



St Chad's CofE Nursery and Infant School - Writing Progression Map



Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

	Early Years Foundation Stage	Key Stage 1
Statutory Content (Early Years Framework / National Curriculum)	<p>Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. <p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<p>The programmes of study for writing at Key Stages 1 are constructed similarly to those for reading:</p> <ul style="list-style-type: none"> • transcription (spelling and handwriting) • composition (articulating ideas and structuring them in speech and writing) <p>It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.</p> <p>Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p>

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		Nursery Writer	Reception Writer	Year 1 Writer	Year 2 Writer
		Progression Criteria		<ul style="list-style-type: none"> Know that the marks they make are of value Enjoy the sensory experience of making marks Distinguish between the different marks they make Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. 	<p>Composition and effect</p> <ul style="list-style-type: none"> Enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats Use and understand recently introduced vocabulary during discussions about, or retelling of, stories, non-fiction, rhymes and poems. Write simple phrases and sentences that can be read by themselves and others.
<p>Text structure and organisation</p> <ul style="list-style-type: none"> Verbally develop their own narratives and explanations by connecting ideas and events. Represent their own ideas through verbal stories. Invent, adapt and recount narratives with their peers and their teachers. 	<p>Text structure and organisation</p> <ul style="list-style-type: none"> Sequence events to form a short narrative. 			<p>Text structure and organisation</p> <ul style="list-style-type: none"> Write about real events, recording these simply and clearly. 	
<p>Sentence construction</p> <ul style="list-style-type: none"> Use their phonic knowledge to write words in ways that match that spoken sounds. 	<p>Sentence construction</p> <ul style="list-style-type: none"> Leave spaces between words. Join clauses using 'and'. 			<p>Sentence construction</p> <ul style="list-style-type: none"> Use co-ordination e.g. and/but and some subordination e.g. when. if, that, but to join clauses 	
<p>Language</p> <ul style="list-style-type: none"> Speak in full, coherent sentences Express their ideas and feelings using full sentences, including past, present and future tenses and making use of conjunctions with support. 	<p>Language</p> <ul style="list-style-type: none"> Know how and use the prefix 'un' can be added to change meaning Use the suffixes: 's', 'es', 'ed' and 'ing' within writing. Name the letters of the alphabet in the right order. 			<p>Language</p> <ul style="list-style-type: none"> Use present and past tense mostly correctly and consistently. 	

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		<p>Punctuation</p> <ul style="list-style-type: none"> • Use a capital letter for the start of their name. • Use a capital letter for the pronoun 'I'. • Begin to use finger spaces and full stops. 	<p>Punctuation</p> <ul style="list-style-type: none"> • Use a capital letter to start a sentence. • 	<p>Punctuation</p> <ul style="list-style-type: none"> • Demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required
		<p>Spelling</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write some irregular common words. 	<p>Spelling</p> <ul style="list-style-type: none"> • Spell using the 40+ phonemes and make phonetically plausible attempts at words. • Spell the common exception words. • Spell the first 100 HFW • Spell the days of the week. • Spell simple compound words. 	<p>Spelling</p> <ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. • Spell many common exception words.
		<p>Handwriting</p> <ul style="list-style-type: none"> • Hold a pencil effectively for fluent writing (tripod grip in almost all cases) • Begin to show accuracy and care when drawing. • Write recognisable letters, most of which are correctly formed. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Sit at a table and hold a pencil for writing. • Form digits 0-9 correctly. • Form capital letters correctly • Form all lower case letters accurately. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Form capital letters and digits of the correct size and orientation and relationship to one another and to lower case letters. • Use spacing between words that reflects the size of the letters.

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Enabling environments

- Write down things children say to support their developing understanding that what they say can be written down, and then read and understood by someone else. Encourage parents to do this as well.
- Set up environments of offices, dens in the garden, library, shop, home corner with greetings cards, etc., so that children engage in literacy events in which they spontaneously participate.
- Provide a range of accessible materials and tools for writing as part of everyday play activity, including role play, both indoors and outdoors.
- Write poems and short stories together with the children, writing down ideas they suggest.
- Scribe children's stories and re-read and enact their stories in small group activities.
 - Involve children when you make lists or write notes and messages.
- Think out loud and talk through what you are doing when writing on typing on screen.
- Break down your flow of speech into individual words, exemplifying the correspondence between the spoken and written word.
- Provide activities during which children can experiment with writing, for example, leaving a message.
- Encourage children to use their phonic knowledge when writing, and model this in your own writing.
- Provide a range of opportunities to write for different purposes about things that interest children.

Greater depth:

- Writing is controlled and maintains the correct tense and person.
- Writing is ended effectively rather than just 'stopping'.
- Ascenders and descenders are clear
- Evidence of simple joins.
- Use of question marks and exclamation marks.
- Use of a range of conjunctions other than 'and' to link ideas.
- Evidence of more complex story language.
- Evidence of correct use of graphemes from phoneme family.

Greater depth:

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Make simple additions, revisions and proofreading corrections to their own writing
- Use the punctuation taught at key stage 1 mostly correctly
- Spell most common exception words
- Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
- Use the diagonal and horizontal strokes needed to join some letters

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| | <ul style="list-style-type: none">• Resource role-play areas with listening and writing equipment, and ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.• Plan enjoyable activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.• Support children to understand that the letter shapes they write (graphemes) link to units of sound (phonemes).• Provide regular playful multi-sensory systematic phonics activities that help children to represent phonemes in their writing.• When reading stories, talk with children about the author and illustrator, to help children identify with these roles. For example, ask children why they think the author wrote the story, if the author knew the people in the story, or why the illustrator chose to draw a particular moment in the story. Ask children if they would like to be an author and/or illustrator.• Provide word banks, notebooks, clipboards, post its and other writing resources for both indoor and outdoor play.• Ensure resources enable children to draw on their out-of-school practices and personal interests, such as children's popular culture or sports teams.• Include oral stories and explore ways for both adults and children to develop oral storytelling skills. | |
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Talk for Writing Grammar Progression



Reception				
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Introduce: Planning Tool –Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,.....happily ever after</p> <p>Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message</p>	<p>Introduce: Simple sentences</p> <p>Simple Connectives: and who until but</p> <p>Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) and / but -ly' openers Luckily / Unfortunately,</p> <p>'Run' - Repetition for rhythm: e.g. He walked and he walked Repetition in description e.g. a lean cat, a mean cat</p>	<p>Introduce: Determiners the /a my your an this that his her their some all</p> <p>Prepositions: up down in into out to onto</p> <p>Adjectives e.g. old, little, big, small, quiet Adverbs e.g. luckily, unfortunately, fortunately Similes – using 'like'</p>	<p>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce: Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter Simile – 'like'</p>
Year 1				
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Fiction:</p> <p>Planning Tools: Story map / story mountain (Refer to Story-Type grids)</p>	<p>Consolidate Reception list (See Connectives and Sentence Signposts doc.)</p> <p>Introduce: Types of sentences: Statements Questions Exclamations</p>	<p>Consolidate Reception list</p> <p>Introduce: Prepositions: inside outside towards across under</p>	<p>Consolidate Reception list</p> <p>Introduce: Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun I</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p>

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<p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening Once upon a time...</p> <p>Build-up One day...</p> <p>Problem / Dilemma Suddenly,.. / Unfortunately,...</p> <p>Resolution Fortunately,...</p> <p>Ending Finally</p> <p>Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a them</p> <p>Bullet points for instructions Labelled diagrams</p>	<p>Simple Connectives: and or but so because so that then that while when where</p> <p>Also as openers: While... When... Where... -‘ly’ openers Fortunately,... Unfortunately, Sadly,...</p> <p>Simple sentences e.g. I went to the park. The castle is haunted.</p> <p>Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</p>	<p>Determiners: the a my your an this that his her their some all lots of many more those these</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon slimy snake</p> <p>Similes using as....as... e.g. as tall as a house as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</p> <p>Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing,</p>	<p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p> <p>Introduce: Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as</p>
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<p>Ending Concluding sentence</p>	<p>Complex sentences: Use of 'who' (relative clause) e.g. 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.</p> <p>'Run' - Repetition for rhythm e.g. He walked and he walked and he walked.</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>			
Year 2				
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 1 list</p> <p>Introduce: Fiction</p> <p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. In a land far away.... One cold but bright morning.....</p> <p>Build-up e.g. Later that day</p> <p>Problem / Dilemma e.g. To his amazement</p>	<p>Consolidate Year 1 list</p> <p>Introduce: Types of sentences: Statements Questions Exclamations Commands</p> <p>-'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using:</p> <p>adjectives e.g. The boys peeped inside the dark cave.</p> <p>adverbs e.g. Tom ran quickly down the hill.</p> <p>Secure use of compound sentences</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Prepositions: behind above along before between after</p> <p>Alliteration e.g. wicked witch, slimy slugs</p> <p>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</p> <p>Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</p> <p>Adverbs for information e.g. Lift the pot carefully onto</p>	<p>Consolidate Year 1 list</p> <p>Introduce: Demarcate sentences: Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener e.g. Fortunately,....Slow ly,....</p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p>	<p>Consolidate:</p> <p>Punctuation: Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points</p> <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession)</p>

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<p>Resolution e.g. As soon as</p> <p>Ending e.g. Luckily, Fortunately,</p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past</p>	<p>(Coordination) using connectives: and/ or / but / so (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g.</p> <p>Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived. During the Autumn, when the weather is cold, the leaves fall off the trees.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</p>		<p>Apostrophes to mark singular possession e.g. the cat's name</p>	<p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation command (bossy verbs)</p> <p>Tense (past, present)</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>
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tense to mark actions in progress (e.g. she is drumming, he was shouting)				
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Please note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England

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Talk for Writing Toolkit Progression



Settings Toolkit

Reception

- Draw maps showing different settings.
- Create a simple story that starts and ends in the same place.
- Create a simple story in which a main character goes from setting to setting on a journey.
- Write a story with a local setting.
- Select from a bank of photos or images of settings to help you.
- Choose a scary setting where something might happen e/g/ bridge. Forest, old house...
- Use adjectives (dark, gloomy, sunny) and similes to describe settings (it was dark as coal)

Year 1/Year 2

- Choose a name for the setting.
- Try to see it in your mind and use all senses to describe.
- Use sentences of 3 to describe.
- Take your character home to end your story.
- Include some detail to bring a settling alive.
- Choose adjectives with care; use 'like' and 'as' similes.
- Include time of day and weather (it as a hot night).
- Select scary settings for dilemmas.

Suspense Toolkit

Reception

- Put the main character into a scary setting (forest, old bridge, empty house...)
- Make the main character hear or see something.
- Describe the threat.
- Make the main character escape!

Year 1/Year 2

- Isolate your character(s) e.g. in darkness/cold, in a derelict setting
- Use scary sound effects e.g. something hissed or show a glimpse e.g. a hand appeared...
- Show your character's reaction, e.g. she shivered
- Use exclamations to show impact.
- Use dramatic connectives to introduce suspense and drama – *at that moment, suddenly, unfortunately*

Characterisation Toolkit

Reception

- Write about a character from a story you know or make up a new character.
- Give your character a name.
- Use adjectives to describe e.g. scary, kind and use a simile – using 'like' or 'as' e.g. as tall as a tree
- Have a 'goodie' and 'baddie'.
- Give your character a problem.
- End with 'happily ever after'.

Year 1/Year 2

- Use simple similes to describe eg. He stood as tall as a tree.
- Use sentences or power of 3 e.g. Santa was red, fat and friendly.
- Use adverbs to describe how something does something e.g. she tiptoed quietly,
- Use adjectives to describe a noun with a comma (simple noun phrases), e.g. a small, round ball.
- Introduce bits of alliteration e.g. Sally slept silently.

Dialogue Toolkit

Reception

- Use puppets and make up funny voices when playing.
- Role-play different characters.
- Read aloud using different voices for characters.
- Discuss 'What did the character say?', 'why' and model 'How?'
- On story maps, draw simple speech inside bubbles.
- Notice speech marks in shared reading.
- When the sound is turned down in films, discuss what they might be saying.

Year 1/Year 2

- Choose and decide how a character feels, thinks or behaves and show this through what they say, e.g. 'I'm scared!'
- Use powerful speech verbs – hissed, squealed, roared, whispered.
- Use said plus an adverb – he said nervously.

And a few speech punctuation rules:

- Write what is said, starting with a capital letter, and the punctuation inside speech bubble.

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<ul style="list-style-type: none"> Use wordless picture books and discuss what a character might say. 	<ul style="list-style-type: none"> Burst the bubble to leave speech marks round what is said. Start a new line for each speaker. Start the spoken words with a capital letter. If the sentence ends with speech, put a ! or ? inside the speech marks. If the sentence continues end the speech with a comma.
Description Toolkit	
Reception	Year 1/Year 2
<ul style="list-style-type: none"> Look attentively and talk about new experiences. Use adjectives (describing words) to say what images and object look like. Look carefully at images, objects, animals, events, etc. Use all the senses to discuss and describe – look, touch, taste, hear and smell. Use powerful verbs to describe the quality of movement, e.g. 'crept' instead of 'tiptoed'. 	<ul style="list-style-type: none"> Use precise nouns to 'name it' and create a picture in the reader's mind, e.g. poodle rather than dog. Choose adjectives with care and use a comma, e.g. the small, round pot. Sentences or power of 3 to describe e.g. Santa was red, fat and friendly. Choose powerful verbs rather than – got, came, went, said, look Use adverbs to describe how something does something e.g. she tiptoed quietly. Experiment with alliteration. Use 'as' and 'like' similes. Observe carefully and draw on all the senses when describing.
Openings and Endings Toolkit	
Reception	Year 1/Year 2
<ul style="list-style-type: none"> Learn 'Once upon a time' opening. Learn 'Once upon a time there was a...who lived...' to establish a character in a setting. E.g 'Once upon a time there was a pirate who loved on an island.' Learn to end a story with 'Finally' or 'In the end' plus 'happily ever after'. 	<ul style="list-style-type: none"> Think about how the character feels/what the character wants before the story starts. Add more ways to start a story, using the 'time' starter 'one', e.g. One day; One morning; One afternoon; One night... Add in 'early' or 'late', e.g. Late one night; Early one morning.... Use 'place' starters, e.g. In a distant land; Far, far away; On the other side of the mountain, etc. Use more time starters, e.g. 'Once, not twice; Long ago; Many moons ago...' End by stating how the character has changed or what has been learned, 'He would never steal again.' Or, take your characters home.



Talk for Writing Fiction Language Bank Progression



Reception	Year 1	Year 2
Introduce: Once upon a time Early one morning And Then Next Until But So Finally ...happily every after	Consolidate: Once upon a time Early one morning And Then Next Until But So Finally ...happily every after	Consolidate: Once upon a time Early one morning To his amazement Suddenly One day After/after that And So First By the next morning

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<p>...who,...</p> <p>'Run' (he walked and he walked...)</p> <p>Description: a lean cat, a mean cat....</p> <p>Alliteration</p> <p>Adverbs: luckily/unfortunately</p> <p>Prepositions: down, into, over, out, on, to</p>	<p>...who,...</p> <p>'Run' (he walked and he walked...)</p> <p>Description: a lean cat, a mean cat....</p> <p>Alliteration</p> <p>Adverbs: luckily/unfortunately</p> <p>Prepositions: down, into, over, out, on, to</p> <p>Introduce:</p> <p>After/after that One day At that moment Soon/as soon as Because Suddenly By the next morning To his amazement In the end First If... Nowthat... ...or....so that..... .when...where....</p> <p>Repetition for effect</p> <p>Adjectives to describe</p> <p>Simile – using 'as'</p> <p>Adverbs: suddenly, immediately</p> <p>Prepositions: inside, towards</p>	<p>If Then Now Until Soon As soon as But In the end Because Finally At that moment</p> <p>...who,...</p> <p>...when...</p> <p>...that...</p> <p>....where....</p> <p>....or....</p> <p>...happily ever after</p> <p>...so that</p> <p>'Run' (he walked and he walked...)</p> <p>Description: a lean cat, a mean cat....</p> <p>Alliteration</p> <p>Adverbs: luckily/unfortunately, suddenly, immediately</p> <p>Prepositions: down, into, over, out, on, to, inside, towards</p> <p>Introduce:</p> <p>Although However</p> <p>Repetition for effect Adjectives to describe Adverbs: eventually Prepositions Simile – using 'like'</p>
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Talk for Writing Overview of Planning

Year A

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform
Bears/Crocodiles	Mr Wiggle and Mr Waggle	Taking Our Toys for Our Walk	Little Red Hen	Baking bread	The Enormous Turnip	Turnip Soup	The Gingerbread Man	Mapping the Journey	A Mouse Called Maisy	Where We Live	Billy Goat's Gruff	Should we save the troll?
Toolkit Focus	Description	Recount	Opening/Ending	Instruction	Setting	Instruction	Dialogue	Explanation	Characterisation	Discussion	Suspense	Information
Flamingos /Elephants	The Papaya Who Spoke	The Farmer's Diary	The Magic Porridge Pot	How to Make Magic Porridge	Little Red Riding Hood	How to Trap a Wolf	Goldilocks and the Three Bears*	Sorry letter	Jack and the Beanstalk	Should Jack be punished?	Kassim and the Greedy Dragon	Information about dragons
Toolkit Focus	Description	Recount	Opening/Ending	Instruction	Setting	Instruction	Dialogue	Explanation	Characterisation	Discussion	Suspense	Information

Year B

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform
Bears/Crocodiles	Squeaky Story	Looking after a pet	Let Me Come In	How to keep warm	The Enormous Turnip	Turnip Soup	Gunny Wolf	Twist me and turn me – going for a magical walk	The Sheep and the Goat	Wolves and other cuddly animals	Quackling	Give us our quack back!
Toolkit Focus	Settings	Instructions	Characterisation	Persuasion	Openings and Endings	Recount	Dialogue	Discussion	Description	Information	Suspense	Recount

St Chad's CofE Nursery and Infant School - Writing Progression Map

Flamingos /Elephant s	Pirate Tom	Treasure Hunt	Three Little Pigs	House for Sale	Monkey See, Monkey Do	A Sorry Letter	Goldilocks and the Three Bears*	Should Goldilocks be arrested?	Kassim and the Hungry Fox	All About Animals	Rumpelstiltskin	Princess Diary
Toolkit Focus	Settings	Instructions	Characterisation	Persuasion	Openings and Endings	Recount	Dialogue	Discussion	Description	Information	Suspense	Recount

St Chad's CofE Nursery and Infant School - Writing Progression Map