

## St Anne's Infants' School Non-Fiction Writing Progression Plan

Instructions					
Purpose:		Audience:	Instruction Types:	Suggested Texts:	
<ul style="list-style-type: none"> <li>Explain how to do something or how to make something</li> <li>Give step by step guidance that someone else can follow</li> <li>Use precise, simple language to help the reader be successful</li> <li>Communicate information in chronological order so that the task is easy to understand</li> </ul>		Peers Younger children School adults Parents / wider school community	Recipes Craft or model-making instructions Game or activity instructions Safety or care instructions Classroom routine instructions Instructions for using equipment Role-play or imaginative instructions	How to Wash a Woolly Mammoth Michelle Robinson. How to Catch a Star- Oliver Jeffers. How to Train Your Dragon: A Guide to Dragons (picture-book versions) The Very Hungry Caterpillar– Eric Carle The Magic Porridge Pot The Lighthouse Keeper's Lunch– Ronda & David We're Going on a Bear Hunt– Michael Rosen	
	Text Structure	Sentence Features	Key Grammatical Skills	Punctuation	
Reception	<ul style="list-style-type: none"> <li>Follow simple, familiar instructions through play and routines.</li> <li>Begin to understand that instructions tell you <i>how to do something</i>.</li> <li>Sequence simple actions orally (first... then... next...).</li> <li>Create simple "how-to" pages using drawings, labels or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Say simple imperative sentences aloud (e.g., <i>Mix it, Stir the paint</i>).</li> <li>Use simple time words in speech (first, then, next).</li> <li>Begin to write short phrases or simple sentences with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Use verbs linked to actions (mix, cut, pour, push).</li> <li>Begin to use imperative verbs in context.</li> <li>Use pronouns orally (it, they, this).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use finger spaces.</li> <li>Use capital letters for names and sentence starts (Highly modelled and supported).</li> <li>Use full stops (Highly modelled and supported).</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>Understand that instructions tell someone how to do something</li> <li>Sequence simple steps in order using pictures or numbers</li> <li>Begin to use time words orally and in their writing (first, next, then, finally)</li> <li>Use a simple title</li> <li>Include basic list of items (with support)</li> </ul>	<ul style="list-style-type: none"> <li>Write simple <b>command</b> sentences starting with a verb (e.g. <i>Cut the bread</i>).</li> <li>Use short, clear sentences that focus on one action.</li> <li>Begin to use <b>imperative verbs</b></li> <li>Use simple linking words orally (and, then).</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>imperative verbs</b> with support.</li> <li>Use <b>plural nouns</b> for items (cups, spoons).</li> <li>Use <b>and</b> to join ideas in a step.</li> <li>Begin to use <b>adjectives</b> to clarify meaning (big spoon, small cup).</li> <li>Use <b>present tense</b> consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters and full stops in simple sentences.</li> <li>Finger spaces between words.</li> <li>Capital letter for the title.</li> <li>Begin to use commas in a list with modelling.</li> </ul>	
Year 2	<ul style="list-style-type: none"> <li>Use a clear structure:</li> <li><b>Title</b></li> <li><b>Introduction</b> explaining purpose</li> <li><b>List of equipment/ingredients</b></li> <li><b>Numbered or bullet-pointed steps</b></li> <li>Use <b>time adverbials</b> to sequence steps (First, Next, After that, Finally).</li> <li>Group related information logically (all equipment together, all steps together).</li> <li>Add <b>warnings or tips</b> (Be careful..., Make sure you...).</li> </ul>	<ul style="list-style-type: none"> <li>Write clear, precise command sentences using imperative verbs.</li> <li>Use <b>expanded noun phrases</b> to add clarity (a small, clean bowl, a sharp, grey pencil).</li> <li>Use <b>adverbs</b> to show how to do something (carefully, slowly, gently).</li> <li>Use <b>coordinating conjunctions</b> (and, but, or) to extend steps.</li> <li>Begin to use <b>subordinating conjunctions</b> (when, if, because) to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain <b>consistent present tense</b>.</li> <li>Use <b>imperative verbs</b> confidently.</li> <li>Use <b>prepositional phrases</b> to give detail (into the bowl, under the flap).</li> <li>Use <b>subordination</b> to explain reasons or conditions (If it is too runny...).</li> <li>Use <b>generalising language</b> where appropriate (You should..., Always..., Never...).</li> </ul>	<ul style="list-style-type: none"> <li>Full stops and capital letters used accurately.</li> <li>Commas in a list for equipment/ingredients.</li> <li>Use of <b>exclamation marks</b> for warnings (Be careful!).</li> <li>Use of <b>apostrophes</b> for possession where relevant (the teacher's scissors).</li> <li>Begin to use <b>commas</b> in a list with modelling (Equipment: bowl, spoon, flour).</li> </ul>	



Recount

<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• Retell <b>real events</b> clearly and logically</li> <li>• Organise ideas in a <b>chronological sequence</b></li> <li>• Use time words (first, next, then, after that, finally) to guide the reader</li> <li>• Write for a real purpose, such as telling someone about a trip, event, or experience</li> <li>• Include key details so the reader understands <b>what happened, when, where, and who was involved</b></li> <li>• Begin to express personal response (e.g., <i>I enjoyed..., It was exciting...</i>)</li> </ul>	<p><b>Audience:</b></p> <p>Peers Younger children School adults Parents / wider school community</p>	<p><b>Recount Types:</b></p> <p>Letter Biography / autobiography Write up of a trip Newspaper report Diary/Journal</p>	<p><b>Suggested Texts:</b></p> <p>The Tiger Who Came to Tea – Judith Kerr Rosie’s Walk – Pat Hutchins The Gruffalo’s Child– Julia Donaldson Lost and Found– Oliver Jeffers The Day the Crayons Quit” – Drew Daywalt. Dogger– Shirley Hughes. Katie in London– James Mayhew.</p>
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	Text Structure	Sentence Features	Key Grammatical Skills	Punctuation
Reception	<ul style="list-style-type: none"> <li>• Share personal experiences through <b>talk</b>, drawing and early mark-making</li> <li>• Begin to sequence events using simple oral frames such as <i>first, then, next</i></li> <li>• Understand that recounts tell <b>what happened</b> in the order it happened</li> <li>• Create simple “event strips” or picture sequences to support structure</li> </ul>	<ul style="list-style-type: none"> <li>• Use words, labels or short phrases to describe events</li> <li>• Begin to say a full sentence before attempting to write it</li> <li>• Use simple time words orally (e.g., <i>first, then</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple subject–verb structures in speech (e.g., <i>I went..., We saw...</i>)</li> <li>• Begin to use pronouns (I, we) when talking about events</li> <li>• Experiment with verbs linked to experiences (e.g., <i>went, played, made</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand that writing has <b>spaces</b> between words</li> <li>• Early awareness of capital letters for names and “I” through shared writing (Highly modelled and supported).</li> <li>• Exposure to full stops in modelled writing</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Sequence events in <b>chronological order</b></li> <li>• Use simple time connectives: <i>first, next, then, after that</i></li> <li>• Include basic details about <b>who, where, and what happened</b></li> <li>• Write a simple opening (e.g., <i>On Monday we went to...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences that make sense and stay on topic</li> <li>• Use <i>and</i> to join ideas within a sentence</li> <li>• Begin to add detail using simple adjectives (e.g., <i>big, fun, cold</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use past tense verbs correctly in simple forms (e.g., <i>went, played, looked</i>)</li> <li>• Use pronouns (I, we) consistently</li> <li>• Begin to use regular past tense <i>-ed</i> verbs with support</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>capital letters, full stops, and finger spaces</b> consistently</li> <li>• Use capital letters for names and days of the week</li> <li>• Begin to use question marks in context (e.g., <i>What did we see?</i>)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Write recounts with a clear <b>opening, sequence of events, and closing comment</b></li> <li>• Use a wider range of time connectives: <i>after that, later on, finally, in the morning</i></li> <li>• Include key details: <b>who, what, where, when, why</b> (as appropriate)</li> <li>• Maintain chronological order across a longer piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write longer, more detailed sentences using a range of conjunctions: <i>and, but, because, when</i></li> <li>• Use expanded noun phrases to add detail (e.g., <i>the long, bumpy bus ride</i>)</li> <li>• Begin to vary sentence starters (e.g., <i>After lunch..., When we arrived...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use past tense consistently, including regular and common irregular verbs</li> <li>• Use subordinating conjunctions (<i>because, when, if, that</i>) to explain or add detail</li> <li>• Maintain first-person or third-person viewpoint consistently</li> <li>• Use adverbs to show how events happened (e.g., <i>quickly, carefully</i>)</li> <li>• First and third person</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>capital letters, full stops, question marks, and exclamation marks</b> accurately</li> <li>• Use <b>commas in lists</b> (e.g., <i>We saw lions, tigers and giraffes.</i>)</li> <li>• Begin to use <b>apostrophes</b> for possession and contractions where appropriate</li> <li>• Use punctuation to support clarity across a longer recount</li> </ul>



## Non-Chronological Report

<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>To give information clearly</li> <li>To organise facts into sections</li> <li>To use factual, precise language</li> <li>To develop early research skills</li> <li>To communicate to a real audience</li> <li>To build confidence with non-fiction features</li> </ul>	<p><b>Audience:</b></p> <p>Imagined or role-play audiences Peers Younger children School adults Parents / wider school community</p>	<p><b>Non-Chron Report Types:</b></p> <p>Enquiry based Fact file Information leaflet</p>	<p><b>Suggested Texts:</b></p> <p>Dear Zoo– Rod Campbell The Gruffalo– Julia Donaldson Bog Baby” – Jeanne Willis The Rainbow Fish– Marcus Pfister Elmer – David McKee. The Snail and the Whale – Julia Donaldson Oi Frog!– Kes Gray</p>
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	Text Structure	Sentence Features	Key Grammatical Skills	Punctuation
<b>Reception</b>	<ul style="list-style-type: none"> <li>Explore factual books and notice features (photos, labels, headings).</li> <li>Group information orally (e.g., “All about penguins”).</li> <li>Create simple fact pages using drawings and labels.</li> <li>Begin to understand that reports <b>give information</b>, not instructions or stories.</li> </ul>	<ul style="list-style-type: none"> <li>Say simple factual sentences aloud (e.g., “Penguins live in cold places”).</li> <li>Use labels and captions with adult support.</li> <li>Begin to write simple sentences about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple subject–verb structures orally.</li> <li>Use <b>present tense</b> when talking about facts.</li> <li>Begin to use descriptive vocabulary (big, small, soft, cold).</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use capital letters for names and sentence starts (Highly modelled and supported).</li> <li>Use full stops (Highly modelled and supported)</li> <li>Use finger spaces consistently.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Write a simple non-chronological report with:                             <ul style="list-style-type: none"> <li>A <b>title</b></li> <li>A <b>simple opening sentence</b></li> <li><b>Facts grouped by topic</b> (appearance, diet, habitat)</li> <li>Use <b>subheadings</b> with modelling/support.</li> <li>Add <b>labels, captions, and diagrams</b>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Write simple factual sentences about a topic.</li> <li>Use <b>and</b> to join ideas (e.g., “Owls are birds and they hunt at night”).</li> <li>Use <b>adjectives</b> to describe features (soft fur, long tail).</li> <li>Begin to use <b>generalising language</b> (Some..., Most..., They usually...).</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>present tense</b> consistently.</li> <li>Use <b>plural nouns</b> correctly (wings, claws).</li> <li>Begin to use <b>prepositional phrases</b> (in the forest, on the grass).</li> <li>Use <b>is/are, has/have</b> accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters for names, places, and sentence starts.</li> <li>Full stops used more consistently.</li> <li>Question marks for rhetorical questions in introductions (modelled/supported).</li> <li>Commas in a simple list (with support).</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Write a well-organised non-chronological report with:                             <ul style="list-style-type: none"> <li><b>Title</b></li> <li><b>Introduction</b> explaining what the report is about</li> <li><b>Subheadings</b> for each section</li> <li><b>Logically grouped facts</b></li> <li><b>Diagrams, captions, fact boxes</b></li> <li>Use <b>general statements</b> to open sections (e.g., “Tigers are powerful animals”).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Write clear, detailed factual sentences.</li> <li>Use <b>expanded noun phrases</b> (a large, powerful animal).</li> <li>Use simple adverbs to describe a verb</li> <li>Use <b>coordinating conjunctions</b> (and, but, or) to extend ideas.</li> <li>Use <b>subordinating conjunctions</b> (because, when, if) to explain reasons or add detail.</li> <li>Use <b>generalising language</b> confidently (Most..., Many..., They often...).</li> </ul>	<ul style="list-style-type: none"> <li>Maintain <b>consistent present tense</b> throughout.</li> <li>Use <b>prepositional phrases</b> to add detail (in the rainforest, near the river).</li> <li>Use <b>technical vocabulary</b> linked to the topic (habitat, predator, lifecycle).</li> <li>Use <b>apostrophes for possession</b> where relevant (the tiger’s claws).</li> <li>Use <b>varied sentence openers</b> (Many..., Some..., Usually..., In the wild...).</li> <li>Add <b>er / est</b> to show comparison in adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Accurate use of capital letters and full stops.</li> <li>Commas in lists (e.g., “They eat fish, insects, and seeds”).</li> <li>Question marks for rhetorical questions in introductions.</li> <li>Exclamation marks for emphasis in fact boxes (modelled).</li> <li>Apostrophes for possession (singular)</li> <li>Apostrophe for contractions</li> </ul>



## St Anne's Infants' School Non-Fiction Writing Progression Plan

Explanation Text				
<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>To explain <b>how something works</b> or <b>why something happens</b>.</li> <li>To give <b>clear, ordered information</b> using cause-and-effect language.</li> <li>To help the reader understand a process or system</li> </ul>	<p><b>Audience:</b></p> <p>Imagined or role-play audiences Peers Younger children School adults Parents / wider school community</p>	<p><b>Explanation Types:</b></p> <p>Science enquiry writing Questions and answers Encyclopaedia</p>	<p><b>Suggested Texts:</b></p> <p>How to Wash a Woolly Mammoth– Michelle Robinson Great The Very Hungry Caterpillar– Eric Carle The Tiny Seed” – Eric Carle The Three Little Pigs (Traditional Tale) The Gruffalo” – Julia Donaldson The Snowman – Raymond Briggs Whatever Next!- Jill Murphy Aaargh! Spider!</p>	
	Text Structure	Sentence Features	Key Grammatical Skills	Punctuation
Year 2	<ul style="list-style-type: none"> <li><b>Introduce the subject clearly</b> One or two opening sentences explaining <i>what</i> is being explained.</li> <li><b>Logical sequence of ideas</b> Events or steps grouped into sections. Use time order or causal order depending on the topic.</li> <li><b>Clear paragraphs or sections</b> (modelled through headings or line breaks).</li> <li><b>Conclusion</b> A final sentence summarising the explanation or giving an interesting fact.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use of causal conjunctions</b> because, so, therefore, if, when, as a result</li> <li><b>Use of sequencing language</b> first, next, then, after that, finally</li> <li><b>Expanded noun phrases</b> the warm, rising air; the strong metal lever</li> <li><b>Varied sentence starters</b> When the water heats..., Because the wheels turn..., After this...</li> <li><b>Use of present tense</b> for general explanations</li> <li>The sun heats the air...</li> <li><b>Use of past tense</b> when explaining historical events</li> <li>The fire spread quickly because...</li> </ul>	<ul style="list-style-type: none"> <li><b>Causal conjunctions</b> because, so, therefore, as a result</li> <li><b>Generalising language</b> usually, often, most, many</li> <li><b>Technical vocabulary</b> linked to enquiry</li> <li><b>Pronouns for cohesion</b> it, they, this, these</li> <li><b>Adverbs for clarity</b> quickly, slowly, carefully, eventually</li> <li><b>Subordination and coordination</b> when, if, because, that, and, but, or, so</li> </ul>	<ul style="list-style-type: none"> <li><b>Capital letters and full stops</b> used consistently.</li> <li><b>Commas in lists</b> The machine has gears, levers, springs and wheels.</li> <li><b>Question marks</b> Used when opening with a rhetorical question (modelled only).</li> <li><b>Exclamation marks</b></li> <li>Used for emphasis in introductions or conclusions.</li> <li><b>Apostrophes</b> For contractions when helpful (it's, doesn't). For possession (the insect's body).</li> </ul>



Persuasive Writing

<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>To <b>convince</b> the reader to agree, choose, support, or take action.</li> <li>To express a <b>clear viewpoint</b> with reasons.</li> <li>To use <b>persuasive language</b> that encourages a reader to see the same thing as them</li> </ul>	<p><b>Audience:</b></p> <p>Peers Imagined or role-play audiences School adults Parents</p>	<p><b>Persuasive Writing Types:</b></p> <p>Posters Leaflets Letter Opinion: Short paragraphs expressing a viewpoint with reasons (e.g., "Why playtime should be longer"). Travel Brochure</p>	<p><b>Suggested Texts:</b></p> <p>The Day the Crayons Quit – Drew Daywalt The Great Kapok Tree" – Lynne Cherry The Lorax – Dr Seuss. Don't Let the Pigeon Drive the Bus!– Mo Willems I Want a Pet– Lauren Child Click, Clack, Moo: Cows That Type – Doreen Cronin The True Story of the Three Little Pigs– Jon Scieszka. Eat Your Peas"– Kes Gray</p>
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	Text Structure	Sentence Features	Key Grammatical Skills	Punctuation
Year 2	<ul style="list-style-type: none"> <li><b>Opening statement</b> Clearly states the opinion or viewpoint.</li> <li><b>Reasons</b> 2–3 simple reasons supporting the viewpoint. Each reason explained in one or two sentences. <b>Additional persuasive features</b></li> <li>Questions, facts, or emotive phrases (modelled first).</li> <li><b>Conclusion</b> Restates the viewpoint or gives a final persuasive push.</li> </ul>	<ul style="list-style-type: none"> <li><b>Opinion sentences</b> I think..., I believe..., In my opinion...</li> <li><b>Reason sentences</b> ...because..., ...so..., ...which means...</li> <li><b>Persuasive sentence starters</b> Surely..., Everyone knows..., You will love...</li> <li><b>Rhetorical question</b> (modelled and used sparingly) Wouldn't you like to...?</li> <li><b>Adjectives and adverbs to persuade</b> amazing, important, exciting, extremely, definitely</li> <li><b>Coordinating and subordinating conjunctions</b> and, but, so, because, when, if, that</li> </ul>	<ul style="list-style-type: none"> <li><b>Use of present tense</b> This playground is safe and fun.</li> <li><b>Use of persuasive command phrases:</b> Use of 'should', 'must', 'will' to persuade</li> <li><b>Expanded noun phrases</b> the brilliant new library, the safe and spacious playground</li> <li><b>Adverbs for emphasis</b> really, definitely, certainly</li> <li><b>Pronouns for cohesion</b> this, these, they, it</li> <li><b>Generalising language</b> everyone, many people, most children</li> </ul>	<ul style="list-style-type: none"> <li><b>Capital letters and full stops</b> used consistently.</li> <li><b>Question marks</b> Especially for rhetorical questions.</li> <li><b>Exclamation marks</b> Used for emphasis in persuasive statements.</li> <li><b>Commas in lists</b> The park has swings, slides and climbing frames.</li> <li><b>Apostrophes</b> For contractions when helpful (it's, don't).</li> </ul>