

## Progression in recount texts – Summer term outcomes

(ensure previous year outcomes are secure and build up to these)

### Foundation Stage

- Verbally retell events and listen to others doing the same
- Answer questions or comment on others' recounts
- Use past tense correctly when talking about events
- Experiment with writing in a variety of play, exploratory and role-play situations
- Write sentences to match pictures or sequences of pictures illustrating an event
- Read own work

### Year 1

- Talk about what they are going to write
- Plan their writing
- Describe incidents from own experience using sequencing words and phrases such as after that, next, then, finally
- Use adjectives
- Use conjunctions – because, and
- Use simple past tense
- Read work to check it makes sense

### Year 2

- Talk about what they are going to write
- Plan their writing
- Begin to recognise generic structure, e.g. ordered sequence of events, paragraphs, use of words like first, next, after, when, meanwhile, before, later
- Opening/closing paragraph (Concluding summary expressing opinion e.g. I really enjoyed....)
- Write using a consistent tense
- Apply past tense suffix correctly
- Use coordination (or, and, but, so)
- Use some subordination (when, if, that, because)
- Use expanded noun phrases
- Read work to check it makes sense
- Edit and improve work

Progression in Poetry – Summer term outcomes

(ensure previous year outcomes are secure and build up to these)

	Reading Poetry:	Performing Poetry:	Creating Poetry:
	subject matter and theme; language use; style, pattern	use of voice; presentation	playfulness with language and ideas; detailed recreation of closely observed experience; using different patterns
F/S	listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	join in with class rhymes and poems, copy actions	enjoy making up funny sentences and playing with words; choose words to describe experiences; make word collections or use simple repeating patterns, continue a rhyming string
Year 1	discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poems pattern	perform in unison, following the rhythm and keeping time, imitate and invent actions	invent impossible ideas, e.g. magical wishes; observe experiences using the senses and describe; list words and phrases or use a repeating pattern or line, Use adjectives
Year 2	talk about own views, the subject matter and possible meanings; comment on which words have most effect, noticing alliteration; discuss simple poetry patterns	perform individually or together; speak clearly and audibly. use actions and sound effects to add to the poems meaning	experiment with alliteration, metaphors and similes; make adventurous word choices to describe closely observed experiences; create a pattern or shape on the page; use simple repeating phrases or lines as models, Use appropriate adjectives and expanded noun phrases

## Progression in instructions/procedural texts – Summer term outcomes

(ensure previous year outcomes are secure and build up to these)

FS

- Listen to and follow single instructions, and then a series of two and three instructions
- Give oral instructions when playing
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Read and follow simple classroom instructions on labels with additional pictures or symbols
- Attempt to write instructions on labels, for instance in role play area
- Write a list of ingredients
- Write short sentences in meaningful contexts

Y1

- Listen to and follow a single more detailed instruction and a longer series of instructions
- Think out and give clear single oral instructions
- Read and follow written classroom labels carrying instructions
- Read and follow short series of instructions in shared context
- Analyse some simple instructional texts and note their features: what you need- list of materials or ingredients, what to do -sequential steps
- Sequence pictures to convey order
- Contribute to class composition of instructions with teacher scribing
- Use time connectives in writing (First, after that, next, then, finally)
- Write consecutive instructions independently

Y2

- Listen to and follow a series of more complex instructions
- Give clear oral instructions to members of a group
- Link to algorithms in computing
- Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams
- Analyse some instructional texts and note their function, form and typical language features: hook - statement of purpose, what you need- list of materials or ingredients, what to do - sequential steps
- Use imperative verbs
- Use commas in a list
- Use numbers rather than time connectives in writing
- Use of adjectives and adverbs limited to giving essential information
- Use pictures or diagrams
- Write consecutive instructions independently
- Concluding paragraph – warning or final point

## Progression in story telling/writing – Summer term outcomes

(ensure previous year outcomes are secure and build up to these)

FS

- Turn stories into play using puppets, toys, costumes and props, imagine and re-create roles
- Experiment with story language by using familiar words and phrases from stories in re-telling and play; Recognise simple repeatable story structures and some typical story language, for example, Once upon a time...; Join in with repeated refrains and anticipates key events and phrases in stories
- Begin to be aware of the way stories are structured, suggest how the story might end
- Follow a story without pictures or props
- Describe main story settings, events and principal characters; Tell a story about a central character
- Notice when characters are speaking in the story by joining in, e.g. with a repeated phrase
- Be aware that books have authors
- Attempt to write short sentences in meaningful contexts
- They write simple sentences which can be read by themselves and others
- Some words are spelt correctly and others are phonetically plausible

Year 1

- Re-tell familiar stories and recount events in a story; Recall main events in sequence, focusing on who is in the event, where events take place and what happens in each event;
- Make predictions about story endings
- Make links with own experience
- Recite stories, supported by story boxes, pictures etc.; Act out stories and portray characters and their motives
- Decide where it is set and use ideas from reading for some incidents and events
- Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; Identify the goal or motive of the main character and talk about how it moves the plot on
- Notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud
- Identify story language used to describe imaginary settings
- Talk about how the author created interest or excitement in the story
- Write complete stories with a simple structure: beginning – middle – end
- Use patterns and language from familiar stories in own writing; Use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next
- Talk about what they are going to write, plan their writing
- Use adjectives
- Use conjunctions – because, and
- Read work to check it makes sense

## Progression in story telling/writing– Summer term outcomes

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### Year 2

- Re-tell familiar stories using narrative structure and dialogue from the text; Tell own real and imagined stories
- Imitate familiar stories by borrowing and adapting structures; Dramatise parts of own or familiar stories and perform to class or group
- Identify the sequence: opening, something happens (build up), events to sort it out (problem/resolution), ending; Identify temporal connectives and talk about how they are used to signal the passing of time
- Make deductions about why events take place in a particular order by looking at characters actions and their consequences
- Explore characters feelings and situations using improvisation; Understand that we know what characters are like from what they do and say as well as their appearance; The verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked
- Make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality
- Write complete stories with a logical sequence of events; Include setting, create characters, e.g. by adapting ideas about typical story characters
- Describe settings using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening
- Begin to understand elements of an author's style, e.g. books about the same character or common themes; the use of italics, bold, capitals to create emphasis, choice of vocabulary etc.
- Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes
- Include some dialogue
- Write using a consistent tense; Apply past tense suffix correctly
- Use coordination (or, and, but, so)
- Use some subordination (when, if, that, because)
- Use expanded noun phrases
- Read work to check it makes sense; Edit and improve work

Progression in information/non-chronological – Summer term outcomes

(ensure previous year outcomes are secure and build up to these)

	Research skills:	Creating information texts:
F/S	<ul style="list-style-type: none"> <li>Track the words in text in the right order, page by page, left to right, top to bottom</li> <li>Learn order of alphabet through alphabet books, rhymes and songs</li> <li>Describe something/someone (possibly after drawing it/them)</li> <li>Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy?)</li> <li>Ask similar probing questions to elicit a fuller description from someone else</li> <li>In a shared reading context read information books and look at/re-read the books independently</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between writing and drawing and write labels for pictures and drawings</li> <li>Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions</li> <li>Experiment with writing in a variety of play, exploratory and role-play situations</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Pose questions before reading non-fiction to find answers</li> <li>Find out about a subject by listening and following text as information books are read, watching a video</li> <li>Contribute to a discussion about a topic incorporating own experience</li> <li>Secure alphabetic letter knowledge and order and use simplified dictionaries</li> <li>Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations</li> <li>Read and use captions, labels and lists</li> <li>Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter</li> <li>Record information gained from books as lists, a completed chart, extended captions for display, a fact file on IT</li> </ul>	<ul style="list-style-type: none"> <li>Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding</li> <li>Independently choose what to write about, orally rehearse, plan and write</li> <li>Include Title, headings, picture, label, caption, sentences conveying information/facts</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Do a practical activity or undertake some research in books or on the web</li> <li>Pose and orally rehearse questions ahead of writing</li> <li>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways</li> <li>Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries</li> <li>Scan texts to find specific sections (e.g. key words or phrases, subheadings)</li> <li>Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand</li> <li>Read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia</li> <li>Make simple notes from non-fiction texts, e.g. key words and phrases, headings to use in subsequent writing, topic specific vocabulary, thought shower</li> </ul>	<ul style="list-style-type: none"> <li>Write simple information texts incorporating title, headings, labelled pictures and diagrams, charts, lists, sentences conveying information/facts, interesting comment/did you know</li> <li>Draw on knowledge and experience of texts in deciding and planning what and how to write</li> <li>Create an alphabetically ordered dictionary or glossary of special interest words</li> <li>Design and create a simple ICT text</li> <li>GD Decide how to present information and make informed choices by using structures from different text types</li> </ul>