

The Dingle School English Progression Grids

<p>Telling stories and planning Writing stories</p>	<p><u>Narrative texts</u></p>
<p>Early Years</p>	<ul style="list-style-type: none"> • Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play. • Attempt own writing for various purposes, using features of different forms, including stories.
<p>Year 1</p>	<p><u>Retelling of a story (Owl babies), Narrative stories (The Last Wolf, The Secret of Black Rock and The Lighthouse Keeper’s Lunch), Character description (The Gruffalo), Setting description (Where the Wild Things Are)</u></p> <ul style="list-style-type: none"> • Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. • Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. • To write simple character and setting descriptions focussing on adjectives and simple prepositions.
<p>Year 2</p>	<p><u>Retelling of a story and Character description (The Jolly Postman), Narrative stories (Grandad’s island, A River and Jack and the Baked Beanstalk, Setting description (The Night Gardener)</u></p> <ul style="list-style-type: none"> • Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest; tell own real and imagined stories; explore characters’ feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. • Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g.by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn’t believe her eyes. • Characters and settings are described in more detail with emphasis on noun phrases, adverbs and progressive verb forms.
<p>Year 3</p>	<p><u>Mystery narrative (Egyptology), Alternative myth (The Legend of King Midas, Historical narrative (Stone Age Boy), Setting description (The Ocean meets the Sky), Character description (Matilda)</u></p> <ul style="list-style-type: none"> • Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. • Write complete stories with a full sequence of events in narrative order;

	<p>include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.</p> <ul style="list-style-type: none"> • Characters and settings are described using adverbs of time, place and manner and action verbs and similes and metaphors are introduced.
Year 4	<p><u>Narrative story opening (Egyptology and The Lost Happy Endings)</u>, <u>Alternative myth (The Legend of King Midas, Historical narrative (Stone Age Boy), Setting description (The Ocean meets the Sky), Character description (Matilda)</u></p> <ul style="list-style-type: none"> • Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. • Plan complete stories by identifying stages in the telling: introduction–build-up–climax or conflict- resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Some time later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. • Characters and settings are described using a wider range of conjunctions, fronted adverbials, pronouns for clarity and cohesion and correct use of simple present, present progressive and present perfect tenses.
Year 5	<p><u>Narrative stories (Mog’s Christmas Calamity and The Piano), Narrative myth (Arthur and the Golden Rope), Setting description (Theseus and the Minotaur)</u></p> <ul style="list-style-type: none"> • Plan and tell stories to explore narrative viewpoint, (e.g.)re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. • Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. • Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style. • Characters and settings are described using more complex examples of adverbs of time, manner and place. Pronouns are used with increased maturity and with greater use of implied second person.
Year 6	<p><u>Narrative stories (Room 13 and Letters from the Lighthouse), Flashback story (A Story Like the Wind), Setting description (The Trenches) Narrative stories from 2 viewpoints and using dialogue (Hansel and Gretel)</u></p> <ul style="list-style-type: none"> • Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. • Plan quickly and effectively the plot, characters and structure of own

narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds.

- Vary narrative structure when writing complete stories,(e.g.)start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.

- Characters and settings are described using a variation in sentence and personification. Different modifiers are added for intensity.

	<u>Recounts (Diaries, postcards, letters, newspaper reports and biographies)</u>
Early Years	<ul style="list-style-type: none"> • Informally recount incidents in own life to other children or adults and listen to others doing the same. 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. • Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.
Year 1/2	<p><u>Year 1 – Postcards (The Secret of Black Rock)</u> <u>Year 2 – Diary Entry (The Night Gardener)</u></p> <ul style="list-style-type: none"> • Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. • Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. • Using nouns and noun phrases , causal connectives and adverbs.
Year 3/4	<p><u>Year 3 – Diary (Egyptology)</u> <u>Year 3 and 4 – Newspaper report (The Legend of King Midas)</u></p> <ul style="list-style-type: none"> • Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. • Using adverbs of time, manner and place and to be able to write in the 1st and 4rd peson.
Year 5/6	<p><u>Year 5 – Diary entries (Holes and Henry’s Freedom Box) and biography (Henry’s Freedom box)</u> <u>Year 6 – Diary entry (Holes) and Newspaper report (Letter from the Lighthouse)</u></p> <ul style="list-style-type: none"> • Identify the features of recounted texts such as sports reports, diaries, newspaper reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. ‘A she was running away he noticed...’, possible supporting illustrations, degree of formality adopted and use of connectives. • Use the language features of recounts including formal language when recounting events orally. • When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different

	types of text as appropriate. To make tense changes according to purpose and understand implied second person.
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	<u>Poetry</u>		
	<u>Reading Poetry</u>	<u>Performing Poetry</u>	<u>Creating poetry</u>
<p>Early Years</p> <p>Poems and rhymes</p> <p>The Caterpillar by Christina Rossetti</p>	<ul style="list-style-type: none"> listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns 	<ul style="list-style-type: none"> join in with class rhymes and poems, copy actions 	<ul style="list-style-type: none"> enjoy making up funny sentences and playing with words; look carefully at experiences and choose words to describe; make word collections or use simple repeating patterns
<p>Year 1</p> <p>Poems and rhymes. Poems linked to the senses</p> <p>Now we are Six by AA Milne</p>	<ul style="list-style-type: none"> discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poem's pattern 	<ul style="list-style-type: none"> perform in unison, following the rhythm and keeping time imitate and invent actions 	<ul style="list-style-type: none"> observe details of first hand experiences using the senses and describe; list words and phrases or use a repeating pattern or line.
<p>Year 2</p> <p>Descriptive poems linked to 'A River' text</p> <p>The Crocodile by Lewis Carroll</p>	<ul style="list-style-type: none"> talk about own views, the subject matter and possible meanings; comment on which words have most effect, noticing alliteration; discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and create pictures using similes; 	<ul style="list-style-type: none"> perform individually or together; speak clearly and audibly. use actions and sound effects to add to the poem's meaning 	<ul style="list-style-type: none"> experiment with alliteration to create humorous and surprising combinations; 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
<p>Year 3</p> <p>Humorous poems linked to 'Revolting Rhymes'</p> <p>Poor Old Lady</p>	<ul style="list-style-type: none"> describe the effect a poem has and suggest possible interpretations; explain the pattern of different simple forms 	<ul style="list-style-type: none"> perform individually or chorally; vary volume, experimenting with expression and use pauses for effect use actions, voices, sound effects and musical patterns to add to a performance 	<ul style="list-style-type: none"> invent new similes and experiment with word play; use powerful nouns, adjectives and verbs; experiment with alliteration; write free verse; borrow or create a repeating pattern

<p>Year 4</p> <p>Humorous poems linked to 'Revolting Rhymes'</p> <p>The Owl and the Pussycat by Edward Lear</p>	<ul style="list-style-type: none"> • describe poem's impact and explain own interpretation by referring to the poem; • comment on the use of similes and expressive language to create images, sound effects and atmosphere; 	<ul style="list-style-type: none"> • vary volume, pace and use appropriate expression when performing • use actions, sound effects, musical patterns and images to enhance a poem's meaning 	<ul style="list-style-type: none"> • use language playfully to exaggerate or pretend; • use similes to build images and identify clichés in own writing; • write free verse; use a repeating pattern; experiment with simple forms
<p>Year 5</p> <p>Flashback poems linked to 'The Piano'</p> <p>Daffodils by William Wordsworth</p>	<ul style="list-style-type: none"> • discuss poet's possible viewpoint, explain and justify own response and interpretation; • explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; • explore imagery including metaphor and personification; • compare different forms and describe impact 	<ul style="list-style-type: none"> • vary pitch, pace, volume, expression and use pauses to create impact; • use actions, sound effects, musical patterns, images and dramatic interpretation 	<ul style="list-style-type: none"> • invent nonsense words and situations and experiment with unexpected word combinations; • use carefully observed details and apt images to bring subject matter alive • write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
<p>Year 6</p> <p>War poems and descriptive poems linked to 'Hansel and Gretel'</p> <p>The Highwayman by Alfred Noyes</p>	<ul style="list-style-type: none"> • interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes • explain the impact of figurative and expressive language, including metaphor; • comment on poems' structures and how these influence meaning 	<ul style="list-style-type: none"> • vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form • use actions, sound effects, musical patterns, images and dramatic interpretation 	<ul style="list-style-type: none"> • use language imaginatively to create surreal, surprising, amusing and inventive poetry; • use simple metaphors and personification to create poems based on real or imagined experience; • select pattern or form to match meaning and own voice

Poems in purple are the poems that each year group learns and performs to the school as part of our yearly 'Poetry Showcase'.

	<u>Information texts (Non-chronological reports and explanation texts)</u>
Early Years	<ul style="list-style-type: none"> • Distinguish between writing and drawing and write labels for pictures and drawings. • Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions.
Year 1	<u>Information texts (Owl Babies and Where the Wild Things Are)</u> <ul style="list-style-type: none"> • 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. • Independently choose what to write about, orally rehearse, plan and follow it through.
Year 2	<u>Information text (Grandad's Island)</u> <ul style="list-style-type: none"> • Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. • Draw on knowledge and experience of texts in deciding and planning what and how to write. • Maintain consistency in non-narrative, including purpose and tense. • To group ideas into paragraphs and sections.
Year 3/4	<u>Year 3 and 4 - Explanation text (Stone Age Boy)</u> <ul style="list-style-type: none"> • Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms • Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. • Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs – language features: usually present tense; use of connectives of time and cause and effect; use of passive voice – presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering • After oral rehearsal, write explanatory texts independently from a flow chart or other diagrammatic plan, using the conventions modelled in shared writing.
Year 5	<u>Information text (Arthur and the Golden Rope and Holes)</u> <ul style="list-style-type: none"> • Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. • Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. • Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. • Summarise a passage, chapter or text in a specific number of words. • To use clear introductions and conclusions and subheadings to organise information.

Year 6

Information text (Holes)

- In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.
- Establish, balance and maintain viewpoints
- Use the conventions and language of debate when orally rehearsing a balanced argument.
- Revise own non-fiction writing to reduce superfluous words and phrases.
- Discuss and explain differences in the use of formal language and dialogue.
- Ensuring that introduction and conclusions give cohesion to the piece.

	<u>Instructions (including recipes)</u>
Early Years	<ul style="list-style-type: none"> • Listen to and follow single instructions, and then a series of two and three instructions • Give oral instructions when playing. • 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.
Year 1/2	<p><u>Year 1 – Recipe (Little Red Riding Hood)</u></p> <ul style="list-style-type: none"> • Listen to and follow a single more detailed instruction and a longer series of instructions. • Think out and give clear single oral instructions. • Routinely read and follow written classroom labels carrying instructions. • Read and follow short series of instructions in shared context. • Contribute to class composition of instructions with teacher scribing. • Write two consecutive instructions independently. • 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: • statement of purpose, list of materials or ingredients, sequential steps.
Year 3/4	<p><u>Year 4 – Mummification Instructions (Egyptology)</u></p> <ul style="list-style-type: none"> • Read and follow instructions. • Give clear oral instructions to members of a group. • Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. • Research a particular area and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • Write clear written instructions using correct register and devices to aid the reader.
Year 5/6	<ul style="list-style-type: none"> • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different types of text as appropriate.

	<u>Persuasive texts (Letters and leaflets)</u>
Early Years	<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.
Year 1/2	<p><u>Year 2 – Persuasive letter (Jack and the Baked Beanstalk)</u></p> <ul style="list-style-type: none"> • As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. • Evaluate simple persuasive devices e.g. Say which posters in a shop or TV adverts would make them want to buy something, and why • Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.
Year 3/4	<p><u>Year 3 – Balanced argument (The Pirate's Next Door)</u></p> <ul style="list-style-type: none"> • Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers. • Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view. • Use writing frames if necessary to back up points of view with illustrations and examples • To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate • Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand...'; 'finally'; 'so'
Year 5/6	<p><u>Year 5 – Balanced argument (Animals in captivity)</u> <u>Year 6 - Persuasive leaflet (Letters from the Lighthouse) Informal warning letter (Hansel and Gretal)</u></p> <ul style="list-style-type: none"> • From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. 'surely', 'it wouldn't be very difficult...'; persuasive definitions ,e.g. 'no one but a complete fool...', 'every right-thinking person would...'; 'the real truth is...'; rhetorical questions, e.g. 'are we expected to...?', 'where will future audiences come from...?'; pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents...'; deliberate ambiguities, e.g. 'probably the best...in the world' 'known to cure all...', 'the professional's choice' • Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and

	<p>present to finished state</p> <ul style="list-style-type: none">• To use features such as points, e.g. numbered lists, bullet points• Construct an argument in note form or full text to persuade others of a point of view and : present the case to the class or a group; use standard English appropriately ; evaluate its effectiveness.
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