



Progression of Writing Skills

EYFS		
Nursery PM/ Little Rainbows	Nursery AM	Reception
<ul style="list-style-type: none"> • Differentiated between the different marks that they create • Is able to draw vertical lines • Is able to draw horizontal lines • Begins to show more controlled marks 	<ul style="list-style-type: none"> • Creates marks for a purpose • Ascribes meaning to the marks that they make • Can copy and write their name • Can draw a face • Can make cross marks on paper • Colours in carefully 	<ul style="list-style-type: none"> • Writes recognisable letters which are correctly formed • Spells words by identifying sounds and representing sounds with letters • Write simple sentences • Can write their name independently



Progression of Writing Skills

Stories

KS1 ←	→ KS2			
<ul style="list-style-type: none"> • Oral rehearsal of sentences • Talk to identify story structure • Sequencing main events and developing story language • Retelling of familiar stories • Stories with a simple structure • Familiar settings and characters • Simple sentences and descriptions 	<ul style="list-style-type: none"> • Retelling of stories in more detail • Using temporal connectives • Using the language of stories • Choosing setting and characters • Developing a story structure • Alternative sections of familiar stories (e.g. endings) • Simple innovations of familiar stories • Using description to engage reader • Using past tense and third person consistently 	<ul style="list-style-type: none"> • Own simple stories based on those read or own experiences • Creating simple alternative versions to known stories or adding additional sections/chapters • Starting to develop more detailed story structure with dilemma and resolution • Using first and third person for story telling • Developing character including feelings • Using dialogue • Developing settings to create atmosphere • Developing scene changes to move story on • Using paragraphs 	<ul style="list-style-type: none"> • Own versions of stories/chapter • Using detailed story structure including problem/dilemma and resolution • Using first and third person consistently • Creating tension and suspense • Developing character (including feelings, behaviour and relationships) • Using dialogue to develop character • Creating atmosphere in setting using description • Creating imaginary worlds • Scene changes move story on • Paragraphs connected 	<ul style="list-style-type: none"> • Own stories (varied narrative structure) • Using humour and dialogue to engage reader • Developing character by what they say and do • Using dialogue to advance plot • Paragraph links (for cohesion) • Varying sentence length for effect • Creating atmosphere in setting using character feeling to imply mood • Developing characters with different perspectives on story events • Using paragraphs to vary pace and emphasis • Using expressive or figurative language • Consciously crafting their story
<p>Primary purpose is to entertain the reader by telling a story or relating events. Main story text types are often identified as adventure (exciting events leading to a high impact resolution), mystery (introducing events in a mysterious, or familiar, setting), science fiction (events often set in the future), fantasy (events that fuel the imagination), historical fiction (events set in the past with historical detail), contemporary fiction (events often set in familiar settings, reflecting own experiences), dilemma stories (character faces difficult dilemma with limited choice of actions), traditional tales (myths, legends, fables and fairy tales with predictable story structures and repetitive, patterned language).</p>				



Progression of Writing Skills

Recounts

← KS1	→ KS2				
<ul style="list-style-type: none"> • Simple sentences based on own experiences • Using simple past tense verbs • Oral rehearsal using temporal connectives 	<ul style="list-style-type: none"> • Sentences based on own experiences and those of others • Maintaining consistency in tense • Using pronouns • Using temporal connectives to give a sense of chronology 	<ul style="list-style-type: none"> • Writing based on own experiences and that of others (both real and fictional) • Consistent use of verb tense and pronouns • Writing is sequenced • Paragraphing is introduced • Writing a variety of styles of recounts - <i>diaries, newspaper reports, letters</i> 	<ul style="list-style-type: none"> • Adopting style and tone to suit the purpose • Sentences are more complex in order to engage the reader/ provide more detailed information • Links are made between paragraphs to give a sense of cohesion 	<ul style="list-style-type: none"> • Adopting appropriate level of formality and style to suit audience and purpose • Writing a wider variety of styles of recounts - <i>eyewitness accounts, police reports, biography and autobiography</i> - based on real and fictional event and characters 	<ul style="list-style-type: none"> • Writing for a range of purposes adopting appropriate level of formality and register • Experimenting with tense changes e.g. <i>anecdotal storytelling may be in present tense and techniques e.g. flashbacks</i>
<p>Primary purpose is to retell events either to inform or entertain. Usually start with orientation (setting the scene) and are mostly written in past tense in chronological order. Names, dates and places used.</p>					



Progression of Writing Skills

Non - Chronological Reports

KS1	→				KS2
<ul style="list-style-type: none"> • Simple sentences describing a subject • Using the present tense 	<ul style="list-style-type: none"> • Using simple questions to introduce information or to engage the reader • Using prepared simple notes to group similar information together into a series of sentences • Using the correct tense and pronouns 	<ul style="list-style-type: none"> • Creating notes and use planning tools to organise ideas • Writing a non-chron. Report from simple factual or fictional stimulus • Writing paragraphs around specific aspects of subjects 	<ul style="list-style-type: none"> • Writing a non-chron. Report using more complex factual or fictional stimulus • Adding further detail to inform <i>e.g. providing examples and citing specifics to support the general statements made</i> • Considering how layout can help reader navigate the text 	<ul style="list-style-type: none"> • Choosing to write a non chron. Report to provide information - from both factual and fictional stimulus • Providing evidence to support the points made • Ensuring cohesion between paragraphs • Writing using a clear structure and layout features 	<ul style="list-style-type: none"> • Non-chron. Reports are clearly organised and well structured • Using vocabulary specific to the discipline adopting the appropriate level of formality • Using passive form in more formal writing • Experimenting with layout and presentation of information to engage reader
<p>Non-Chronological reports describe the way things are. They aim to create a precise and factual text. Whilst not written sequentially, they do have logical structure with similar information grouped together. As they become more sophisticated, general information is elaborated on in greater detail or through the use of explores to illustrate points made. They are often written in third person and present tense. Description is used for precision rather than to create an emotional response. Images, charts and diagrams can be used to inform and support points made.</p>					



Progression of Writing Skills

Instructions

KS1 ←	→ KS2				
<ul style="list-style-type: none"> • Following verbal instructions • Orally giving instructions in simple sentences (any tense) • Sequencing of instructions • Writing one or two sequential commands 	<ul style="list-style-type: none"> • Writing own sequential instructions based on practical tasks • Using the correct tense • Adding adjectives and adverbs to give essential information 	<ul style="list-style-type: none"> • Writing instructions using both practical activities and notional activities • Beginning to include organisational devices to aid the reader e.g. numbered points, bullets and temporal connectives • Using the correct tense and person 	<ul style="list-style-type: none"> • Writing instructions for more complex procedures where additional information supports the reader effectively • Selecting vocabulary for clarity • Refining instructions for conciseness 	<ul style="list-style-type: none"> • Writing succinct instructions based on non-fiction/real-life examples and from fictional stimuli • Experimenting with the level of formality used for different audiences and purposes • Using appropriate disciplinary vocabulary 	<ul style="list-style-type: none"> • Succinct, clear and cohesive instructions for both simple and complex procedures, supported by diagrams as appropriate
<p>Instructions should clearly and coherently set out the steps to be followed in order to either make something or get to a certain point. Start by stating clearly the intended outcomes, list materials needed, sequential steps supported by (and sometimes replaced by) diagrams as appropriate. Usually simple sentences with no necessary vocabulary. Use devices to guide reader e.g. numbers, bullet points etc. Found especially in STEM subjects.</p>					



Progression of Writing Skills

Explanations

KS1	→				KS2
<ul style="list-style-type: none"> Using pictures/diagrams to explain processes orally 	<ul style="list-style-type: none"> Following a practical activity, compiling sequential tools <i>e.g. flowcharts/diagrams</i> to show a process Explaining process orally in sentences using flowchart/diagram to support Writing simple sentences in sequence to explain the process 	<ul style="list-style-type: none"> Creating plans to organise writing Writing simple explanations of factual events and causal language Where relevant using diagrams/charts to support written explanations 	<ul style="list-style-type: none"> Writing explanations using causal language of events and characters' motivation from class texts Writing cohesive factual explanations with diagrams/captions (where relevant) to add information Including more complex sentences to provide clarification and/or add further detail as appropriate 	<ul style="list-style-type: none"> Writing cohesive and clear explanations of more complex processes and events Selecting vocabulary appropriate to the discipline Organising writing logically in order to aid the reader 	<ul style="list-style-type: none"> Developing written explanations to include hypothetical language, modals and passive verbs Using impersonal tone and more formal style Selecting vocabulary for clarity, using the language of the subject when appropriate Selecting the most effective mode of conveying information (through text/pictorially)
<p>Explanatory texts go beyond a simple description to include information about causes, motives and reasons. An explanation will not only contain what has been/is done but also the how and why. The generic structure of an explanatory text is an introductory sentence with the steps/phrases then explained logically. Explanatory texts may include images, charts, diagrams etc. to succinctly convey information and support explanation.</p>					



Progression of Writing Skills

Persuasion

KS1	→ KS2				
<ul style="list-style-type: none"> • Oral rehearsal presenting a point of view • Discussing examples of persuasion seen in texts shared 	<ul style="list-style-type: none"> • Recording personal viewpoints using accurate sentence punctuation • Writing more complex sentences through the use of conjunctions 	<ul style="list-style-type: none"> • Recording own opinions and providing justification for these • Writing to persuade someone to select/do something arguing for a standpoint based on own experiences and opinions • Using simple techniques of persuasion - <i>e.g. emotive language and use of hyperbole</i> 	<ul style="list-style-type: none"> • Planning how to present ideas cohesively • Starting to make reference to different points to view • Sequencing information effectively in order to make links between points made • Writing persuasive texts across a range of text-types linked to class texts and real life issues • Using rhetorical questions 	<ul style="list-style-type: none"> • Planning and writing persuasive texts selecting the most appropriate text-type for the purpose <i>e.g. letter/advert/speech</i> • Using a range of persuasive devices <i>e.g. deliberate use of ambiguity, disguising opinion, selecting phrases and vocabulary to persuade</i> 	<ul style="list-style-type: none"> • Using persuasive techniques to appeal to reader/listener • Shifting between formal and informal to suit purpose • Including examples to support argument • Presenting alternative arguments and countering these • Deliberately using a wider variety of persuasive devices and techniques • Adapting layout and style to suit audience and purpose
<p>Persuasive writing is not always obvious as it requires an element of coerciveness. Persuasive writing aims to present an argument from a certain viewpoint with the aim of encouraging the reader/listener to agree with the view being presented. These texts usually start by stating the standpoint of the writing, explaining why that stand is correct and then summarising they key points. Often uses specific techniques - addressing the reader directly, use of rhetorical questions and hyperbole, emotive language. At times this can be very obvious but as writers get more subtle, the persuasive elements can become more nuanced.</p>					



Progression of Writing Skills

Discussion/Balanced Argument

KS1	→ KS2				
<ul style="list-style-type: none"> • In discussion, offering opinions and listening to the opinions of others • Developing an understanding that something different is not wrong • Developing resilience to the viewpoint of others 	<ul style="list-style-type: none"> • Presenting own viewpoint and that of someone else orally • Using sentence stems, present one argument then the counter argument 	<ul style="list-style-type: none"> • Participating in discussion based on fictional and real events, listening and recalling the differing points of view • Recording two points of view based on an issue taken from fiction • Writing paragraphs presenting the 	<ul style="list-style-type: none"> • Participating in discussion of a topical issue or issues arising from a class text • Introducing the issue to be discussed • Presenting two sides of an argument in an objective way - fact only 	<ul style="list-style-type: none"> • Discussing and/or researching issues leading to written balanced arguments • After an opening statement, presenting a variety of viewpoints • Around an issue and concluding with a summary of the various viewpoints • Able to produce a balanced and objective written report 	<ul style="list-style-type: none"> • Writing summarises all the viewpoints in an argument and is able to point out the strengths and weaknesses of those positions
<p>Discussion texts do not need to be limited to controversial issues but are used to present differing viewpoints and provide evidence for the. A discussion text will present all viewpoints and remain unbiased. The aim of a discussion text is to present a balanced overview of two or more different views with elaboration, evidence and examples to support the points made. Usually a discussion text presents the issue, gives the viewpoints and then summarises.</p>					