

Narrative (Story & Memoir) Concept Progression Map

Concept	Nursery	Reception	Year One & Two	Year Three	Year Four	Year Five	Year Six
Development and voice	<ul style="list-style-type: none"> I told a story using drawings and 'kid writing'. I told people something that happened to me using drawings and 'kid writing'. 	<ul style="list-style-type: none"> I've made story and memoir books. My story tells you who was there, what the characters did and how they felt. I labeled some of their drawings. 	<ul style="list-style-type: none"> I've made story and memoir books. Can describe how things in their stories look, feel, smell, sound or taste. They have people talking to each other. Each page adds something new to their story. 	<ul style="list-style-type: none"> I've written stories and stories. I chose a story arc for my story. I wrote an outstanding opening. I wrote an excellent ending. I used the 'power of three' to write descriptive sentences. 	<ul style="list-style-type: none"> I introduced my characters with sensory description. I introduced new settings with vivid descriptions. I used sensory description. I used the 'show-don't-tell' technique. I used metaphor, simile or personification in my story. 	<ul style="list-style-type: none"> I shared some of my characters' personality traits. I revealed how my characters are feeling through their body language. I shared what my characters are thinking. Using speaker-tags, I shared how my characters speak. I left clues as to why my character does the things they do. I wrote my setting like it is another character. I used pathetic fallacy. I described important objects like a poet by using my painting-with- words tools. 	<ul style="list-style-type: none"> I suggest a moral, symbolism or a greater philosophical comment in my story. I created a collection of varied flash-fiction texts. I revealed my character's reaction to things happening to them. I changed the camera angle within my story. I used zoom-in to give tiny little details and a wide-lens to give sweeping descriptions. I changed the speed of my story. I write with pace and slowed it down. I used rich figurative language to create an atmosphere. I gave only subtle clues to keep my reader guessing as to what's going to happen. I used ellipsis to create tension and mystery. I used the passive voice to create tension and mystery. My revising shows that I changed some of my repetitive words.
Structure and organisation	<ul style="list-style-type: none"> My story ends. There is a difference between my drawings and my 'kid writing'. 	<ul style="list-style-type: none"> My book has a title. I use words like: and, but, because. I've made lots of pages. I have drawings and writing on every page. My pictures match my writing. 	<ul style="list-style-type: none"> I can use words like: and, but, or, so, because, when, if, that. I can write stories that happened in the past. I can write stories that feel like they are happening right now. 	<ul style="list-style-type: none"> My story has a great title. I used words like: then, after that, at home..., in the spaceship... to change the time or place in my story. I used paragraphs and pictures to break up my text. 	<ul style="list-style-type: none"> I've uses paragraphs to move on in time or to change my setting. 	<ul style="list-style-type: none"> I used relative clauses to reveal extra information. I used parenthesis (brackets, commas, dashes) to reveal extra information. 	<ul style="list-style-type: none"> I used flash-forwards and flash-backs. I used pilcrows between paragraphs. I chose a narrator voice for my story (for example 1st person, 2nd person, third-person objective, third-person limited or third-person omniscient).
Clarity and accuracy		<ul style="list-style-type: none"> I used thought bubbles and speech bubbles in my drawings. 	<ul style="list-style-type: none"> I used what I know about words to help me with my spellings. I used thought bubbles and speech bubbles in my drawings. 	<ul style="list-style-type: none"> I used inverted commas for when my characters are speaking. 	<ul style="list-style-type: none"> I used fronted adverbials to move between time and place. I used subordinating conjunctions to start some of my sentences. When I have, I used a comma. 	<ul style="list-style-type: none"> I used all the conventions of speech punctuation and organisation. 	<ul style="list-style-type: none"> I used parenthesis to reveal extra information or to clarify something for my reader.

Non Fiction Concept Progression Map

Concept	Nursery	Reception	Year One & Two	Year Three	Year Four	Year Five	Year Six
Development and voice	<ul style="list-style-type: none"> Using my drawings and 'kid writing', I taught people something I know a lot about. I added to my drawings as I talked about them. 	<ul style="list-style-type: none"> I've made information books with pictures and writing on every page. My title and opening page tell you what my book is about. Each page tells you something new about my topic. 	<ul style="list-style-type: none"> I've made information books. I described how things work, look, feel, smell, sound or taste. On each page, I teach you something new and provide you with facts. I tell you about myself in my information books too. I tell you why I'm interested in my topic. I tell you why I love my topic. I wrote a great ending for my information book. 	<ul style="list-style-type: none"> I've written information texts. I wrote an intriguing introduction. I wrote a colossal conclusion. I used the 'power of three' when writing descriptive sentences about my topic. I shared why I chose to write about my topic. 	<ul style="list-style-type: none"> I've written information and instructional texts which are engaging and useful. I use sensory details to describe things. I use 'show-don't-tell' to describe certain things. I use metaphors, similes or personifications to explain things. I involve my reader by asking them questions. I involve my reader by making suggestions to them. I involve my reader by asking them to do something. I share my passion for my topic with my readers. 	<ul style="list-style-type: none"> I've written information and explanation texts. I share how and why not just what. I share my connection to my topics and explain why I chose to write about it. I share my feelings about my topic. I try to convince my reader of my topic's importance. I leave my reader with something to think about. I sometimes include stories, memoirs and figurative language in my pieces. 	<ul style="list-style-type: none"> I've written information, explanation and discussion texts. I write non-fiction well in other subjects. My pieces can be a mixture of discussion, explanation, memoir, poetic description and instructions. When writing discussion texts, I stay balanced and highlight more than one position. I use comparisons. I contrast and compare things against each other. I suggest what the consequences of something not happening might be. I suggest what the consequences of something happening might be. I use the passive voice to create a sense of authority. My revising shows that I changed some of my repetitive words.
Structure and organisation	<ul style="list-style-type: none"> There is a difference between my drawings and my 'kid writing'. 	<ul style="list-style-type: none"> My book has a title. I use words like: and, but, because My picture book has many pages. I have drawings and writing on every page. My pictures match my writing. I use labels to explain what things are. 	<ul style="list-style-type: none"> I use words like: and, but, or, so, because, when, if, that My topic is split up into different sections of information. I write my information books in the past tense. 	<ul style="list-style-type: none"> I wrote a great title. I use paragraphs and pictures to break up my text into chunks. I use headings to break my topic up into chunks. I also wrote thing like: instructions, 'top-tips' and explanations. 	<ul style="list-style-type: none"> I use headings and paragraphs to chunk my information into separate parts. I sometimes address my reader directly by using 'you'. I use colons to introduce lists. I use bullet points for lists. 	<ul style="list-style-type: none"> I use relative clauses and parenthesis to provide extra information. I use brackets, commas or dashes for parenthesis. 	<ul style="list-style-type: none"> I provide a glossary when required. I introduce what other people have said by using words like: according to, suggested by, as shown by and demonstrated by I suggest other things my reader could read or places to get more information.
Clarity and accuracy		<ul style="list-style-type: none"> I labeled some of my drawings. 	<ul style="list-style-type: none"> I use what I know about words to help me spell. I used special vocabulary that's just about my topic. 	<ul style="list-style-type: none"> I provided definitions and explanations for any special vocabulary that my reader might not know. 	<ul style="list-style-type: none"> I use commas for fronted adverbials to move my piece on. I used subordinating conjunctions to start some of my sentences. When I have, I used a comma. 	<ul style="list-style-type: none"> I use quotations from experts to support my piece. I use words like: as a result, because, so, therefore, even though and however. I provide examples by using words like: for example, similarly, in comparison, also, such as and in contrast to this 	<ul style="list-style-type: none"> I use parenthesis to provide extra information. I use parenthesis to make sure my reader isn't confused. I use colons to introduce information. I compare things by using words like: unlike, and yet, however, on the other hand, just as, in a similar way, in contrast, if we compare this to. I suggest what might have to happen by using words like: by, if, then, provided that, as long as and may even.

Opinion & Persuasion Concept Progression Map

Concept	Year Three	Year Four	Year Five	Year Six
Development and voice	<ul style="list-style-type: none"> I write to people to help me get what I want. I write to share what I think and how I feel about things. I can share why I like or dislike something. I can share why I care about a topic and why they've chosen to write about it. I grab my reader(s) with a great opening. I leave my reader with something to think about I leave my reader with a decision to make. I leave my reader with something to do. 	<ul style="list-style-type: none"> I write persuasive texts to people. I do it to help me get what I want or to help others in the local community. I write to share what I think and how I feel about things. I share what I think and try to get my reader to think the same way too. I ask my reader important questions. 	<ul style="list-style-type: none"> I write persuasive texts for people to read. I write to help others in the local community. I write to share what I (and others) think and feel about things. I use what I've learnt from other non-fiction projects in my opinion writing. I share how and why I've decided to write about my topic or else how and why I reached my opinion on a topic. I sometimes use personal anecdote and figurative language to influence my reader. I will find and use shocking or insightful facts or statistics to influence my reader. I will suggest what the consequences might be if my reader ignores what I have to say. My conclusion repeats what I shared in my introduction. 	<ul style="list-style-type: none"> I write explanation, discussion and community activism texts. I write great discussion and opinion pieces in other subjects apart from English. My pieces can be a mixture of persuasion, opinion, discussion, explanation, memoir, poetic description and instruction. When writing discussion texts, I try to remain balanced and share more than one point of view. I might use a story to create a powerful image in my reader's mind. I use comparisons. I contrast and compare things. I can suggest what might happen if I'm ignored. I can suggest what might happen if I'm listened to. I can use the passive voice to create a sense of authority. I use a 'writing voice' that's suitable for who I'm writing to. I use synonyms to avoid repeating the same old words and phrases.
Structure and organisation	<ul style="list-style-type: none"> I use coordinating and subordinating conjunctions to give more details. I sometimes address my reader directly by using 'you'. 	<ul style="list-style-type: none"> I use headings or paragraphs to chunk my text into separate parts. I sometimes address my reader directly by using 'you'. I use colons to introduce lists. I use bullet points for lists. 	<ul style="list-style-type: none"> I share a number of reasons for my opinion and use pieces of evidence to support my opinion. I use relative clauses and parenthesis to provide extra information. I use brackets, commas or dashes for parenthesis. I use modal verbs like: you certainly should. you must. you definitely could. you probably ought to and it's imperative that... 	<ul style="list-style-type: none"> In my introduction, I explain how my texts is organized and what it's looking to achieve. I mention reliable sources by using phrases like: according to, suggested by, as shown by and demonstrated by, this shows that.. I offer links to further reading and information. I'm precise by using phrases like: specifically, precisely because..., most importantly..., essentially..., if you only take away one thing... I comment on any quotations, evidence, facts or statistics I use.
Clarity and accuracy	<ul style="list-style-type: none"> I provide definitions and explanations for any special vocabulary my reader might not understand. 	<ul style="list-style-type: none"> I use commas for fronted adverbials to move my piece on. I use subordinating conjunctions to start some of my sentences. When I do, I use a comma. 	<ul style="list-style-type: none"> I use quotations from experts to support my opinion. I make links by using words like: as a result, because, so, therefore, even though and however. I provide examples by using words like: for example, similarly, in comparison, also, furthermore, for instance, in addition to..., such as and in contrast to this 	<ul style="list-style-type: none"> I use parenthesis to provide extra information for my reader. I use parenthesis to make sure my reader isn't confused. I use colons to introduce information. I compare things by using words like: unlike, and yet, however, on the other hand, just as, in a similar way, in contrast, if we compare this to. I suggest what might have to happen by using words like: by, if, then, provided that, as long as and may even.