



Grove School

**English**

**Progression from Foundation**  
**Stage to Year 6 for different text**  
**types**

## Entertain: A Progression

### Example Form: Narrative

<b>Foundation Stage</b>	<ul style="list-style-type: none"><li>• Turn stories into play using puppets, toys, costumes and props.</li><li>• Imagine and re-create roles.</li><li>• Re-tell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li><li>• Tell a story about a central character.</li><li>• Experiment with story language by using familiar words and phrases from stories in re-telling and play.</li><li>• Attempt own writing for various purposes, using features of different forms, including stories.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Use story language, sentence patterns and sequencing words to organise events, e.g. <i>then, next</i> etc.</li><li>• Recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.</li><li>• The purpose is constant throughout the narrative.</li><li>• The writer's voice is maintained to the final sentence of the narrative.</li><li>• Use patterns and language from familiar stories in own writing.</li><li>• 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.</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Re-tell familiar stories using narrative structure and dialogue from the text.</li><li>• Include relevant details and sustain the listener's interest.</li><li>• Tell own real and imagined stories.</li><li>• Explore characters feelings and situations using improvisation.</li><li>• Dramatise parts of own or familiar stories and perform to class or group.</li><li>• The purpose is constant throughout the narrative.</li><li>• The writer's voice is maintained to the final sentence of the narrative.</li><li>• Imitate familiar stories by borrowing and adapting structures.</li><li>• Write complete stories with a sustained, logical sequence of events.</li><li>• Use past tense and narration consistently.</li><li>• Include a simple setting.</li><li>• Create characters, e.g. by adapting ideas about typical story characters.</li><li>• Use phrases drawn from story language to add interest, e.g. <i>she couldn't believe her eyes</i>.</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Tell stories based on own experience and oral versions of familiar stories.</li><li>• Include dialogue to set the scene and present characters.</li><li>• Vary voice and intonation to create effects and sustain interest.</li><li>• Sequence events clearly and have a definite ending.</li><li>• Explore relationships and situations through drama.</li><li>• The purpose is constant throughout the narrative.</li><li>• The writer's voice is maintained to the final sentence of the narrative.</li><li>• Write complete stories with a full sequence of events in narrative order.</li><li>• Include a dilemma or conflict and resolution.</li><li>• Chunk each stage of the story into paragraphs.</li><li>• Use either 1<sup>st</sup> or 3<sup>rd</sup> person consistently.</li><li>• Include simple dialogue that shows the relationship between two characters.</li><li>• Use speech marks around direct speech.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• Plan and tell own versions of stories.</li><li>• Tell stories effectively, e.g. using gestures, repetition, traditional story openings and endings.</li></ul>

	<ul style="list-style-type: none"> <li>• Explore dilemmas using drama techniques, e.g. improvise alternative courses of action for a character.</li> <li>• The purpose is constant throughout the narrative.</li> <li>• The writer’s voice is maintained to the final sentence of the narrative.</li> <li>• Plan and write stories considering story structure.</li> <li>• Use paragraphs to organise and sequence the narrative.</li> <li>• Use adverbials or speech to introduce or connect paragraphs, e.g. <i>Some time later...</i>, <i>Suddenly...</i>, <i>Outside the castle...</i></li> <li>• Create characters through the use of simple descriptions, simple actions and speech.</li> <li>• Use conventions for written dialogue and include some dialogue which shows the relationship between two characters.</li> <li>• Create simple settings which evoke time, place and mood.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use spoken language imaginatively to entertain and engage the listener.</li> <li>• The purpose is constant throughout the narrative.</li> <li>• The writer’s voice is maintained to the final sentence of the narrative.</li> <li>• Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story.</li> <li>• Describe characters and integrate dialogue to convey character.</li> <li>• Use paragraphs confidently to experiment with different narrative structures e.g. narrative which do not have linear chronology.</li> <li>• Extend ways to link paragraphs in cohesive narrative using subject references (different pronouns and references to the noun e.g. name of character, profession of character), sentence structures, dialogue adverbials, subordinate clauses or repetition.</li> <li>• Maintain consistency in style across a complete narrative.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Plan and tell stories to explore different styles of narrative.</li> <li>• Present engaging narratives for an audience.</li> <li>• The purpose is constant throughout the narrative.</li> <li>• The writer’s voice is maintained to the final sentence of the narrative.</li> <li>• Plan quickly and effectively the plot, characters and structure of own narrative writing.</li> <li>• Use paragraphs to vary pace and emphasis.</li> <li>• Vary sentence structures to achieve desired effects.</li> <li>• Develop characters across the course of a narrative.</li> <li>• Integrate dialogue to convey characters and advance the action.</li> <li>• Include settings which evoke an atmosphere (these may be brief).</li> <li>• Vary narrative structure when writing complete stories, e.g. <i>start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives.</i></li> </ul>

## Make a Record/ Reflect: A Progression

### Example Forms: Diary, Monologue, Letters, Recount of a Fictional or Real Event, Police Reports, Incident Reports

<b>Foundation Stage</b>	<ul style="list-style-type: none"><li>• Start a conversation with an adult about a real life, personal event.</li><li>• Use a wider range of vocabulary when retelling.</li><li>• Describe personal events in some detail.</li><li>• Attempt own writing to share stories about themselves.</li><li>• Write sentences to match pictures or sequences of pictures illustrating an event.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Describe incidents from own experience clearly and in chronological order.</li><li>• Listen to others' recounts and ask relevant questions.</li><li>• Participate in role play and simple performances about real or fictional events.</li><li>• Write sequences of sentences to recall first person events (in role or from real life).</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Oral descriptions of incidents from own and others' experiences are chronologically told.</li><li>• Listen to others' recounts and ask relevant questions.</li><li>• Participate in role play and simple performances about real or fictional events.</li><li>• Write coherent recounts about personal experiences.</li><li>• Write coherent recounts about experiences of others (real or fictional).</li><li>• The purpose is constant throughout the record or reflection.</li><li>• The writer's voice is maintained to the final sentence of the record or reflection.</li><li>• Tenses are consistent and accurate throughout the record or reflection.</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Identify the sequence of main events in real and fictional recount texts.</li><li>• Structure recounts coherently in simple paragraphs.</li><li>• The purpose is constant throughout the record or reflection.</li><li>• The writer's voice is maintained to the final sentence of the record or reflection.</li><li>• Tenses are consistent and accurate throughout the record or reflection.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• Participate in performances and role play to orally recount an event in detail.</li><li>• Identify the sequence of main events in real and fictional recount texts.</li><li>• Structure recounts coherently in paragraphs.</li><li>• Consistently use standard English to write records or reflections when taking a more formal tone.</li><li>• The purpose is constant throughout the record or reflection.</li><li>• The writer's voice is maintained to the final sentence of the record or reflection.</li><li>• Tenses are consistent and accurate throughout the record or reflection.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Write sustained records or reflections which include all relevant details.</li><li>• Recount the same real or fictional events from two different viewpoints allowing for informal and formal tones.</li><li>• Language, sentence structure and choice of punctuation is selected to reflect the narrator's voice.</li><li>• Language of the text is consistent throughout compositions e.g. an educated voice (fictional) or a historical voice (taking the role of a historical figure).</li><li>• The purpose is constant throughout the record or reflection.</li><li>• Tenses are consistent and accurate throughout the record or reflection.</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• Write sustained records or reflections taking the appropriate tone, style and form.</li><li>• Recount the same real or fictional events from two different viewpoints allowing for informal and formal tones.</li><li>• Language, sentence structure and choice of punctuation is selected to reflect the narrator's voice.</li><li>• Language of the text is consistent throughout compositions e.g. an educated voice (fictional) or a historical voice (taking the role of a historical figure).</li><li>• Explore the differences between fact, opinion and fiction in records and reflections.</li><li>• Explore implicit and explicit points of view, how these can differ and the reliability of viewpoints in records and reflections.</li></ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• The purpose is constant throughout the record or reflection.</li><li>• Tenses are consistent and accurate throughout the record or reflection.</li></ul> |
|--|--|

Grove School - Confidential

## Teach: A Progression

### Example Forms: Information Texts, Non-chronological Reports, Explanations, Instructions

<b>Foundation Stage</b>	<ul style="list-style-type: none"><li>• Listen to simple explanations and instructions.</li><li>• Follow simple verbal and written instructions (could be signs or symbols).</li><li>• Give oral instructions when playing.</li><li>• Understand and ask questions to find out more e.g. why</li><li>• Start a conversation with an adult on a chosen topic.</li><li>• Use new vocabulary to share information.</li><li>• Use talk to help explain how things work and why they might happen.</li><li>• Engage with non-fiction books and share simple information learnt from these.</li><li>• Write labels for pictures and drawings.</li><li>• Write simple lists or instructions e.g. signs, shopping lists and notes.</li><li>• Attempt own writing to share simple information.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Listen to and follow a longer series of instructions.</li><li>• Read and follow a short series of instructions.</li><li>• As part of non-fiction reading, pose questions to find answers.</li><li>• Use non-fiction books to share information learnt from these.</li><li>• Read and use captions, labels and lists.</li><li>• Use non-fiction texts to locate information e.g. titles, contents page, index, pictures, labelled diagrams and charts.</li><li>• Record information gleaned from books, e.g. as lists, a completed chart, extended captions for display, a fact file on IT.</li><li>• Convey information in a sequence of sentences.</li><li>• Write a sequence of sentences to instruct a reader.</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Listen to and follow a more complex series of instructions.</li><li>• Read and follow simple sets of instructions.</li><li>• Scan texts to find specific sections and information e.g. key words, phrases and subheadings.</li><li>• Skim read information e.g. title, contents page, chapter headings, subheadings and a double page spread to speculate what a book or section might be about.</li><li>• As part of non-fiction reading, discuss and express views and share learning.</li><li>• Explore non-fiction books that are structured in different ways and articulate opinions on non-fiction texts.</li><li>• Make simple notes from non-fiction texts e.g. key words and phrases and new vocabulary.</li><li>• Write simple information texts and include different presentational information as appropriate e.g. labelled pictures and diagrams, charts and lists.</li><li>• Compose a set of instructions and include presentational information as appropriate e.g. list or labelled diagram.</li><li>• The purpose is constant throughout the composition.</li><li>• The writer's voice is maintained to the final sentence of the composition.</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Use previous knowledge to compose and ask questions about a topic or non-fiction book.</li><li>• Give simple oral explanations for different purposes.</li><li>• As part of non-fiction reading, identify and explaining how information is presented in different ways to support the reader e.g. glossaries, indexes, charts, diagrams, process diagrams, fiction within non-fiction, panels and timelines.</li><li>• Develop the separate skills of skimming and scanning to find information.</li><li>• Retrieve and record information from non-fiction texts.</li><li>• Summarise orally in one sentence the content of a passage or text and the main point it is making.</li><li>• Chunk information to form paragraphs about the same subject.</li></ul>

	<ul style="list-style-type: none"> <li>• Include an introduction or introductory sentence.</li> <li>• Begin paragraphs with a lead sentence.</li> <li>• Vocabulary is selected to inform the reader and may include specific and sometimes technical language throughout the composition.</li> <li>• Write clear written instructions using a level of formality and devices to aid the reader.</li> <li>• The purpose of the writing is constant throughout the composition.</li> <li>• The writer's voice is maintained to the final sentence of the composition.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Use previous knowledge to compose and ask questions about a topic or non-fiction book.</li> <li>• Give clear oral explanations for different purposes.</li> <li>• As part of non-fiction reading, identify and explaining how information is presented in different ways to support the reader e.g. glossaries, indexes, charts, diagrams, process diagrams, fiction within non-fiction, panels and timelines.</li> <li>• Effectively use the separate skills of skimming and scanning to find information.</li> <li>• Retrieve and record information from non-fiction texts.</li> <li>• Summarise orally in one sentence the content of a passage or text and the main point it is making.</li> <li>• Form paragraphs about the same subject.</li> <li>• Include an introduction or introductory sentence.</li> <li>• Begin paragraphs with a lead sentence.</li> <li>• Compose clear explanations which are organised sequentially and are presented in different ways e.g. use of sub-headings, diagrams and flow charts.</li> <li>• Vocabulary is selected to inform the reader and may include specific and sometimes technical language throughout the composition.</li> <li>• Consistently use standard English to write non-fiction texts.</li> <li>• Write detailed written instructions using a level of formality and devices to aid the reader.</li> <li>• The purpose of the writing is constant throughout the composition.</li> <li>• The writer's voice is maintained to the final sentence of the composition.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Read a range of non-fiction texts and appraise the potential use quickly and effectively.</li> <li>• Evaluate texts critically by comparing how different sources treat the same information including language, structure and presentation.</li> <li>• Consider the reliability of information.</li> <li>• Embed the separate skills of skimming scanning.</li> <li>• Summarise longer passages of information.</li> <li>• Create detailed information text which present information in different ways e.g. detailed paragraphs, introductions, conclusions, labelled explanatory diagrams and charts.</li> <li>• Write clear, detailed and well-structured explanations with the reader in mind e.g. definitions of more technical vocabulary.</li> <li>• Write detailed written instructions using a level of formality and devices to aid the reader.</li> <li>• The purpose of the writing is constant throughout the composition.</li> <li>• The writer's voice is maintained to the final sentence of the composition.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Read a range of non-fiction texts and appraise the potential use quickly and effectively.</li> <li>• Evaluate texts critically by comparing how different sources treat the same information including language, structure and presentation.</li> <li>• Evaluate the language, style and effectiveness of examples of non-fiction writing and explore the use of more formal tones.</li> <li>• Consider the reliability of information.</li> <li>• Embed the separate skills of skimming scanning.</li> <li>• Summarise longer passages of information.</li> <li>• In writing information texts, select the appropriate style and form to suit a specific purpose and audience.</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• In writing information texts, include different presentation or structural e.g. detailed paragraphs, introductions, conclusions, labelled explanatory diagrams, charts and changes in font.</li><li>• Write information texts in more formal tones.</li><li>• Write clear, detailed and well-structured explanations with the reader in mind e.g. definitions of more technical vocabulary.</li><li>• Include elements of instruction/ explanation within non-fiction writing to aid the reader.</li><li>• The purpose of the writing is constant throughout the composition.</li><li>• The writer's voice is maintained to the final sentence of the composition.</li></ul> |
|--|--|

Grove School - Confidential



## Paint with Words: A Progression

### Example Form: Poetry

<b>Foundation Stage</b>	<ul style="list-style-type: none"><li>• Know many rhymes.</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li><li>• Enjoy making up funny sentences and playing with words.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Perform in unison, following the rhythm and keeping time.</li><li>• Recite rhymes and poems by heart.</li><li>• Compose simple list poems e.g. descriptive poems or poems based on first hand experiences.</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Build up a repertoire of poems learnt by heart.</li><li>• Recite poems individually or together with appropriate intonation.</li><li>• Write poems.</li><li>• Choose vocabulary carefully to paint a picture.</li><li>• When writing poems, consider the effect on the reader.</li><li>• Poems written may conform to a set form of poetry e.g. list poems, Elfje or free verse according to the teacher's choice.</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Use intonation, tone, volume and action to perform poems individually or chorally.</li><li>• Write poems.</li><li>• Choose vocabulary carefully to paint a picture.</li><li>• When writing poems, consider the effect on the reader.</li><li>• Poems written may conform to a set form of poetry e.g. cinquain, haiku or free verse according to the teacher's choice.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• Use intonation, tone, pace, volume and action to perform poems individually or chorally.</li><li>• Write poems.</li><li>• Choose vocabulary carefully to paint a picture.</li><li>• When writing poems, consider the effect on the reader.</li><li>• Poems written may conform to a set form of poetry e.g. echo verse, kennings or free verse according to the teacher's choice.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Learn a wider range of poetry to perform by heart.</li><li>• Prepare poems to read aloud e.g. annotate with performance notes.</li><li>• Perform poems showing understanding through intonation, tone, volume, pace and rhythm.</li><li>• Write poems.</li><li>• Choose vocabulary carefully to paint a picture.</li><li>• When writing poems, consider the effect on the reader.</li><li>• Poems written may conform to a set form of poetry e.g. limericks, question and answer poems, ode or free verse according to the teacher's choice.</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• Learn a wider range of poetry to perform by heart.</li><li>• Prepare poems to read aloud e.g. annotate with performance notes.</li><li>• Perform poems showing understanding through intonation, tone, volume, pace and rhythm.</li><li>• Write poems.</li><li>• Choose vocabulary carefully to paint a picture.</li><li>• When writing poems, consider the effect on the reader.</li><li>• Poems written may conform to a set form of poetry e.g. rap, strict verse, sonnet or free verse according to the teacher's choice.</li></ul>

## Persuade/ Influence: A Progression

### Example Form: Letter, One Sided Argument, Radio Advert Script, Magazine Article, Job Application, Prospectus, Travel Guide

<b>Foundation Stage</b>	<ul style="list-style-type: none"><li>• Talk about how they respond to certain words, stories, pictures and books by discussing their opinions e.g what they like, don't like, favourite parts, characters</li><li>• Express a point of view and debate when they disagree with an adult or friend.</li><li>• Work together to solve a simple problem verbally e.g. the best way to build a tower.</li><li>• Recognise and understand that print can have different purposes.</li><li>• Explore and discuss non-fiction books.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Express a point of view and justify simple arguments and opinions e.g. about a character.</li><li>• Begin to consider different viewpoints using a range of stimulus e.g. stories, real life experiences.</li><li>• Read captions, pictures, posters and adverts that are trying to persuade (as part on non-fiction reading).</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• As part of non-fiction reading, explore simple persuasive texts e.g. posters, adverts and food packaging and begin to understand what they are doing and how.</li><li>• Evaluate simple persuasive devices, e.g. say which posters in a shop or TV adverts would make them want to buy something, and why.</li><li>• Consider different viewpoints and justify personal views using a range of stimulus e.g. stories, real life experiences.</li><li>• Continue to explore persuading and being persuaded in a variety of real life and fictional situations through role-play and drama.</li><li>• Vocabulary is selected to influence the reader's thoughts throughout the composition.</li><li>• The purpose is constant throughout the composition.</li><li>• The writer's voice is maintained to the final sentence of the composition.</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• As part of non-fiction reading, read and evaluate a wider range of simple persuasive texts, explaining responses orally.</li><li>• Through role play and drama explore persuasive scenarios linked to curriculum themes and texts e.g. using a simple conscience alley.</li><li>• Consider different viewpoints and justify personal views using a range of stimulus e.g. stories, real life experiences.</li><li>• Vocabulary is selected to influence the reader's thoughts throughout the composition.</li><li>• The purpose is constant throughout the composition.</li><li>• The writer's voice is maintained to the final sentence of the composition.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• As part of non-fiction reading, explore a range of persuasive texts to identify how readers are manipulate by the written, visual and structure of texts e.g. presentation of magazine articles; choice of titles and subtitles; photographs or images chosen; placing of information; choice of language; inclusion of facts or data.</li><li>• Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.</li><li>• Consider different viewpoints and justify personal views using a range of stimulus e.g. stories, real life experiences.</li><li>• Articulate and justify opinions and arguments through fictional and real life experiences e.g. through the use of drama or simple debates.</li><li>• In writing, assemble and sequence points to present a point of view, using Standard English.</li><li>• When writing to persuade, consider the vocabulary choices and presentation of texts to achieve the required result from the reader.</li><li>• The purpose is constant throughout the composition.</li><li>• The writer's voice is maintained to the final sentence of the composition.</li></ul>

<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Read and evaluate a range of texts which persuade e.g. from newspapers or magazines, intended to inform, protest, complain.</li> <li>• Consider how presentation, language, visual text and structure are used to influence the reader.</li> <li>• When reading information in different forms e.g. from texts or on screen explore the deliberate use of ambiguity, half-truth and bias.</li> <li>• Recognise and comment on how opinion can be disguised to seem like fact.</li> <li>• Articulate and justify opinions and arguments through fictional and real life experiences and take part in debates.</li> <li>• Listen and attend to different viewpoints e.g. in fictional and real-life scenarios.</li> <li>• Write persuasive compositions in a more formal tone.</li> <li>• Present a point of view clearly and consistently.</li> <li>• Consider the vocabulary choices, structure and presentation of texts to achieve the required result from the reader.</li> <li>• The purpose is constant throughout the composition.</li> <li>• The writer's voice is maintained to the final sentence of the composition.</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Read and evaluate a range of texts which persuade e.g. from newspapers or magazines, intended to inform, protest, complain.</li> <li>• Consider how presentation, language, visual text and structure are used to influence the reader.</li> <li>• When reading information in different forms e.g. from texts or on screen explore the deliberate use of ambiguity, half-truth and bias.</li> <li>• Recognise and comment on how opinion can be disguised to seem like fact.</li> <li>• Participate in debates using the conventions and language of debate including more formal tones of standard English.</li> <li>• Listen and attend to different viewpoints e.g. in fictional and real-life scenarios.</li> <li>• Write persuasive compositions in a more formal tone.</li> <li>• Present a point of view logically and effectively.</li> <li>• Consider the reader's interests and feelings when constructing persuasive texts e.g. subtleties of language use.</li> <li>• Consider the vocabulary choices, structure and presentation of texts to achieve the required result from the reader.</li> <li>• The purpose is constant throughout the composition.</li> <li>• The writer's voice is maintained to the final sentence of the composition.</li> </ul>