



Ryhope Infant School Academy

Writing Progression of skills

(Taken from Together for Children, Sunderland, Long Term Planning)

Updated September 2021

Ryhope Infant School Academy
English - Writing Progression of skills and Long Term Planning - (KS1) Taken from Sunderland Long term planning

Narrative						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Opportunities for mark making	Draw a picture / paint a picture about a story they've heard. Tell someone about a story. Sequence pictures for a story What happens next - verbally finish a story Experiment with story language, develop imagination through "Imagine we are on a bus etc activity, what can you see? Retell aspects of well known stories					
Reception Opportunities for writing	Turn stories into plays Small world, role play, drama activities - making up and retelling stories. Imagine and recreate roles Retell narratives using patterns and in the correct sequence Tell a story about a central character Experiment with story language, develop imagination through "Imagine we are on a bus etc activity, what can you see? Retell aspects of well known stories Use story maps to retell / plan own story Sequence pictures for a story. What happens next? finish a story - talk / draw / write about it					
Year 1	Retell a narrative using patterns from listening and reading	Tell a story about a central character	Innovate on patterns from a familiar story using known story language	Write their own version of a familiar story and recount events in sequence	Use patterns and language from familiar Stories. Write a complete story with a beginning, middle and end.	Write a complete story which includes characterisation e.g. good and bad characters.
Year 2	Write a 3 part story with a key character	Retell a traditional tale using typical settings, characters and events. Innovate a traditional tale, changing some aspects of the setting, characters and events.	Plan and tell a story based on your own experience, using expanded noun phrases to extend and specify	To plan and write a story based on a familiar character, using the structure of opening, something happens, events to sort it out and an ending,	Plan and write your own story or retell a known story using a range of sentence types and language to add detail.	To plan and write your own story with a logical sequence of events, with the introduction of some dialogue.

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Non Chronological Report						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Opportunities for mark making	<p>Talk about and describe things that they know / familiar with. Play games of spot the difference / odd one out to develop vocabulary and language Describe something / Someone and develop the description in response to prompts and questions. Curiosity cube ... describe what you can see. Have a go at writing what it is. Link statements orally and stick to a main theme or intention. Read and share information books. Experiment with writing labels, captions and sentences. in different contexts - groups / pairs/ individually - give meanings to marks.</p>					
Reception Opportunities for writing						
Year 1				1. Describe someone or something developing description to prompts and questions.		2. Assemble information about a subject from their own experience, writing sentences to describe different aspects of the subject.
Year 2	1. Use information from research to group and assemble information into a short non chronological report.				2. Expand information using subordination and co-ordination and expanded noun phrases, to describe and specify information.	3. Use language and structural features of a non-chronological report e.g. a direct question, an opening statement, subheadings and line breaks. Ensure writing is in the 3rd person.

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Persuasion						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Opportunities for mark making	Begin to be able to negotiate and solve problems without aggression.					
Reception Opportunities for writing	<p>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in certain ways.</p> <p>Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening.</p> <p>Give oral explanations of theirs or another's motives; why and how they can persuade or be persuaded.</p> <p>Begin to be able to negotiate and solve problems without aggression.</p> <p>Use simple imperative verbs to persuade.</p>					
Year 1	<p>Read caption, pictures and posters and adverts that are trying to persuade.</p> <p>Begin to recognise what they are trying to do and some of the ways they do it.</p> <p>Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p> <p>Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose</p> <p>Write simple examples of persuasion - e.g. in the form of a letter.</p>					
Year 2						Write a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.

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Instructions						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Opportunities for mark making	<p>Follow and give instructions during adult led / independent activities. Activities involving children doing what adult says Use instructions when baking / making something. Tell someone how to do something in the correct order. Attempt to write own labels.</p>					
Reception Opportunities for writing	<p>Listen to and follow single instructions, and then a series of 2 and 3 instructions. Give oral instructions when playing. Tell someone how to do something, have a go at writing them down. Follow instructions when cooking / baking / building / playing a game. Read and write simple instructions on labels with additional pictures or symbols. Attempt to write instructions on labels, for instance in role play area.</p>					
Year 1		1. Write instructions on labels around the learning area.			2. Write a simple list of instructions including a numbered list, title and a simple list of equipment.	
Year 2			1. Write instructions with some expansion about something they know well. e.g. getting to school, playing with a game. Use imperative verbs and precise language choices.	2. Extend and clarify instructions using subordination and co-ordination. Use expanded nouns to expand and specify.		

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Nonfiction - Recount						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Opportunities for mark making	<p>Informally recount incidents in own life to other children or adults and listen to others doing the same. Share news clearly and add detail if requested.</p> <p>Experiment with writing in a variety of play, exploratory and role-play situations</p> <p>Write sentences to match pictures or sequences of pictures illustrating an event.</p> <p>Use experience of simple recounts as a basis for a shared composition with an adult such as retelling, substituting, or extending, leading to simple independent writing about a known event. e.g.,. what they did on a school trip.</p>					
Reception Opportunities for writing						
Year 1	<p>1. Write sentences to match pictures, or sequences of pictures, illustrating an event.</p>		<p>2. Write a simple, first person recount linked to a topic of interest or personal experience, incorporating at least 3 chronological events in order, whilst maintaining the past tense with consistency</p>			
Year 2		<p>1. Write a simple, first person recount linked to a topic of interest or personal experience, incorporating at least 3 chronological events in order, maintaining the past tense with consistency, and consistent use of the 1st person.</p>		<p>2. Write a narrative about a personal experience and those of others, in role.</p>		

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