

2023 Whole school Progression and overview for Non-Fiction Writing

Cycle 1: Non-fiction Skills Autumn Spring Summer

EYFS	Year 1	Year 2	Year 3	Year 4
INSTRUCTIONAL TEXTS				
<ul style="list-style-type: none"> • use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • Written in present tense • Begin with imperative <p style="color: blue;">Instructions linked to DT</p>	<ul style="list-style-type: none"> • Use of command sentences • Commas in lists • Begin with imperative <p style="color: blue;">Instructions linked to DT</p>	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Heading and subheadings used to aid presentation <ul style="list-style-type: none"> • How to make a Roman Road • How to be a Roman soldier 	<ul style="list-style-type: none"> • Create cohesion through the use of nouns and pronouns • Use fronted adverbials <ul style="list-style-type: none"> • How to make a Roman Road • How to be a Roman soldier
EXPLANATION				
<ul style="list-style-type: none"> • use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • Grammar and punctuation from NC <ul style="list-style-type: none"> • Explanation text about seasons • Plant life cycle, label and captions, simple explanation text • Labels and captions – DT link design playground 	<ul style="list-style-type: none"> • Consistent use of present tense • Questions can be used to form titles • Question marks are used to denote questions (Y1) • Use conjunctions e.g. so...because <ul style="list-style-type: none"> • Explanation text about seasons • Plant life cycle, label and captions, simple explanation text • Labels and captions – DT link design playground 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Heading and subheadings used to aid presentation <ul style="list-style-type: none"> • Escape from Pompeii 	<ul style="list-style-type: none"> • Use fronted adverbials • Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns <ul style="list-style-type: none"> • Escape from Pompeii

REPORT WRITING				
<ul style="list-style-type: none"> • use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • Grammar and punctuation from NC • Chronological Report about the seasons • Non-fiction writing: labels. Lists and captions, information text about different animals. • (Focus author) – factfile, biography 	<ul style="list-style-type: none"> • Questions for titles • Question marks • Use conjunctions • Use adjectives and comparison adjectives • Chronological Report about the seasons • Non-fiction writing: labels. Lists and captions, information text about different animals. • (Focus author) – factfile, biography 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Heading and subheadings used to aid presentation • Dragonology non-chronological Report writing (linked to science) 	<ul style="list-style-type: none"> • Create cohesion through the use of nouns and pronouns • Use fronted adverbials • Dragonology non-chronological Report writing (linked to science)
PERSUASIVE				
<ul style="list-style-type: none"> • use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • Grammar and punctuation from NC • Persuasive writing linked to Geography 	<ul style="list-style-type: none"> • Written in present tense • Rhetorical questions • Effective use of noun phrases • Persuasive writing linked to Geography 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Use present perfect form of verbs • Use of animals in the Circus • Titanic adverts: Persuasive writing • Roman Baths adverts 	<ul style="list-style-type: none"> • Create cohesion through the use of nouns and pronouns • Use adverbials e.g. therefore, however... • Use paragraphs to organise ideas • Effective use of expanded noun phrases • Use of animals in the Circus • Titanic adverts: Persuasive writing • Roman Baths adverts

RECOUNT

- use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.

Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.

- Letters and Postcards linked to Meerkat mail
- Newspaper report (bush fires)

- Use past and present tense throughout writing
- Use progressive forms of verbs
- Use conjunctions for coordination and subordination
- Use of noun phrases

- Letters and Postcards linked to Meerkat mail
- Newspaper report (bush fires)

- Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
- Inverted commas can be used to punctuate direct speech

- Diaries, letters linked to Titanic
- Newspaper

- Use of paragraphs to organise ideas
- Effective use of expanded noun phrases
- Fronted adverbials (e.g. Later that day)

- Diaries, letters linked to Titanic
- Newspaper

Whole school Progression and overview for Non fiction Writing

Cycle 2: Non-fiction Skills **Autumn** **Spring** **Summer**

EYFS	Year 1	Year 2	Year 3	Year 4
INSTRUCTIONAL TEXTS				
<ul style="list-style-type: none"> • use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • Written in present tense • Start with the verb • numbered <p>Instructions linked to Science and DT</p>	<ul style="list-style-type: none"> • Use of command sentences • Commas in lists • Start with imperative verb <p>Instructions linked to Science and DT</p>	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Heading and subheadings used to aid presentation <ul style="list-style-type: none"> • Instructions to make a robot/Santa trap • Instructions to make an Anderson shelter 	<ul style="list-style-type: none"> • Create cohesion through the use of nouns and pronouns • Use adverbials <ul style="list-style-type: none"> • Instructions to make a robot/Santa trap • Instructions to make an Anderson shelter
EXPLANATION				
<ul style="list-style-type: none"> • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • Grammar and punctuation from NC <ul style="list-style-type: none"> • Letters- explanation linked to Dear Greenpeace • How do plants grow 	<ul style="list-style-type: none"> • Consistent use of present tense • Questions can be used to form titles • Question marks are used to denote questions (Y1) • Use conjunctions e.g. so...because <ul style="list-style-type: none"> • Letters- explanation linked to Dear Greenpeace • How do plants grow 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Heading and subheadings used to aid presentation <ul style="list-style-type: none"> • Stone Henge Explanation • WW2 explanation text 	<ul style="list-style-type: none"> • Use fronted adverbials • Use of paragraphs to organise ideas • Create cohesion through the use of nouns and pronouns <ul style="list-style-type: none"> • Stone Henge Explanation • WW2 explanation text

REPORT WRITING

<ul style="list-style-type: none"> They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> Grammar and punctuation from NC 	<ul style="list-style-type: none"> Questions for titles Question marks Use conjunctions Use adjectives and comparison adjectives Non-Fiction: non-chronological report (seaside) Report writing (chronological or explanation?) 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation <ul style="list-style-type: none"> Biography/ autobiography Greek Gods report 	<ul style="list-style-type: none"> Create cohesion through the use of nouns and pronouns Use fronted adverbials <ul style="list-style-type: none"> Biography/ autobiography Greek Gods report
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PERSUASIVE

<ul style="list-style-type: none"> They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> Grammar and punctuation from NC Non-Fiction: persuasive letter writing linked to Dear Greenpeace Persuasive text (leaflet /brochure) to persuade people to live in Coll or Kenya. Letters to Persuade 	<ul style="list-style-type: none"> Written in present tense Rhetorical questions Effective use of noun phrases Non-Fiction: persuasive letter writing linked to Dear Greenpeace Persuasive text (leaflet /brochure) to persuade people to live in Coll or Kenya. Letters to Persuade 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbs <ul style="list-style-type: none"> Stone Age adverts linked to history 	<ul style="list-style-type: none"> Create cohesion through the use of nouns and pronouns Use adverbials e.g. therefore, however... Use paragraphs to organise ideas Effective use of expanded noun phrases <ul style="list-style-type: none"> Stone Age adverts linked to history
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RECOUNT

<ul style="list-style-type: none"> They write simple sentences which can be read by themselves and others. 	<p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> <ul style="list-style-type: none"> Non-fiction diary linked to history Letters fire of London Diary writing linked to great fire of London 	<ul style="list-style-type: none"> Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases Non-fiction diary linked to history Letters fire of London Diary writing linked to great fire of London 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech <ul style="list-style-type: none"> Newspaper Recount Diary Recount Stone Age Boy Letter writing linked to evacuee 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day <ul style="list-style-type: none"> Newspaper Recount Diary Recount Stone Age Boy Letter writing linked to evacuee
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IMPACT - End Points

EYFS	Key Stage 1		Key Stage 2	
YR	Y1	Y2	Y3	Y4
<p>Children in EYFS will</p> <ul style="list-style-type: none"> • use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> • Children in Year 1 will • be able • to use their level 3, 4 and 5 sounds to write most words phonetically • They will write simple and compound sentences. • They will be able to spell most Yr1 common exception words correctly. • They will regularly use capital letters, full stops and finger spaces and sometimes use exclamation marks or question marks when appropriate. • Tier 2 and 3 vocabulary will be evident in their writing • show an awareness of audience and purpose. • They will write for real reasons. 	<p>Children in Year 2 will</p> <ul style="list-style-type: none"> • Be able to use their phonic knowledge to spell polysyllabic words correctly. • spell most of the Common Exception words for year 2 correctly in their work • They will know how to add the suffix –ed and –ing onto verbs. • use commas, full stops, capital letters, exclamation marks, question marks and apostrophes for possession and contraction. • They will be able to write coherently in the past tense. • They will start to extend their sentences with: and, so, if, but, because and when. • show an awareness of audience and purpose • They will write for real reasons • Tier 2 and 3 vocabulary will be evident in their writing 	<p>Children in Year 3 will be able to:</p> <ul style="list-style-type: none"> • plan, write and edit a range non-fiction text types • show an increased awareness of audience and purpose. • They will write for real reasons • extend their range of sentences with more than one clause by using a wider range of conjunctions, using the present perfect form of verbs in contrast to the past tense • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunction • use adverbs and prepositions to express time and cause • Use commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns. • Tier 2 and 3 vocabulary will be evident in their writing • Be able to demonstrate understanding of the features of each genre by using them in free write activities. 	<p>Children in Year 4 will:</p> <ul style="list-style-type: none"> • Be confident in discussing and recording their ideas when planning • show an increased awareness of audience and purpose • Increase their confidence in non-narrative writing organising sections of writing with paragraphs. • Vary their vocabulary used for specific purpose. • They will write for real reasons. • Use specific words to express time and cause. • be able to use a dictionary to help check spelling mistakes. • Tier 2 and 3 vocabulary will be evident in their writing