



# St Joseph's infant school-progression in non-fiction writing



Explanation texts				
	Nursery	Reception	Year 1	Year 2
	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.	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	After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process as member of group with the teacher.  After seeing and hearing an oral explanation of the process, explain the same process orally also 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.
Information texts				
Research skills	Learn order of alphabet through alphabet books, rhymes and songs	Track the words in text in the right order, page by page, left to right, top to bottom.	Pose questions before reading non-fiction to find answers.  Secure alphabetic letter knowledge and order and use simplified dictionaries.	Pose and orally rehearse questions ahead of writing and record these in writing, before reading.  Recognise that non-fiction books on similar themes can give different information and present



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			<p>Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations.</p> <p>Read and use captions, labels and lists.</p> <p>Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter.</p> <p>Record information gleaned from books, (e.g). as lists, a completed chart, extended captions for display, a fact file on IT.</p>	<p>similar information in different ways.</p> <p>Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers.</p> <p>Locate definitions/explanations in dictionaries and glossaries.</p> <p>Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand.</p> <p>Scan a website to find specific sections e.g. key words/ phrases, subheadings.</p> <p>Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or</p>
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				referring to a dictionary or encyclopaedia.  Make simple notes from non-fiction texts, e.g., key words and phrases, page references, headings, to use in subsequent writing
Writing skills	Distinguish between writing and drawing.	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.	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	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.  Create an alphabetically ordered dictionary or glossary of special interest words.
<b>Instruction texts</b>				
Playfulness with	Follow simple instructions given orally when playing a game or doing an activity.	Give oral instructions when playing.	Listen to and follow a single more detailed instruction and a longer series of instructions.	Listen to and follow a series of more complex instructions.



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language and ideas;		<p>Follow simple classroom instructions on labels with additional pictures or symbols.</p> <p>Listen to and follow single instructions, and then a series of two and three.</p>	<p>Think out and give clear single oral instructions.</p> <p>Routinely read and follow written classroom labels carrying instructions.</p> <p>Read and follow short series of instructions in shared context.</p> <p>Contribute to class composition of instructions with teacher scribing.</p> <p>Write two consecutive instructions independently.</p>	<p>Give clear oral instructions to members of a group.</p> <p>Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams.</p> <p>Analyse some instructional texts and note their function, form and typical language features; --</p> <ul style="list-style-type: none"><li>*statement of purpose,</li><li>* list of materials or ingredients</li><li>*sequential steps</li><li>*direct/imperative language</li><li>* use of adjectives and adverbs limited to giving essential information</li></ul> <p>Write simple instructions independently e.g. getting to school, playing a game.</p>
<b>Non chronological report</b>				
Detailed recreation of experience;	<p>Describe something/someone (possibly after drawing it/them)</p> <p>In a shared reading context read information books and</p>	<p>Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy?)</p> <p>Ask similar probing questions to elicit a fuller description from someone else.</p>	<p>Find out about a subject by listening and following text as information books are read, watching a video.</p> <p>Contribute to a discussion on the subject as information is</p>	<p>After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations.</p>



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	look at the books independently.	Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.	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.	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 etc.  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.  Write own simple report, categorising ideas and using appropriate language.
<b>Recount texts</b>				
	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.	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.  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.	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.



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Post cards/letters/diary				
	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.	Describe incidents from own experience using sequencing words and phrases such as 'then', 'after that'  Listen to other's recounts and ask relevant questions.  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.	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.