

Non-Fiction Progression of Skills Plan



It is our intent that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry).

We recognise the importance of fostering a culture where pupils take pride in their writing; write clearly and accurately; and modify their structure and language choices to suit a variety of audiences, purposes and contexts.

To support pupils in moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of high quality texts, film and imagery; modelled, shared and guided writing; peer conferencing; and group discussion. These rich and varied set of learning opportunities support pupils in becoming confident and enthusiastic learners across all areas of the curriculum. At Houghton Conquest, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

	Reception	Year 1	Year 2	Year 3 and Year 4
Composition	<p>Planning Say aloud what they are going to write about</p> <p>Drafting Compose a sentence orally before they write it</p> <p>Evaluating and Editing Discuss what they have written with the teacher and other pupils</p>	<p>Planning Jot down key words and new vocabulary Say aloud what they are going to write about</p> <p>Drafting Compose a sentence orally before they write it</p> <p>Evaluating and Editing Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher and other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning Plan or say aloud what they are going to write Write down ideas/key words including new vocabulary</p> <p>Drafting Encapsulate what they want to say sentence by sentence Write narratives about personal experiences and those of others</p> <p>Evaluating and Editing Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written so that the meaning is clear</p>	<p>Planning Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar</p> <p>Drafting Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures Organise paragraphs around a theme Create settings, characters and plots</p> <p>Evaluating and Editing Assess the effectiveness of their own and other's writing suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>

	Reception	Year 1	Year 2	Year 3 and Year 4
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower-case letters correctly, starting and finishing in the right place using Little Wandle handwriting rhymes.</p> <p>Form digits 0-9</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower-case letters correctly, starting and finishing in the right place using Little Wandle handwriting rhymes.</p> <p>Form capital letters</p> <p>Form digits 0–9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Use consistent spacing between words</p>	<p>Correctly form all lower-case letters correctly</p> <p>Formation of capitals and digits 0-9 using the correct size and orientation</p> <p>Use consistent spacing between words</p> <p>Begin to use diagonal and horizontal strokes to join letters</p>	<p>Horizontal and diagonal strokes needed to join letters</p> <p>Increase consistency, legibility and quality of handwriting</p>
	<p>We use the Letter Join handwriting scheme to teach handwriting skills from years 1-4.</p>			

Instructions			Purpose	
Rules and procedures, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.			To tell how to do or make something. To give information on how to complete a task. To describe a process in chronological order.	
Year Group	Text Organisation	Sentence Structure	Grammatical Focus	Punctuation
Reception	Oral retelling of how to make and do something Simple sentence containing imperative verb at the start spoken and then written	Use of simple sentence structures. Write simple sentences which can be read by themselves and others following a practical activity .e.g. 'How to get ready for Red Nose Day' or 'How to look after a mini beast'.	Nouns and verbs correct Use imperative verbs in both talk and writing e.g. put, get	Capital letter and full stop
Year 1	Title or Goal List of Equipment/Materials Numbered Steps	Use of simple sentence structures. Joining words and joining clauses using and Imperative verbs to start sentences Lists	Noun Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order	Spaces to separate words Full stops Capital letters Question marks Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Goal – outline statement about what will be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe	Expanded noun phrases for description and specification e.g. use expanded noun phrases to be specific about materials or equipment needed, for example, a large bucket, sharp scissors, thick card Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. clarify instructions using subordination, for example, Take the cake out of the oven when the top looks golden brown. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. Write titles to show what the instructions are about, for example, how to look after goldfish	Full stops Capital letters Exclamation marks Question marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list

			<p>Generate synonyms for over-used imperative verbs, for example, chop, slice, cut Explore and generate negative commands, for example, Do not open the oven door</p> <p>Consistent use of tense throughout the piece</p> <p>Adverbs to show when and how</p> <p>Adding 'er' and 'est' to show comparisons in adjectives</p>	
<p>Year 3 and Year 4</p>	<p>Goal – outline statement about what will be achieved</p> <p>Introduction to paragraphs as a way to group related material e.g. explore instructions that have clear sections, for examples, introduction, equipment needed, procedure, additional advice, conclusions</p> <p>Headings and sub-headings to aid presentation</p> <p>Tips and suggestions and precautionary advice embedded in the text</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] e.g. build on the range of conjunctions used in year 2 to extend instructions</p> <p>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. through reading, build up and use a wide range of adverbs used to sequence instructions</p> <p>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position, for example, under the bridge, around the pond, through the deep, dark woods</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, 'Cook for 20 mins' compared with 'Pop the cheesecake in the oven for 20 minutes'</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations</p> <p>Brackets</p>

			<p>Fronted adverbials [for example, Later that day, I heard the bad news.] e.g. use the conjunction 'if' to start complex sentences which give additional advice, for example, 'If the mixture separates, ...' compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, 'Remove the cake from the oven when it turns golden brown' compared with 'When the cake turns golden brown, remove it from the oven'</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity</p>	
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Recount – Writing to Inform			Purpose	
This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.			To retell events in time order. To give an account of an event or experience To write in chronological order	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the event spoken and then written	Use of simple sentence structures, I saw, I went.	Nouns and verbs correct	Capital letter and full stop
Year 1	Title Introductory sentence to show – who, what, when, where and why Series of sequences demarcating the passing of time Simple ending	Use of simple sentence structures. Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, 'then', 'after that' Use of time conjunctions at the start of sentences; first, next, after, then.	Nouns and regular plural noun suffixes (dog-dogs, wish-wishes) Past tense verbs Adjectives Time conjunctions to show chronological order Join words and clauses using and	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I

<p>Year 2</p>	<p>Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time</p>	<p>Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe A wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day</p>	<p>Simple and Progressive past tense verb form Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives First and Third person Explore and collect commonly used pronouns e.g. I, we, our Extend sentences using co-ordination (using or, and, but) Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines</p>	<p>Capital Letter for start of sentence, names, personal pronoun – I Use capital letters and full stops accurately e.g. explore the use of capitalisation for proper nouns used in recount texts, for example, Houghton Conquest Lower School Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, a tall, grand building Exclamation marks Apostrophe for contraction Possessive apostrophe for singular nouns</p>
<p>Year 3 and Year 4</p>	<p>Title Introduction to give a clear understanding of what the text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to navigate the reader Paragraphs organised around key events Elaboration within paragraphs to develop: description, action and feelings</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses</p>	<p>Nouns and pronouns used for clarity and cohesion First and third person Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. provide further detail through giving examples beginning with 'such as', 'like' Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately); in the conclusion to support summarising. Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event.</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets</p>

			Fronted adverbials - explore general phrase/clause order in greater detail, for example, investigating how the information needed in the introductory sentence to orientate the reader (who? What? Where? When? etc) can be re-ordered to best hook the reader's interest.	
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Non-chronological Report – Writing to Inform			Purpose	
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.			To describe what things are like (were like) To inform the reader of a specific subject content	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures. Caption Writing – Creating Facts	Nouns and verbs correct	Capital letter and full stop
Year 1	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop.	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I

<p>Year 2</p>	<p>Clear introduction to classify the subject of the report Grouping Information into specific paragraphs: Classification Description Habitats etc.</p>	<p>Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe</p>	<p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g. Explore the difference between proper nouns and general nouns, and identify their use in this text type Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. scaly bodies Explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. pretty wings Collect and use examples of noun phrases to generalise Correct choice and consistent use of present tense and past tense throughout writing e.g. note how reports are written in the simple present tense (with the exception of historical reports, which can be studied in later year groups) and reflect this in their writing, for example, They like to build their nests ... It is a cold and dangerous place to live. Subordination (using when, if, that, because) and co-ordination (using or, and, but) Adverbs to show when and how Use of the suffixes -er, -est in adjectives e.g. Polar bears are the biggest carnivores of all. Generalising words – many, most, some Use of technical vocabulary How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. Identify sentences in the opening paragraphs of simple reports that answer the questions: Who? What? When? Where? Begin reports by asking a direct question eg Have you ever heard of a hammerhead shark?</p>	<p>Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list</p>
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<p>Year 3 and Year 4</p>	<p>Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses</p> <p>Sentences contain more than one clause using coordination and subordination</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], e.g. note the lack of use of 'adverbs of time' in this text type, drawing attention to the difference between recounts (which are structured chronologically) and non-chronological reports</p> <p>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. collect and use examples of prepositional phrases to clarify physical features, for example, Ants do not have lungs. They have tiny holes all over their body which they breathe through.</p> <p>Include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than for literary effect, for example, Bees have tubes instead of mouths. The tube is like a straw. A polar bear's nose is as black as a piece of coal.</p> <p>Include exploration of prepositions to clarify position, for example, Ants build their mounds in sand or soil.</p> <p>Draw attention to importance of subject verb agreements e.g. family is..., people are...</p> <p>Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence, for example, Most bees are black or grey, but/however some are bright red, yellow or metallic green.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities.</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets</p>
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Explanation – Writing to Inform			Purpose	
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.			To explain why or how something happens To explain cause and effect To describe a scientific process sometimes in chronological order	
Year Group	Text Organisation	Sentence Structure	Grammatical Features	Punctuation
Reception	Talk about why things happen and how things work; ask questions and speculate Listen to someone explain a process and ask questions Give oral explanations e.g. their own or another's motives; why and how they made a construction	Simple sentences. Use labels and captions on simple diagrams e.g. parts of the body	Orally use joining words such as and, but, because, if e.g. explaining what happens if different fabric is put down a car ramp. Adult asks 'If I put fabric down the ramp, what will happen to the car? Child responds 'It will go slow because it will get in the way of the wheels'	Capital letters and full stops.
Year 1	Draw pictures to illustrate a process and use the picture to explain the process orally. Write a series of sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, lifecycle of a frog	Use of simple sentence structures	Joining words and joining clauses using and Sequencing sentences to form short narratives e.g. Chicks have a spike on their beak. This is called the egg tooth	Capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Year 2	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Expanded noun phrases for description and specification e.g. collect noun phrases from reading and use these to generating own examples. Subordination (using when, if, that, because) and co-ordination (using or, and, but) Word banks of commonly used conjunctions in this text type How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or	Full stops Capital letters Exclamation marks Question marks: Practice generating their own titles for explanations texts. Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list

			<p>command e.g. explore titles of explanations texts and identify that they usually begin with 'how' or 'why'</p> <p>Write general statements to introduce topics being explained.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple present tense.</p> <p>Adverbs to show when and how</p> <p>Adding 'er' and 'est' to show comparisons in adjectives.</p>	
<p>Year 3 and Year 4</p>	<p>Clear introduction and conclusion</p> <p>Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process.</p> <p>Conclude by addressing the reader.</p> <p>Description of parts</p> <p>Explanation of how or why something happens</p> <p>Further detail of the process</p> <p>Use of subheading to navigate the reader</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p>	<p>Expressing time, place and cause using conjunctions e.g. use a developing range of connecting adverbs to express cause.</p> <p>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. use adverbs to express sequence, for example, first, then, after that, finally.</p> <p>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted adverbials - note how these are usually used to specify a time or cause.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations and to demonstrate excitement</p> <p>Brackets</p>

			repetition e.g. investigate the use of nouns and pronouns in a text and note the use of the noun in the opening statement, followed by the pronoun.	
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Persuasive – Writing to Persuade			Purpose	
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.			To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	<p>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways e.g. pictures of food that make them want to eat things</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 e.g. their 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 e.g. when someone has taken their toy</p>	<p>Communicate ideas through simple written sentences e.g. 'Please don't break my model' (label in the construction area / 'Please can I have a ...' (letter to Santa)</p>	<p>Nouns and verbs correct</p> <p>Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, please don't touch, please don't break my model, keep away</p>	<p>Full stops and capital letters</p>
Year 1	<p>Write simple examples of persuasion e.g. in the form of a letter to a character in a book</p>	<p>Use of simple sentences</p> <p>Sequencing sentences to form short narratives</p>	<p>Joining words and joining clauses using and</p> <p>Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, please don't touch, please don't break my model, keep away</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>

<p>Year 2</p>	<p>Posters and Letters using key language features</p>	<p>Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail</p>	<p>Expanded noun phrases for description and specification e.g. vote for me because I am a confident, helpful and kind boy Simple and Progressive present tense verb form Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. extend reasoning using subordination, for example, Vote for me because...Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives</p>	<p>Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas to separate items in a list e.g. list persuasive arguments, for example, I think I should be school councillor because I like speaking in public, I have lots of good ideas and I listen to other people's ideas.</p>
<p>Year 3 and Year 4</p>	<p>Clear introduction Paragraphs used as a way to group related material e.g. generate several reasons for a point of view or group related persuasive points together Clear conclusion- understand how a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, All the evidence shows that...It's quite clear that...Having seen all that we offer you, there can be no doubt that we are the best. Use of subheading to navigate the reader.</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Rhetorical questions Turning opinion into fact Emotive language</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Use logical rather than temporal adverbs/conjunctions to offer justification of a point of view. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. explore the use of expanded noun phrases in advertising. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate how the same subject is referred to in many different ways in some persuasive texts, in order to make it sound more appealing or grand.</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets</p>

			<p>Fronted adverbials e.g. use a wider range of adverbs/adverbials (building on the range used in year 3) to link persuasive points together.</p>	
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