



Subject Progression Grid for English Non-Fiction Writing

Year Group	Becoming a writer in Reception Links to EYFS Development Matters 2020 Statements and ELGs
Reception	<u>Communication and Language</u> Birth to three Listen to simple stories and understand what is happening, with the help of the pictures. Three and Four-Year-Olds Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Children in Reception Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in non-fiction books. Early Learning Goals Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <u>Literacy</u> Birth to three Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Three and Four Year olds Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Children in Reception

	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly. Early Learning Goals Make use of props and materials when role playing characters in narratives and stories. 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 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play Physical Development – Fine Motor Skills Birth to three Develop manipulation and control. Explore different materials and tools. Three and Four Year olds Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Reception Develop the foundations of a handwriting style which is fast, accurate and efficient. Early Learning Goals Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
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Instructions

Year Group	Text Structure	Sentence Structure
Year 1	- Ideas grouped in sentences in time sequence. - Written in the imperative e.g. sift the flour. - Use of numbers or bullet points to signal order.	- Simple conjunctions are used to construct simple sentences e.g. and, but, then, so. - Imperative verbs start sentences e.g. spread, slice, cut. - Sentences do not include pronouns and are written impersonally
Year 2	- A goal is outlined – a statement about what is to be achieved. - Written in sequenced steps to achieve the goal. - Diagrams and illustrations are used to make the process clearer.	- Imperative verbs are used to begin sentences. - Use simple adverbs e.g. slowly, quickly. - Use simple noun phrases e.g. long stick
Year 3	- A set of ingredients and equipment needed are outlined clearly. - Organised into clear points denoted by time	- Simple sentences with extra description. - Some complex sentences using when, if, as etc. - Fronted adverbials e.g. First
Year 4	- A set of ingredients and equipment needed are outlined clearly. - Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. - Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	- Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens... - Include adverbs to show how often e.g. additionally, frequently, rarely.

Year 5	- Consolidate work from previous learning. - Can write accurate instructions for complicated processes. - Can write imaginative instructions using flair and humour	- Sentence length varied e.g short/long. - Wide range of subordinate connectives e.g. whilst, until, despite.
Year 6	Consolidate work from previous learning.	- Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. - Sentence length and type varied according to purpose. - Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. - Prepositional phrases used cleverly e.g. In the event of overcooking...

Recounts

Year Group	Text Structure	Sentence Structure
Year 1	- Ideas grouped together in time sequence. - Written in first person. - Written in the past tense. - Focused on individual or group participants e.g. I, we	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.
Year 2	- Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... - Main ideas organised in groups. - Ideas organised in chronological order	- Subject/verb sentences e.g. He was... They were... It happened... - Some modal verbs introduced e.g. would, could, should. - Use simple adverbs e.g. quickly, slowly. - Use simple noun phrases e.g. large tiger.
Year 3	- Clear introduction. Organised into paragraphs shaped around key events. - A closing statement to summarise the overall impact.	- Simple sentences with extra description. - Some complex sentences using when, if, as etc. e.g. When we arrived, the tour guide gave us a chocolate bar. - Tense consistent e.g. modal verbs can/will - Fronted adverbials to start sentences
Year 4	- Clear introduction and conclusion. - Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	- Variation in sentence structures e.g. While we watched the sea lion show... - Use embedded/relative clauses e.g. Penguins, which are very agile, - Include adverbs to show how often e.g. additionally, frequently, rarely. - Sentences build from a general idea to more specific. - Use emotive language to show personal response e.g. fabulous, showcase inspired me
Year 5	- Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. - The information is organised chronologically with clear signals to the reader about time, place and personal response. - Purpose of the recount reveals the writer's perspective.	- Sentence length varied e.g. short/long. - Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. - Wide range of subordinating conjunctions e.g. whilst, until, despite
Year 6	- The report is well constructed and answers the reader's questions. - The writer understands the impact and thinks about the response.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.

	Information is prioritised according to importance	- Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally - Sentence length and type varied according to purpose. - Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... - Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. - Prepositional phrases used cleverly. e.g. In the event of a fire...
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Non-Chronological reports

Year Group	Text Structure	Sentence Structure
Year 1	- Ideas grouped together for similarity. - Attempts at third person writing. e.g. The man was run over. - Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	Simple connectives are used to construct simple sentences e.g. and, but, then, so.
Year 2	- Brief introduction and conclusion. - Main ideas organised in groups.	- Subject/verb sentences e.g. He was... They were... It happened... - Some modal verbs introduced e.g. would, could, should. - Use simple adverbs e.g. quickly, slowly. - Use simple noun phrases e.g. large tiger
Year 3	- Clear introduction. - Organised into paragraphs shaped around a key topic sentence. - Use of sub-headings	- Simple sentences with extra description. - Some complex sentences using when, if, as etc. - Tense consistent e.g. modal verbs can/will - Fronted adverbials to start sentences
Year 4	- Clear introduction and conclusion. - Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. - Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	- Variation in sentence structures e.g. While the eggs hatch female penguins ... - Use embedded/relative clauses e.g. Penguins, which are very agile, - Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. - Use technical vocabulary to show the reader the writer's expertise.
Year 5	- Developed introduction and conclusion using all the layout features. - Description of the phenomenon is technical and accurate. - Generalized sentences are used to categorise and sort information for the reader - Purpose of the report is to inform the reader and to describe the way things are. - Formal and technical language used throughout to engage the reader.	- Sentence length varied e.g short/long. - Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. - Wide range of subordinating conjunctions e.g. whilst, until, despite.
Year 6	- The report is well constructed and answers the reader's questions. - The writer understands the impact and thinks about the response. - Information is prioritised according to importance and a frame of response set up for the reply.	- Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. - Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally

		• Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... • Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. • Prepositional phrases used cleverly. e.g. In the event of a fire...
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Letters

Year Group	Text Structure	Sentence Structure
Year 1	• Ideas grouped in sentences in time sequence.	• Sentences using simple pronouns and conjunctions.
Year 2	• Brief introduction and conclusion. • Written in the past tense. • Main ideas organised in groups. • Using sequencing techniques – time related words.	• Subject/verb sentences e.g. I think... • We want... • Some modal verbs introduced e.g. would, could, should. • Use simple adverbs e.g. yesterday, today. • Use simple noun phrases e.g. red shoes
Year 3	• Clear introduction. • Points about the visit/issue • Organised into paragraphs denoted by time/place. • Topic sentences. • Some letter layout features included.	• Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent e.g. modal verbs can/will • Fronted adverbials to start sentences
Year 4	• Clear introduction and conclusion. • Links between key ideas in the letter. Paragraphs organized correctly into key ideas. • All letter layout features included.	• Variation in sentence structures e.g. While we were at the park... As we arrived... • Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... • Include adverbs to show how often e.g. additionally, frequently, rarely.
Year 5	• Developed introduction and conclusion using all the letter layout features. • Paragraphs developed with prioritised information. • Purpose of letter clear and transparent for reader. • Formal language used throughout to engage the reader.	• Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. • Wide range of subordinating conjunctions e.g. whilst, until, despite. • Complex sentences that use well known economic expression. e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.
Year 6	• Letter well constructed that answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply.	• Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose.

		• Fronted adverbials used to clarify writers position e.g. As a consequence of your actions... • Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. • Prepositional phrases used cleverly.e.g. In the event of a fire...
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Persuasion

Year Group	Text Structure	Sentence Structure
Year 1	• Ideas are grouped together for similarity. • Writes in first person.	• Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.
Year 2	• Brief introduction and conclusion. • Written in the present tense. • Main ideas organised in groups.	• Subject/verb sentences e.g. He was... They were... • It happened... • Some modal verbs introduced e.g. would, could, should. • Use simple adverbs e.g. yesterday, today. • Use simple noun phrases e.g. red shoes • Uses rhetorical questions. • Uses ambitious adjectives to grab the reader's attention.
Year 3	• Clear introduction. • Points about subject/issue • Organised into paragraphs • Sub-heading used to organise texts.	• Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent e.g. modal verbs can/will • Fronted adverbials to start sentences • Start sentences with verbs e.g. imagine, consider, enjoy.
Year 4	• Clear introduction and conclusion. • Links between key ideas in the letter. • Paragraphs organised correctly into key ideas. • Subheading • Topic sentences	• Variation in sentence structures e.g. While we were at the park... As we arrived... • Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... • Include adverbs to show how often e.g. additionally, frequently, rarely. • More complicated rhetorical questions e.g. haven't you always longed for a...?
Year 5	• Arguments are well constructed that answer the reader's questions. • The writer understands the impact or the emotive language and thinks about the response. • Information is prioritised according to the writer's point of view.	• Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... • Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... • Prepositional phrases used cleverly. e.g. In the event of a blackout...

Year 6	- Developed introduction and conclusion using all the argument or leaflet layout features. - Paragraphs developed with prioritised information. - View point is transparent for reader. - Emotive language used throughout to engage the reader.	- Sentence length varied e.g short/long. - Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. - Wide range of subordinating conjunctions e.g. whilst, until, despite. - Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. - Persuasive statement are used to change the readers' opinion. E.g. you will never need to...
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Biography

Year Group	Text Structure	Sentence Structure
Year 1	- Ideas grouped together in time sequence. - Written in first person. - Written in the past tense. - Focused on individual or group participants e.g. I, we	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.
Year 2	- Brief introduction and conclusion. - Written in the past tense e.g. He went... She travelled - Main ideas organised in groups. - Ideas organised in chronological order using fronted adverbials of time.	- Subject/verb sentences e.g. He was... They were... - It happened... - Some modal verbs introduced e.g. would, could, should. - Use simple adverbs e.g. quickly, slowly. - Use simple noun phrases e.g. large crowd
Year 3	- Clear introduction. - Organised into paragraphs shaped around key events. - A closing statement to summarise the overall impact.	- Simple sentences with extra description. - Some complex sentences using when, if, as etc. - Tense consistent e.g. modal verbs can/will - Fronted adverbials to start sentences
Year 4	- Clear introduction and conclusion. - Links between sentences help to navigate the reader from one idea to the next. - Paragraphs organised correctly around key events. - Elaboration is used to reveal the writer's emotions and responses.	- Variation in sentence structures e.g. While we watched the sealion show... - Use embedded/relative clauses e.g. Penguins, which are very agile, - Include adverbs to show how often e.g. additionally, frequently, rarely. - Sentences build from a general idea to more specific. - Use emotive language to show personal response e.g. fabulous, showcase inspired me to....
Year 5	- Developed introduction and conclusion including elaborated personal response. - Description of events are detailed and engaging. - The information is organised chronologically with clear signals to the reader about time, place and personal response. - Purpose of the recount an experience revealing the writer's perspective.	- Sentence length varied e.g. short/long. - Active and passive voice used deliberately to heighten engagement e.g. Giraffes left the enclosure. - Wide range of subordinating conjunctions e.g. whilst, until, despite.

Year 6	- The report is well constructed and answers the reader's questions. - The writer understands the impact and thinks about the response. - Information is prioritised according to importance and a frame of response set up for the reply.	- Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. - Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally - Sentence length and type varied according to purpose. - Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions... - Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. - Prepositional phrases used cleverly. e.g. In the event of a fire...
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Balanced argument

Year Group	Text Structure	Sentence Structure
Year 1	- Ideas are grouped together for similarity. - Writes in first person.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.
Year 2	- Brief introduction and conclusion. - Written with an impersonal style - Main ideas organised in groups.	- Subject/verb sentences e.g. He was... They were... - It happened... - Some modal verbs introduced e.g. would, could, should. - Use simple adverbs e.g. yesterday, last week - Use simple noun phrases e.g. angry mum - Uses rhetorical questions. - Uses ambitious adjectives to grab the reader's attention.
Year 3	- Clear introduction. - Points about subject/issue - Organised into paragraphs - Sub-heading used to organise texts.	- Simple sentences with extra description. - Some complex sentences using when, if, as etc. - Tense consistent e.g. modal verbs could/might - Fronted adverbials to start sentences - Start sentences with verbs e.g. imagine, consider, enjoy.
Year 4	- Clear introduction and conclusion. - Links between key ideas in the letter. - Paragraphs organised correctly into key ideas. - Subheading - Topic sentences	- Variation in sentence structures e.g. While we were at the park... As we arrived... - Use embedded/relative clauses e.g. Mrs Holt, who was very angry... - The angry mob, who had broken the barricade... - Include adverbs to show how often e.g. additionally, frequently, rarely. - More complicated rhetorical questions e.g. Have you ever considered the impact of...?
Year 5	- Developed introduction and conclusion using all the argument or leaflet layout features. - Paragraphs developed with prioritised information.	- Sentence length varied e.g. short/long. - Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.

	- Both view points are transparent for reader. - Emotive language used throughout to engage the reader.	- Wide range of subordinating conjunctions e.g. whilst, until, despite. - Complex sentences that use well known economic expression. e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. - Persuasive statements are used to change the reader's opinion. e.g. you will never need to...
Year 6	- Arguments are well constructed that answer the reader's questions. - The writer understands the impact or the emotive language and thinks about the response. - Information is prioritised according to the writer's point of view.	- Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... - Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally - Sentence length and type varied according to purpose. - Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... - Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... - Prepositional phrases used cleverly. e.g. In the event of a blackout...

Newspaper

Year Group	Text Structure	Sentence Structure
Year 1	- Ideas grouped in sentences in time sequence. - Attempts at third person writing. - e.g. The man was run over. - Beginning describes what happened	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.
Year 2	- Brief introduction and conclusion. - Written in the past tense. - Main ideas organised in groups. - Using sequencing techniques – time related words. - A photo with a caption.	- Subject/verb sentences e.g. He was... They were... - It happened... - Some modal verbs introduced e.g. would, could, should. - Use simple adverbs e.g. yesterday, today. - Use simple noun phrases e.g. red shoes
Year 3	- Clear introduction. - Points about the visit/issue - Organised into paragraphs denoted by time/place. - Topic sentences. - Some newspaper layout features included. - A bold eye-catching headline.	- Simple sentences with extra description. - Some complex sentences using when, if, as etc. - Tense consistent e.g. modal verbs can/will - Fronted adverbials to start sentences
Year 4	- Clear introduction and conclusion. - Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. - Paragraphs organised correctly into key ideas. - All newspaper layout features included. - Bold eye-catching headline which includes alliteration.	- Variation in sentence structures e.g. While the witness was distracted... As the police arrived... - Use embedded/relative clauses e.g. Mrs Holt, who was very angry... - The tiger, that was pacing...

		• Include adverbs to show how often e.g. additionally, frequently, rarely.
Year 5	• Developed introduction and conclusion using all the newspaper's layout features. • Paragraphs developed with prioritised information into columns. • Subheadings are used as an organisational device. • Formal language used throughout to engage the reader. • Quotations are succinct/emotive.	• Sentence length varied e.g. short/long. • Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. • Wide range of subordinating conjunctions e.g. whilst, until, despite. • Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.
Year 6	• Newspapers well constructed that answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply. • Headlines include puns.	• Newspapers well constructed that answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply. • Headlines include puns.