



Writing Learning Sequence EYFS and KS1

Skill/ Conceptual Understanding	Nursery/Reception	Year 1	Year 2
Poetry	<ul style="list-style-type: none"> Nursery rhymes – link to music and singing Rhyming books Perform nursery rhymes and poems to an audience Rhythm of words (identifying rhyming words and stories with rhyming words) Experiment with words Experiment with the order of chosen words Create simple phrases sentences Create pairs of words that rhyme Join in with repeated refrains in rhymes and stories 	<ul style="list-style-type: none"> Build on nursery rhymes from EYFS and extend length of rhymes Re-tell simple limericks/humorous rhymes Discuss what poems are Give personal responses to poems Identify patterns in poems Write simple sentences Generate rhyming couplets Use repetition 	<ul style="list-style-type: none"> Use simple repeating phrases or lines Organise ideas using ambitious vocabulary Begin to create repeating patterns Create list poems Use rhyming couplets Experiment with alliterative phrases Begin to vary sentence length for effect Experiment with word play Create acrostic poems Read poems with expression Create comparative poems (superlatives) Show an appreciation of different types of poetry Comment on words used for effect Perform poems speaking audibly and clearly
Narrative	<p>Birth to 5 Matters</p> <ul style="list-style-type: none"> Makes up stories, play scenarios, and drawings in response to experiences, such as outings Includes mark making and early writing Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right Begins to make letter-type shapes to represent the initial sound of their name and other familiar words creating texts to communicate meaning creating their own stories and books with images and sometimes with words, in print and digital formats Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<ul style="list-style-type: none"> Simple narratives and retelling are acted/told/written in first or third person and in past tense Events sequenced to create a text that makes sense Main participants are human or animal Simple narratives use typical characters, settings and events Story language (once upon a time, Later that day) Sentences demarcated using full stops, capital letters and finger spaces Use of conjunction ‘and’ to join ideas Use of exclamation marks to indicate emotions i.e. surprise or shock Questions marks can be used in the story Listen to stories and narrative texts that use the features for writing Identify intended audience Recognise and use story language 	<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Plan using story map Adapt familiar stories Change characters and/or settings Simple development i.e. good vs bad Written in past tense Story language (Once upon a time, Later that day, A long time ago etc.) Conjunctions to extend sentences e.g. and, so, because, when, if, that, or, but Language choices create realistic sounding narratives – adverbs, adjectives and precise nouns Begin to use Inverted commas for characters dialogue Apostrophes used for possession and contractions

	<p>ELG</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. • Retell simple narratives • Act out stories in role play situations 	<ul style="list-style-type: none"> • Think, say and write sentences to tell the story or narrative in their own words 	<ul style="list-style-type: none"> • Use of exclamation marks to show shock and to form exclamative sentences e.g. how amazing was that! • Adjectives and use of comparative language i.e. the troll was big , but the wolf was bigger • Commas in lists • Expanded noun phrases • Verbs chosen for effect i.e. grabbed instead of got • Evaluate writing
<p>Instructions</p> <p>Recipes Technical manuals (i.e. How to) Rules for a game Packaging instructions</p>	<p>To ensure something is done effectively and/or correctly with a successful outcome for the participants.</p>		
	<ul style="list-style-type: none"> • Listen to and follow a single instruction • Listen to and follow extended instructions to two or three consecutive instructions • Give oral instructions when playing • Read and follow instructions/ rules for areas in class both written and pictorial ie mud kitchen, home corner • Free writing • Opportunities for writing own instructions • Indoor and outdoor opportunities to write 	<ul style="list-style-type: none"> • Follow a verbal instruction • Give a simple instruction to another child • Familiarisation with examples of instruction texts • Make jam sandwiches • Sequence instructions in the correct order • Use a 'How to' title • Create a list of what you need • Write instructions in simple steps • Start each step on a new line • Use numbered steps • Begin to use imperative verbs 	<ul style="list-style-type: none"> • Follow verbal instructions • Give simple instructions for a classroom activity • Make biscuits • Sequence instructions correctly • Edit and improve an given set of instructions • Create an appropriate title • Create a list of equipment/ingredients • Use numbered or bullet point steps • Use time fronted adverbials i.e. first, next, then • Include labelled diagrams for explanation • Use and write in the present tense • Use imperative verbs to give specific instructions • Use command sentences where necessary • Use commas in lists within a sentence/instruction • Use adverbs to add to instruction i.e. <i>Carefully pour</i> •
<p>Persuasion</p> <p>Letters Posters Job Applications Controversial issues Book reviews Debate</p>	<p>To argue a case from a particular point of view to encourage the reader/listener towards the same way of seeing things.</p>		
	<p>All the below can be completed verbally during every day learning and experiences</p> <ul style="list-style-type: none"> • 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) • Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. • Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded. 	<p>All the below can be completed verbally during every day learning or other curriculum areas</p> <ul style="list-style-type: none"> • Use the language of persuasion in discussion and group work to change someone's ideas or views • Understand the term persuasion and what it looks like (adults to demonstrate) • Read captions, pictures, posters and adverts that are trying to persuade. • Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective. 	<ul style="list-style-type: none"> • Explore persuasive texts i.e. posters, adverts, leaflets • Use simple vocabulary of persuasion i.e. Why not visit..., Southend has the best..., • Written in present tense • Write simple rhetorical questions • Opening statement that presents the point of view • Write texts to persuade others to visit Southend • Write a persuasive letter • Use of coordinating conjunctions (and, or, but) • Use of subordinating conjunctions (when, if, that, because) • Use of –er and –est to explain or persuade •

<p>Explanation</p> <p>Science write ups Explaining scientific/historic/religious aspects Technical manuals Q & A leaflets</p>	<p>To explain how or why. E.g. To explain the process involved in natural/social phenomena or to explain why something is the way it is.</p>		
<p>Report</p> <p>Describing daily life Information leaflet Describing characteristics i.e. animals, plants, solar system</p>	<p>All the below can be completed verbally during every day learning and experiences</p> <ul style="list-style-type: none"> • 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 or another's motives; why and how they made a construction. 	<p>All the below can be completed verbally in other curriculum areas i.e. Science, Geography, History</p> <ul style="list-style-type: none"> • Orally explain how something happens or works • Use words such as <i>so</i> and <i>because</i> to aid explanation • Read captions, pictures and diagrams on wall displays and in simple books that explain a process. • Draw pictures to illustrate a process and use the picture to explain the process orally. • Draw a series of diagrams to explain a process 	<ul style="list-style-type: none"> • Carryout a practical activity, (e.g.) experiment, investigation, construction task) • Contribute to creating a flowchart or cyclical diagram to explain the process • Give an oral explanation of a process • Explain the same process using flowchart, language and gestures appropriately. • Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • Following other practical tasks, produce a simple flowchart or cyclical diagram independently. • Consistent use of present tense • Questions can be used to form titles • Question marks used to denote questions • Use conjunctions e.g. <i>so</i>, <i>because</i> etc.
<p>Recount</p>	<p>To provide information about actual events, either real or imagined. To help readers understand facts in chronological order providing accurate information.</p> <ul style="list-style-type: none"> • Informally, recount events in their own life to other children and adults 	<p>To help readers understand what is being described by organising or categorising information.</p> <ul style="list-style-type: none"> • Find out about a subject by listening and following text as information books are read, watching a video. • Contribute to a discussion on the subject as information is assembled and the teacher writes the information. • Assemble information on a subject in own experience, (e.g.) food, pets. • Write a simple non-chronological report by writing sentences to describe aspects of the subject. • Begin to use titles to demarcate sections of text • Create a simple report about an event or a familiar topic 	<ul style="list-style-type: none"> • Conduct a practical activity or undertake some research in books or the web • Take part in a discussion in another curriculum subject, • Generalise from repeated occurrences or observations. • Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. • Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's • Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas. • Analyse a number of report texts and note their function, form and typical language • Use present and past tense throughout writing • Questions used to form titles • Questions marks • Conjunctions to aid explanation i.e. <i>because</i> • Use adjectives, including comparative adjectives to create description

<p>Diary Newspaper Letters Postcards Accounts Biographies and autobiographies</p>	<ul style="list-style-type: none"> • Listen to others telling their recounts • Write a sentence/words/marks to accompany pictures of familiar events • Use class/school events to create a shared composition with teacher scribing as modelled writing • Children can then write their own sentence 	<ul style="list-style-type: none"> • Add some detail in their verbal retelling • Sequence familiar events in order • Tell/write events in chronological order • Use some time adverbials i.e. first, next, then • Write a recount of a visit 	<ul style="list-style-type: none"> • Use past and present tense, where appropriate, throughout their writing • Use the progressive form of verbs i.e. we went • Use conjunctions for coordination and subordination i.e. <i>we went to the park so we could go on the swings</i> • Use expanded noun phrases • Use of first person in diary writing and postcards
<p><u>Vocabulary, grammar and punctuation</u></p>	<ul style="list-style-type: none"> • When teacher scribes, identify the punctuation being used • Punctuation identified during modelling • Correct grammar used by staff and standard English used as a model • Model sentences correctly back to children • Begin to use full stops in their independent writing • Begin to expand vocabulary by using words to describe animals, places, feelings etc. 	<ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es • Suffixes added to verbs where there is no change in spelling i.e. help, helping, helper • How prefix un- changes the meaning of a noun and adjective i.e. kind/unkind (negation) or tie/untie (undoing) • Words combine to make sentences • Join words and clauses using <i>and</i> • Sequence sentences to form short narratives • Separate words with spaces • Introduce capital letters, full stops, question marks and explanation marks to demarcate sentences • Capital letters for names and pronoun / <p><u>Terminology</u> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<ul style="list-style-type: none"> • Formation of nouns using suffixes -ness, -er and compound words (superman, whiteboard) • Formation of adjectives using suffixes such as -ful, -less • Use of suffix -er and -est and -ly to turn adjectives into adverbs • Subordination – using <i>when, if, that because</i> • Coordination – using <i>or, and, but</i> • Expanded noun phrases for description and specification i.e. <i>the blue butterfly, plain flour</i> • Statement, question, command and exclamation • Correct and consistent use of present and past tense throughout writing • Use of progressive form of verbs in the present and past tense to mark actions in progress <i>she is drumming, he was shouting</i> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing i.e. <i>don't</i> and to mark singular possession in nouns i.e. <i>the boy's socks</i> <p><u>Terminology</u> Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense, apostrophe, comma</p>
<p><u>Handwriting</u></p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</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>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</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>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p>

