be used, including a title, equipment list, image with caption and method. The method will feature 'bossy verbs' (the imperative), time adverbials, conjunctions for subordination and coordination, adverbs and words with suffixes in.</p>

	<p>Planning opportunities: Children to have experience of following a set of instructions, reading this with some support. Children to have first-hand experience of event prior to writing. Planning to take place orally using pictures as a prompt.</p>	
<p>Experiences:</p> <p>Linked to their learning in DT with how to create a moving part vehicle and how to create an item of food. The real life experience will enable this.</p>		
<p>Publishing opportunities: Recipe book to produced and added to the reading pod.</p>		
<p>Notes:</p>		
<p>Explanation</p>	<p>Write a set of simple sentences to discuss how something works. Children may use conjunctions and adjectives to add detail. Children will be able to make simple additions when reading with an adult.</p>	<p>As below. Children may use time adverbials, adverbs and both subordination and coordination to add further detail,</p>
<p>Possible explanation ideas:</p>		
<p>Publishing opportunities:</p>		
<p>Notes:</p>		



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