



Holy Trinity C of E Primary School Writing Progression: Long Term Plan



	Narrative <i>Stories Play script</i>	Explanation <i>Instructions and explanation texts</i>	Description <i>Non –chronological report Chronological report</i>	Comparison <i>Persuasive writing</i>	Summary & Evaluation <i>Recount – newspaper Diary letter</i>	Poetry
Nursery	Oral imitation of known stories.	Oral explanation why they have chosen to do something or why they like something. Oral imitation of simple instructions and basic explanations.	Simple oral information on a familiar subject e.g. home, animal. Describe something/someone. Respond to simple questions about a description to develop detail.	Oral comparison of items/events etc. Oral persuasion why someone should select a particular option e.g. to play outside instead of inside.	Oral summary and evaluation of an event they have taken part in.	Listen to and repeat poems with reoccurring patterns and rhyme.
Reception	Oral imitation of known stories. Simple oral stories with substitutions and simple additions. Inventing their own stories orally based on experience or play. Simple written retells of known stories.	Children explain why they have chosen to do something or why they like something. Oral imitation of simple instructions and basic explanations. Simple writing which includes simple instructions.	Describe something/someone. Respond to questions about a description to develop detail. Ask questions of others to help develop a description. Simple oral information on a familiar subject e.g. home, animal. Simple written information about familiar subject.	Listen to people describing something and explain why it is different? Talk about how people can act differently to the same situations Explain why given a choice (about an everyday event or a choice they often make) they would select something.	Orally simply retell a factual event. Write simple details about an event. Orally explain if something is suitable to perform a particular purpose. (Cross over with explanation).	Listen to and repeat poems with reoccurring patterns and rhyme and introduce their won rhyming words.
Year 1	Simple oral stories with substitutions. Simple written retells of known stories. Written stories which innovate on known stories. <ul style="list-style-type: none"> ✓ Substitution ✓ Addition ✓ Alteration Recycling the plot to create new stories by 'boxing up'. Suggested story types Cumulative stories (The Enormous Turnip), Journey Stories (Little Red Riding Hood) Defeating the monster (3 Little Pigs)	Draw pictures to explain a well-known process with labels. Children can develop lists. Written step by step instructions based on a well know process.	Children write descriptive sentences about familiar subject or topic e.g. the park (non-fiction).	Orally explain why given a choice they would select something and how they would persuade their friend to make the same choice.	Report/recount an event from their own perspective. Including a summary and evaluation of the event at the end. e.g. It was a nice day. I would like to go again.	Write their own poems that contain pattern, rhyme and description.
Year 2 (Work has a beginning and/or ending)	Written known stories with simple substitution. Written stories which innovate on known stories. <ul style="list-style-type: none"> ✓ Substitution ✓ Addition ✓ Alteration ✓ Change of viewpoint Recycling the plot to create new stories by deconstructing into boxes and use as a basis of planning. Suggested story types As Y1 cumulative: journey, defeating monster stories Meeting story (fantasy), Wishing story (fantasy) Warning story (other cultures)	Can write a set of instruction which includes: explanatory title; brief introduction; list of ingredients /materials/equipment; sequential steps. Make notes about different stages of a process. Children can write an explanation text with adult support to sequence events (ensuring no stages are omitted).	Non-chronological report about something familiar – split into sections (headings, opening and ending) with descriptive sentences about each subject. Chronological report – Write events in order of occurrence including some description with a beginning and an ending.	Write a persuasive letter about something familiar/topic. e.g. Persuasive someone to help with the Great Fire of London.	Report an event from their own perspective and that of someone else. Including a summary and an evaluation of the event at the end. Including a letter and a diary entry.	To develop humour within their poetry. To write shape poems, list poems and acrostic poems.

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Year 3 (Paragraphing expected)	Written stories which innovate on known stories. ✓ Addition ✓ Alteration ✓ Change of viewpoint Recycling the plot to create new stories by deconstructing into boxes and use as a basis of planning. Suggested story types The quest (adventure) The meeting tale (legend) The tale of fear (myth) The wishing tale	Written instructions which include organisational features such as diagrams, information box etc. Children can write an explanation texts dependant on associated illustrations.	Non-chronological and chronological report about something familiar – split into sections (headings, opening and ending) with descriptive sentences about each subject.	Persuasive writing – giving both side of an argument – this may be brief.	Report an event from their own perspective and that of someone else. Including a summary and an evaluation of the event at the end. Using the main feature of the text type including the introduction of newspapers.	Write imagery poetry based on similes and metaphors. To use alliteration.
Year 4	Written stories which innovate on known stories. ✓ Addition ✓ Alteration Change of viewpoint Recycling the plot to create new stories by deconstructing into boxes and use as a basis of planning. Develop stories into short chapter books Suggested story types The wishing tale (adventure) The warning tale (adventure) The quest tale (adventure and quest)	Written instructions which include organisational features and a summative aspect e.g. alternative to those stated in the instructions. Write an explanation text about a familiar or imagined process which includes the main features of this text type.	Non-chronological and chronological report about something familiar – split into sections (headings, introduction and conclusion) with descriptive sentences about each subject.	Persuasive writing – giving both side of an argument with a developed conclusion and sustained viewpoint. (Cross over with summative and evaluative).	Reporting various events both experienced and historical using different text types including a newspaper article and an informal letter.	Write poems with set rhyming patterns e.g. rhyming couplets. To use personification within their poems.
Year 5	Invention of stories using previously learned plot structures. Develop stories into short chapter books Stories with flashbacks Story types Revisit and use: Suggested story types The meeting tale The tale of fear The defeating the monster tale Write a play script for a familiar story including identification of speaker and main features.	Written instructions which are clear and follow the correct conventions and grammatical features. Explanation texts focussing on impersonal style.	Non-chronological and chronological report using all features. With clear paragraphing that adds to the overall cohesion and understanding of the text.	Persuasive writing - with a balanced argument, developed conclusion and sustained viewpoint. Also beginning to integrate points for and against within the same paragraph.	Reporting various events both experienced and historical using different text types including a newspaper article and introduce formal letters.	Write poems with set structures e.g. haiku, limericks
Year 6	Invention of stories using previously learned plot structures Develop stories into short chapter books Stories with flashbacks Story types Revisit and write some of the following: The meeting tale The tale of fear The defeating the monster tale The wishing tale The warning tale The quest tale Develop short stories into extended stories Create a play script which is divided into scenes including all the correct grammatical and organisational features.	Text specific writing which has been written in an appropriate style dependant on purpose and audience. Including the use of appropriate language and grammar and all organisational features.	Report writing, autobiographical and biographical writing. Using the correct features both grammatical and organisational.	Persuasive writing - with a balanced argument, developed conclusion and sustained viewpoint. Integrate points for and against within the same paragraph.	Reporting various events both experienced and historical using different text types including journalistic writing and a formal letter.	Write riddles. To choose an appropriate type of poem convey a particular message/feeling/image et.