

English Text Types

Progression of Skills

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How to Use This Document

At Orrets Meadow, pupils may not always be working at their chronological age. This progression should be used flexibly to match pupils' developmental stage rather than their year group.

Staff should:

- Identify the stage the pupil is working at, not their age
- Prioritise purpose and structure before grammar
- Use alternative communication as valid evidence of writing development
- Support pupils through the Reading and Writing Journey



The Reading and Writing Journey at Orrets Meadow

☆ A journey of reading, thinking and writing! ☆



The Reading and Writing Journey

The Reading and Writing Journey is at the heart of English teaching at Orrets Meadow. It ensures that pupils move through a clear, structured process from understanding a text to producing their own high-quality writing.

Pupils begin by reading, developing enjoyment and fluency, before moving into comprehension, where they secure a clear understanding of what the text means. In the analysis stage, pupils explore how writers use language and structure, which then informs the planning of their own ideas.

During drafting, pupils write their initial piece, focusing on getting their ideas down. This is followed by revising, where the emphasis is on improving the overall quality of the writing - refining ideas, improving vocabulary, and strengthening cohesion so that the text flows clearly for the reader.

Once the content is secure, pupils move to editing, where they focus on the technical accuracy of their work, including spelling, punctuation, grammar and presentation.

Finally, pupils publish their work, giving purpose and value to their writing and celebrating their achievements.

By breaking the journey into clear, manageable stages, pupils are able to focus on one aspect of writing at a time. This reduces cognitive load and supports working memory, allowing pupils to develop confidence, independence and greater control over their writing.

Strand	Purpose	Structure	Key Language & Devices	Common Examples / Outcomes
Recount	To retell events	<ul style="list-style-type: none"> - Chronological (time order). - Begins with simple sequencing - develops into clear sections. - Orientation (who/where/when) - sequenced events - ending/reaction - Progresses from single events - grouped paragraphs (beginning, middle, end) 	<ul style="list-style-type: none"> - Time adverbials (first, then, afterwards) - First/third person (I, we, they) - Conjunctions (so, because) - Expanded noun phrases - Direct speech (optional) - Cohesion through adverbials 	<ul style="list-style-type: none"> - Matching photos/images to events - Ordering pictures or symbols to show a sequence - Selecting key events from a set - Captioning images with single words/phrases - Simple sentence recounts (e.g. "I went to the park") - Sequenced sentences using time words (first, then, next) - Writing short recounts with a clear beginning and end - Diary entry (personal recount) - Trip recount / visit write-up - Newspaper-style recount of an event - Biography / autobiography with organised paragraphs
Report (Non-chronological)	To inform about a subject	<ul style="list-style-type: none"> - Non-chronological organisation - Begins with simple grouping - Develops into clearly organised sections - General statement (what it is) - Grouped information by theme - Progresses from labels - simple groups - paragraphs under headings 	<ul style="list-style-type: none"> - Generalisers (most, some) - Technical vocabulary - Third person - Headings/subheadings - Passive voice (later) - Cohesion through nouns/pronouns - Comparative language - Questions may be used as titles 	<ul style="list-style-type: none"> - Matching facts to images or objects - Sorting facts into simple categories - Labelling diagrams or pictures - Giving facts using single words/phrases - Writing simple factual sentences - Grouping information under basic headings - Creating fact files or posters - Writing paragraphs about different aspects (e.g. habitat, diet) - Producing structured reports with headings and subheadings - Writing detailed non-chronological reports with organised sections and technical vocabulary
Instructional & Procedural Texts	To tell someone how to do something or carry out a process	<ul style="list-style-type: none"> - Chronological sequence of actions. - Begins with simple step order - develops into full procedural structure - Title/goal - Materials/equipment - Ordered steps - Final outcome/result - Layout becomes increasingly important (numbering, bullet points) - Progresses from oral/visual sequencing to clearly structured written methods. 	<ul style="list-style-type: none"> - Imperative verbs (cut, mix, place) - Time adverbials (first, next, after) - Command sentences - Lists (commas) - Technical vocabulary (especially in procedural texts) - Conditional language (if needed) - Layout (bullet points, numbers) 	<ul style="list-style-type: none"> - Matching actions to images - Ordering pictures or symbols to show a process - Following simple instructions with support - Giving single-step instructions (e.g. "Mix it") - Writing short sequences of instructions - Using time words to sequence steps - Writing clear sets of instructions with a beginning and end - Creating recipes or how-to guides - Writing instructions with equipment lists and steps - Producing procedural texts (e.g. science methods) with clear structure and technical vocabulary

<p style="text-align: center;">Explanation</p>	<p style="text-align: center;">To explain how or why something happens</p>	<ul style="list-style-type: none"> - Logical or chronological process - Begins with simple cause-effect links - develops into full explanatory structure - General statements - Sequenced explanation, optional conclusion - May include diagrams/flow charts - Progresses from single explanations - linked paragraphs explaining stages or causes 	<ul style="list-style-type: none"> - Causal conjunctions (because, so, when) - Fronted adverbials (later) - Technical vocabulary - Logical sequencing - Modal verbs (might, could) - Diagrams/supporting visuals 	<ul style="list-style-type: none"> - Matching causes to effects - Sorting images into sequences (what happens first/next) - Labelling diagrams with key vocabulary - Giving simple explanations (e.g. "It grows because it has water") - Writing simple cause-and-effect sentences - Sequencing explanations using because/so - Writing short explanation texts with a clear process - Explaining scientific or real-world processes (e.g. life cycles) - Using diagrams and captions to support explanations - Writing detailed explanation texts with clear structure and technical vocabulary
<p style="text-align: center;">Persuasion</p>	<p style="text-align: center;">To argue a viewpoint and influence the reader</p>	<ul style="list-style-type: none"> - Begins with simple opinions, develops into structured argument - Statement of viewpoint - reasons - reinforcement/conclusion - May include introduction and summary. - Progresses from single opinion - multiple organised points - cohesive argument 	<ul style="list-style-type: none"> - Modal verbs (should, must) - Rhetorical questions - Emotive language - Repetition - Logical connectors (therefore, so) 	<ul style="list-style-type: none"> - Making choices between options (preferred/not preferred) - Expressing simple preferences (e.g. "I like...") - Giving a reason for an opinion (e.g. "because...") - Matching opinions to reasons - Writing simple persuasive sentences - Creating posters with simple persuasive phrases - Writing short persuasive texts with clear reasons - Using persuasive language (should, must) - Writing letters or adverts with structured arguments - Producing developed persuasive texts with multiple points and a clear conclusion
<p style="text-align: center;">Discussion (Upper KS2)</p>	<p style="text-align: center;">To present balanced viewpoints</p>	<ul style="list-style-type: none"> - Structured comparison of viewpoints. - Begins with identifying differences - develops into balanced written structure - Introduction - arguments for - arguments against conclusion - Progresses from sorting ideas - presenting viewpoints - linking ideas across paragraphs 	<ul style="list-style-type: none"> - Formal tone - Generalised nouns (some people...) - Adverbials (however, therefore) - Passive voice - Conditional language 	<ul style="list-style-type: none"> - Sorting ideas into two groups (for/against) - Identifying different viewpoints - Matching statements to viewpoints - Giving simple contrasting ideas - Writing sentences that show different opinions - Using simple contrasting language (but, however) - Writing short balanced texts - Organising ideas into for/against sections - Writing structured discussions with clear viewpoints - Producing balanced arguments with a reasoned conclusion

	<u>What recount writing looks like</u>	<u>Examples of pupil outcomes</u>	<u>Key features & progression</u>	<u>Alternative communication</u>	<u>Grammar & Language</u>	<u>Teaching focus</u>
Pre-Curriculum	Pupils revisit and represent experiences (real events, routines, trips) through objects, images and symbols. Begin to understand that events can be shared and recorded.	<ul style="list-style-type: none"> - Sequence 2–3 images from an event (e.g. visit, activity) - Match objects to experiences - Use marks/symbols to represent events - Select images to show “what happened” 	<ul style="list-style-type: none"> - Awareness of before/after - Begin to understand event order. - Distinguish between experience and representation 	<ul style="list-style-type: none"> - Eye gaze to select event images. - Use of AAC/symbols to indicate choices - Matching and sequencing tasks - Use of photos/videos as recall prompts 	<ul style="list-style-type: none"> - No formal grammar expectations - Exposure to simple past language 	<ul style="list-style-type: none"> - “First... then...” modelling - Use real experiences (high engagement) - Heavy use of visuals and repetition
Year 1	Pupils create simple recounts of events, often based on personal experience. Writing is short and supported, focusing on what happened.	<ul style="list-style-type: none"> - “I went to the park.” - “I played on the swings.” - Simple captioned sequences. - Oral or written recount using sentence stems 	<ul style="list-style-type: none"> - Use of past tense (emerging). - Simple sequencing (first, then). - Use of “I” for personal recounts - Events told in order 	<ul style="list-style-type: none"> - Build sentences using symbols. - Order picture sequences - Match sentences to events 	<ul style="list-style-type: none"> - Write simple sentences - Join ideas using “and” only - Capital letters and full stops - Past tense (emerging) 	<ul style="list-style-type: none"> - Oral rehearsal of events - Model sequencing language - Use sentence stems (“I went...”, “Then I...”)
Year 2	Pupils write short chronological recounts with clearer structure. Begin to include more detail about events.	<ul style="list-style-type: none"> - Short recount (4–6 sentences) - Use of time words (“First, next, after”) - Inclusion of simple detail (“It was fun because...”) - Basic diary-style writing 	<ul style="list-style-type: none"> - Consistent past tense - Clear chronological order. - Use of time adverbials (sequencing words) - Beginning to add feelings or detail 	<ul style="list-style-type: none"> - Order sentences into correct sequence - Match time words to events - Use structured templates 	<ul style="list-style-type: none"> - Coordination: and, but, or - Subordination: because, when, if, that - Use of time adverbials (First, next, after, then) - Consistent past tense - Commas in lists 	<ul style="list-style-type: none"> - Teach timeline structure - Model expanding simple events. - Introduce diary/recount formats
Year 3	Pupils write organised recounts with paragraphs, adding detail and cohesion. Writing moves beyond simple listing of events.	<ul style="list-style-type: none"> - Multi-paragraph recount. - Clear beginning, middle, end. - Use of paragraphs to group events - Inclusion of detail (what, where, why) 	<ul style="list-style-type: none"> - Use of paragraphs. - Use of fronted adverbials (“Later that day...”). - Increased detail and explanation. - Clear sequencing and cohesion 	<ul style="list-style-type: none"> - Sort events into paragraph groups - Match events to timeline sections - Use planning grids 	<ul style="list-style-type: none"> - Introduction of fronted adverbials, where appropriate. - Use of conjunctions to extend ideas - Secure past tense 	<ul style="list-style-type: none"> - Plan using timelines/story maps - Model paragraph structure - Focus on adding detail and clarity
Year 4	Pupils produce well-structured recounts with clear organisation and increased control over tone and detail.	<ul style="list-style-type: none"> - Full recount with introduction and conclusion. - Use of varied time adverbials - Inclusion of reflection (“I learned...”). - Diary entries or formal recounts (e.g. trip report) 	<ul style="list-style-type: none"> - Secure past tense - Cohesion across paragraphs. - Use of fronted adverbials and varied sentence structures - Inclusion of reflection or summary 	<ul style="list-style-type: none"> - Build recounts using structured frameworks - Match paragraphs to stages of event - Use assistive technology 	<ul style="list-style-type: none"> - Secure use of fronted adverbials - Cohesion across paragraphs - Standard English forms - Varied sentence structures 	<ul style="list-style-type: none"> - Develop independence in structure. - Teach reflective elements. - Focus on editing for clarity and cohesion







	<u>What report writing looks like</u>	<u>Examples of pupil outcomes</u>	<u>Key features & progression</u>	<u>Alternative communication</u>	<u>Grammar & Language</u>	<u>Teaching focus</u>
<u>Pre-Curriculum</u>	Pupils engage with information through images, objects, symbols and early marks. Begin to understand that information can be communicated and recorded.	<ul style="list-style-type: none"> - Match facts to images (e.g. animal - feature) - Sort into categories (hot/cold, animal/not animal) - Label pictures using marks/symbols - Create simple lists or selections 	<ul style="list-style-type: none"> - Distinguish between drawing and writing - Begin labelling - Recognise that texts give information 	<ul style="list-style-type: none"> - Eye gaze selection - Symbol/AAC choices - Matching and sorting tasks - Switch-based responses 	<ul style="list-style-type: none"> - No formal grammar expectations - Exposure to simple factual language 	<ul style="list-style-type: none"> - “We are learning facts” - Heavy modelling with visuals and real objects - Repetition and exposure to non-fiction
<u>Year 1</u>	Pupils create simple factual outputs using labels, captions and short sentences. Writing is closely supported and structured.	<ul style="list-style-type: none"> - “A tiger is big.” - Labelled diagrams (e.g. parts of a plant) - Simple lists or fact files - Sentence stems (“A bird can...”) 	<ul style="list-style-type: none"> - Use of present tense - Basic sentence structure - Use of labels, captions and lists - Awareness of purpose (to inform) 	<ul style="list-style-type: none"> - Build sentences using symbols - Match sentences to images - Select correct fact from options 	<ul style="list-style-type: none"> - Write simple sentences - Join words/clauses using “and” only - Capital letters and full stops - Present tense (modelled) 	<ul style="list-style-type: none"> - Model sentence patterns - Use Colourful Semantics - Oral rehearsal before writing
<u>Year 2</u>	Pupils write short structured reports, grouping information into sections. Begin linking; <ul style="list-style-type: none"> - reading - note-taking - writing 	<ul style="list-style-type: none"> - Short reports (3–5 sentences) - Headings (Habitat, Diet) - Expanded noun phrases (“The large, powerful lion...”) - Simple diagrams or charts 	<ul style="list-style-type: none"> - Group facts under headings - Begin note-making (key words) - Use of conjunctions (and, because) - Consistent tense 	<ul style="list-style-type: none"> - Order sentences into a report - Match facts to headings - Use structured templates 	<ul style="list-style-type: none"> - Coordination: and, but, or - Subordination: because, when, if, that - Expanded noun phrases - Consistent present tense - Commas in lists 	<ul style="list-style-type: none"> - Teach grouping of ideas - Introduce headings and sections - Model turning notes into sentences
<u>Year 3</u>	Pupils write organised reports with paragraphs and subheadings, selecting and shaping information for purpose.	<ul style="list-style-type: none"> - Multi-paragraph reports - Subheadings (Habitat, Diet, Appearance) - Technical vocabulary (“predator”, “species”) - Diagrams and captions 	<ul style="list-style-type: none"> - Clear paragraph structure - Use of topic sentences - Begin research and note selection - Use of explanatory conjunctions (because, when) 	<ul style="list-style-type: none"> - Sort information into paragraph groups - Match content to subheadings - Use planning grids/templates 	<ul style="list-style-type: none"> - Introduction of fronted adverbials. Use of conjunctions for detail/explanation - Accurate present tense - Use of headings/subheadings 	<ul style="list-style-type: none"> - Plan using boxing up - Model paragraph writing - Focus on organisation and clarity
<u>Year 4</u>	Pupils produce coherent, well-structured reports with increasing formality and control. Writing is organised, clear and purposeful.	<ul style="list-style-type: none"> - Full reports with introduction and sections - Use of fronted adverbials (“In the rainforest...”) - Generalisers (“Most mammals...”) - Clear paragraphs and subheadings 	<ul style="list-style-type: none"> - Use of formal tone - Cohesion across paragraphs - Turn notes into structured prose - Edit for clarity and precision 	<ul style="list-style-type: none"> - Build reports using structured frameworks - Match paragraphs to sections - Use assistive technology 	<ul style="list-style-type: none"> - Secure use of fronted adverbials - Cohesion across paragraphs - Noun phrases expanded with precision 	<ul style="list-style-type: none"> - Teach formal language choices - Focus on editing (clarity, repetition) - Develop independence in structure

	<u>What instructional and procedural texts writing looks like</u>	<u>Examples of pupil outcomes</u>	<u>Key features & progression</u>	<u>Alternative communication</u>	<u>Grammar & Language</u>	<u>Teaching focus</u>
<u>Pre-Curriculum</u>	Pupils engage with following and representing instructions through real-life routines (e.g. snack time, dressing, play). They begin to understand that actions can be ordered and repeated.	<ul style="list-style-type: none"> - Follow a 1-step instruction - Sequence 2–3 images - Match actions to pictures. - Select correct step from options 	<ul style="list-style-type: none"> - Understand and respond to simple instructions - Begin sequencing actions - Recognise that actions happen in order 	<ul style="list-style-type: none"> - Eye gaze selection. - Use of symbols/AAC to select steps. - Matching and sequencing tasks. - Physical demonstration of actions 	<ul style="list-style-type: none"> - No formal grammar expectations. - Exposure to simple instructional language (“put”, “go”, “stop”) 	<ul style="list-style-type: none"> - Model instructions through real experiences - Use visual sequences and repetition. - Emphasise order and routine
<u>Year 1</u>	Pupils begin to give and record simple instructions, often linked to familiar routines (e.g. how to brush teeth). Writing is short and supported.	<ul style="list-style-type: none"> - “Put the glue on.” - “Cut the paper.” - Labelled or captioned instructions. - Simple ordered steps (oral or written) 	<ul style="list-style-type: none"> - Say and write simple instructions. - Sequence steps verbally before writing. - Link instructions to real experiences 	<ul style="list-style-type: none"> - Build instructions using symbols. - Order picture steps. - Match instructions to actions 	<ul style="list-style-type: none"> - Write simple sentences - Join ideas using “and” only (e.g. “Cut and stick”) - Capital letters and full stops - Use of imperative verbs (modelled) 	<ul style="list-style-type: none"> - Model imperative verbs (“cut”, “mix”). - Use oral rehearsal. - Provide sentence stems (“First...”)
<u>Year 2</u>	Pupils write clear, ordered instructions with multiple steps. Begin to understand the importance of clarity and sequence.	<ul style="list-style-type: none"> - Instructions with 3–5 steps. - Use of time words (“First, next, then”). - Simple headings (e.g. “How to make a sandwich”). - Inclusion of diagrams or pictures 	<ul style="list-style-type: none"> - Write in correct order. - Break process into clear steps. - Begin to consider reader (clarity). - Record simple notes before writing 	<ul style="list-style-type: none"> - Sequence instruction steps. - Match steps to images. - Use structured templates 	<ul style="list-style-type: none"> - Coordination: and, but, or - Subordination: because, when, if, that (emerging use). - Use of time adverbials (First, next, after, then). - Imperative verbs (give commands). - Consistent present tense 	<ul style="list-style-type: none"> - Teach step-by-step organisation. - Emphasise clarity and order. - Model note - instruction writing
<u>Year 3</u>	Pupils write organised instructions with clear structure, including headings and additional detail. Writing becomes more precise and purposeful.	<ul style="list-style-type: none"> - Instructions with title and sections - Numbered steps. - Inclusion of detail (e.g. quantities, tools). - Diagrams or labelled images 	<ul style="list-style-type: none"> - Organise instructions clearly (title, steps). - Include additional detail for clarity. - Begin adapting instructions for audience 	<ul style="list-style-type: none"> - Sort steps into correct order. - Use planning templates - Match instructions to outcomes 	<ul style="list-style-type: none"> - Use of sequencing adverbials (next, after) - Introduction to fronted adverbials, where appropriate - Use of conjunctions to add detail (e.g. “because”) - Imperative verbs used consistently - Accurate punctuation 	<ul style="list-style-type: none"> - Model structured instructions. - Focus on precision and clarity. - Use planning grids
<u>Year 4</u>	Pupils produce well-structured, detailed instructions with clear organisation and increasing independence. Writing is clear, concise and purposeful.	<ul style="list-style-type: none"> - Full set of instructions with title, introduction and steps. - Numbered or bullet-pointed steps - Clear layout features - Instructions adapted for audience (e.g. child-friendly vs formal) 	<ul style="list-style-type: none"> - Organise writing clearly for reader - Ensure instructions are precise and complete. - Edit for clarity and effectiveness 	<ul style="list-style-type: none"> - Build instructions using frameworks - Match steps to sections - Use assistive technology 	<ul style="list-style-type: none"> - Secure use of fronted adverbials - Cohesion across steps - Standard English forms - Consistent use of imperative verbs - Expanded noun phrases for detail 	<ul style="list-style-type: none"> - Model clarity and conciseness - Focus on editing and refining - Develop independence

	<u>What explanation writing looks like</u>	<u>Examples of pupil outcomes</u>	<u>Key features & progression</u>	<u>Alternative communication</u>	<u>Grammar & Language</u>	<u>Teaching focus</u>
<u>Pre-Curriculum</u>	Pupils begin to develop awareness of cause and effect through real-life experiences (e.g. pushing a button makes something happen). They engage with simple “why” and “what happens” concepts.	<ul style="list-style-type: none"> - Match cause to effect (e.g. rain - umbrella) - Sequence simple processes (e.g. planting a seed) - Select what happens next from options - Use symbols to represent simple cause/effect 	<ul style="list-style-type: none"> - Awareness that actions lead to outcomes - Begin understanding of simple processes - Early sequencing beyond just events (linked actions) 	<ul style="list-style-type: none"> - Eye gaze to select outcomes - Matching cause/effect cards - Use of AAC/symbols to indicate understanding - Practical demonstration of cause/effect 	<ul style="list-style-type: none"> - No formal grammar expectations - Exposure to simple causal language (“go”, “stop”, “make”) 	<ul style="list-style-type: none"> - Model cause and effect through play and real experiences - Use “because” orally (not expected in writing). - Reinforce links between actions and outcomes
<u>Year 1</u>	Pupils begin to talk about and record simple explanations linked to familiar experiences. Writing is short and supported, often describing what happens.	<ul style="list-style-type: none"> - “The plant grows.” - “The ice melts.” - Simple spoken explanations of familiar processes 	<ul style="list-style-type: none"> - Describe what happens in a simple process. - Begin linking ideas verbally (why/how) - Focus on what happens, not yet fully why 	<ul style="list-style-type: none"> - Match simple explanations to images - Sequence simple process steps - Build sentences using symbols 	<ul style="list-style-type: none"> - Write simple sentences - Join ideas using “and” only - Capital letters and full stops - Present tense (modelled) 	<ul style="list-style-type: none"> - Model simple explanation sentences - Use oral rehearsal (“It melts because...”) - Link to real-life science experience
<u>Year 2</u>	Pupils write simple explanations, beginning to explain why something happens using basic reasoning.	<ul style="list-style-type: none"> - “The ice melts because it is warm.” - “Plants grow because they need water.” - Short explanation of a simple process 	<ul style="list-style-type: none"> - Begin to explain cause and effect clearly - Link ideas using reasoning - Explain simple processes (science/geography links) 	<ul style="list-style-type: none"> - Match causes to effects - Choose correct reason from options - Use structured sentence templates 	<ul style="list-style-type: none"> - Coordination: and, but, or - Subordination: because, when, if, that - Use of because to explain cause - Consistent present tense - Expanded noun phrases 	<ul style="list-style-type: none"> - Teach cause - effect structure - Model “because” explanations - Link to curriculum content (e.g. science)
<u>Year 3</u>	Pupils write organised explanations, describing processes clearly and beginning to structure ideas logically.	<ul style="list-style-type: none"> - Explanation with clear sequence (e.g. how a plant grows) - Use of diagrams or labelled processes - Paragraph explanation of a process 	<ul style="list-style-type: none"> - Explain processes step-by-step with reasoning - Organise ideas into clear sections - Begin grouping related ideas 	<ul style="list-style-type: none"> - Sort steps into logical order - Match explanations to stages - Use planning grids/template 	<ul style="list-style-type: none"> - Introduction of fronted adverbials (“First...”, “After that...”) - Use of conjunctions to explain (because, so, when) - Accurate present tense - Technical vocabulary emerging 	<ul style="list-style-type: none"> - Model structured explanations - Teach sequencing + reasoning together - Use diagrams and visual supports
<u>Year 4</u>	Pupils write clear, structured explanations showing understanding of how and why processes occur, with increasing control and clarity.	<ul style="list-style-type: none"> - Full explanation with introduction and sections - Clear explanation of processes (e.g. water cycle) - Use of diagrams and labelled features 	<ul style="list-style-type: none"> - Organise explanation into clear sections - Develop explanations with detail and clarity - Link ideas across a whole process 	<ul style="list-style-type: none"> - Build explanations using structured frameworks - Match sections to stages of process - Use assistive technology 	<ul style="list-style-type: none"> - Secure use of fronted adverbials - Cohesion across paragraphs - Use of conjunctions to show cause (because, so, when) - Expanded noun phrases - Standard English forms 	<ul style="list-style-type: none"> - Model full explanation structures - Focus on clarity and precision - Teach linking ideas across paragraphs

	<u>What persuasive writing looks like</u>	<u>Examples of pupil outcomes</u>	<u>Key features & progression</u>	<u>Alternative communication</u>	<u>Grammar & Language</u>	<u>Teaching focus</u>
<u>Pre-Curriculum</u>	Pupils begin to express preferences, choices and opinions through real-life contexts (e.g. choosing activities, food, objects). They show that communication can influence outcomes.	<ul style="list-style-type: none"> - Choose between two options (e.g. snack choice) - Indicate likes/dislikes using gestures, symbols or sounds - Select preferred item from images - Match positive/negative symbols to choices 	<ul style="list-style-type: none"> - Awareness of choice and preference - Begin to understand that communication can influence others - Early understanding of opinion (like/don't like) 	<ul style="list-style-type: none"> - Eye gaze to select preferred option - AAC/symbols to express preference - Pointing or selecting images - Switch-based responses 	<ul style="list-style-type: none"> - No formal grammar expectations - Exposure to simple opinion language ("like", "want", "no") 	<ul style="list-style-type: none"> - Model choice language ("I like...") - Use motivating, real-life contexts - Reinforce cause and effect (choice - outcome).
<u>Year 1</u>	Pupils begin to state simple opinions, usually linked to personal experience. Writing is short and supported, focusing on expressing a viewpoint.	<ul style="list-style-type: none"> - "I like dogs." - "I like this." - Simple oral or written opinions - Supported sentences using prompts 	<ul style="list-style-type: none"> - Express a clear personal opinion - Begin linking opinion to experience - Early attempts at giving a reason (mostly modelled) 	<ul style="list-style-type: none"> - Select preferred option and match to sentence - Build simple opinion sentences using symbols - Match opinions to images 	<ul style="list-style-type: none"> - Write simple sentences - Join ideas using "and" only - Capital letters and full stops - Use of "I" statements 	<ul style="list-style-type: none"> - Model "I like..." sentences - Use oral rehearsal - Begin introducing simple reasoning verbally
<u>Year 2</u>	Pupils write simple persuasive statements, beginning to give clear reasons for their opinions. Writing may take the form of short captions, posters or simple persuasive pieces.	<ul style="list-style-type: none"> - "I like the park because it is fun." - Simple persuasive poster (e.g. "Come to the park!") - Short written opinions with a reason 	<ul style="list-style-type: none"> - Clear opinion + reason structure - Begin to understand writing to influence others - Early awareness of audience (e.g. trying to convince) 	<ul style="list-style-type: none"> - Match opinions to reasons - Choose best reason from options - Use structured templates to build sentences 	<ul style="list-style-type: none"> - Coordination: and, but, or - Subordination: because, when, if, that - Use of because for reasoning - Consistent tense - Expanded noun phrases 	<ul style="list-style-type: none"> - Teach "because" as a reasoning tool - Model opinion + reason sentences - Link to real-life persuasive contexts
<u>Year 3</u>	Pupils write structured persuasive pieces, giving multiple reasons and beginning to organise ideas clearly for a reader.	<ul style="list-style-type: none"> - Persuasive paragraph with 2-3 reasons - Simple letter or poster - Use of persuasive vocabulary (good, best, important) 	<ul style="list-style-type: none"> - Provide multiple reasons to support an opinion - Begin to organise ideas logically - Growing awareness of audience and purpose 	<ul style="list-style-type: none"> - Sort reasons into groups - Match reasons to statements - Use planning grids to organise ideas 	<ul style="list-style-type: none"> - Introduction of fronted adverbials ("Firstly...", "Also...") - Use of conjunctions to extend reasoning (because, so) - Accurate punctuation - Persuasive vocabulary 	<ul style="list-style-type: none"> - Model structuring arguments - Teach how to build multiple reasons - Use planning frameworks
<u>Year 4</u>	Pupils write well-structured persuasive texts with clear organisation and increasing awareness of audience. Writing is more formal and controlled.	<ul style="list-style-type: none"> - Persuasive letter with introduction and conclusion - Arguments supported with clear points - Use of persuasive language ("should", "must") 	<ul style="list-style-type: none"> - Organise writing into clear sections - Develop arguments with supporting detail - Address the reader directly - Begin to include a concluding statement 	<ul style="list-style-type: none"> - Build arguments using structured frameworks - Match paragraphs to purpose (intro/reasons/conclusion) - Use assistive technology 	<ul style="list-style-type: none"> - Secure use of fronted adverbials - Cohesion across paragraphs - Use of modal verbs (should, must) - Expanded noun phrases - Standard English forms 	<ul style="list-style-type: none"> - Model full persuasive structures - Focus on audience awareness - Teach editing for clarity and impact

<u>Genre</u>	<u>Purpose</u>	<u>Typical Structure</u>	<u>Key Features</u>	<u>Language & Devices</u>	<u>Common Outcomes</u>
<u>Adventure</u>	To entertain through action, problem-solving and journeys	Opening (introduce character/setting) Build-up (journey begins) Problem (challenge or obstacle) Resolution (problem solved) Ending (return/change)	- Clear journey or quest - Problem to overcome - Action-driven plot - Often a hero/goal	- Past tense - Action verbs - Time connectives - Expanded noun phrases.	- Sequenced adventure stories - Journey narratives - Problem-solving stories
<u>Fantasy</u>	To entertain through imagined worlds and characters	Opening (introduce world/characters) Build-up (enter fantasy/problem emerges) Problem (conflict/magic challenge) Resolution (problem solved) Ending (return/change or new equilibrium)	- Imaginary settings/creatures - Magic or unreal elements - Clear internal logic	- Descriptive vocabulary - Expanded noun phrases - Figurative language (Y3+)	- Fantasy stories - Portal stories - Magical adventure
<u>Traditional Tales / Fairy Tales</u>	To entertain and often teach a moral or message	Opening (formulaic) Repeated events/pattern Problem (often caused by a character) Resolution (often sudden/moral) Ending (moral or fixed ending)	- Repetition and patterns - Clear good vs evil - Stock characters - Familiar structures	- Story language (<i>Once upon a time...</i>) - Repetition - Simple sequencing language	- Retellings - Innovated tales - Patterned stories
<u>Character-Focused Narratives</u>	To explore feelings, relationships and personal experiences	Opening (introduce character/situation) Build-up (events affecting character). Problem (emotional or relational issue) Resolution (change/realisation) Ending (reflection)	- Focus on thoughts/feelings - Everyday or relatable events - Emotional development	- Adjectives for emotion - First or third person - Expanded noun phrases - Simple internal thoughts (Y2+)	- Personal stories - Emotion-led narratives - Reflective stories
<u>Mystery / Suspense</u>	To engage the reader through puzzles, clues and tension	Opening (introduce mystery/question) Build-up (clues discovered, tension increases) Problem (peak uncertainty or complication) Resolution (mystery solved/reveal) Ending (explanation or reflection)	- Central mystery or question - Clues and evidence - Withholding information - Gradual reveal - Suspense building	- Past tense - Questions (<i>Who? What happened?</i>) - Time connectives - Adverbials (<i>suddenly, quietly</i>) - Precise noun phrases	- Mystery stories - Detective narratives - Clue-based stories
<u>Dialogue-Based Narratives</u>	To tell a story through interaction between characters	Opening (introduce characters/context) Build-up (dialogue develops situation) Problem (conflict revealed through speech) Resolution (resolved through interaction) Ending (closing exchange or outcome)	- Dialogue drives action - Clear speaker roles - Interaction-focused	- Speech punctuation - Reporting clauses - Question forms - Informal/formal language choices	- Stories with dialogue - Playscript-style narratives - Conversation-led stories
<u>Descriptive / Setting-Focused Narratives</u>	To create atmosphere and immerse the reader in a setting	Opening (establish setting) Build-up (develop atmosphere/events within setting) Problem (event disrupts setting) Resolution (return/change in setting) Ending (final image or mood)	- Strong focus on setting - Slower pacing - Sensory detail	- Expanded noun phrases - Prepositions - Adjectives/adverbs - Figurative language	- Setting descriptions - Atmosphere-based stories - Scene-building narratives

	<u>What narrative writing looks like</u>	<u>Examples of pupil outcomes</u>	<u>Key features & progression</u>	<u>Alternative communication</u>	<u>Grammar & Language</u>	<u>Teaching focus</u>
<u>Pre-Curriculum</u>	Pupils engage with stories through experience, sequencing and early storytelling behaviours. They begin to understand that stories are made up of events involving characters.	<ul style="list-style-type: none"> - Matching characters/ objects to stories - Sequencing images from a story - Acting out stories with props - Joining in with repeated phrases - Choosing characters/ settings - Captioning images with words/symbols - Giving simple oral/symbol-supported story ideas 	<ul style="list-style-type: none"> - Awareness of character + action - Understanding that stories have a sequence (implicit); <ul style="list-style-type: none"> - Early beginning - Middle - End - Early cause and effect (something happens next) 	<ul style="list-style-type: none"> - Object/photo sequencing - Symbol-supported storytelling - AAC choices (character/ action/ setting) - Role play and gesture-based storytelling - Matching and sorting story elements 	<ul style="list-style-type: none"> - Early sentence awareness - Exposure to simple structures (Who + doing) e.g. <i>dog runs</i> - Adult-modelled sentences - Story language exposure 	<ul style="list-style-type: none"> - Immerse in stories - Repetition and familiarity - Oral storytelling and role play - Model simple sentence structures
<u>Year 1</u>	Pupils write simple, sequenced narratives based on familiar structures and experiences.	<ul style="list-style-type: none"> - Writing simple sentences about events - Sequencing sentences using time words (then, next) - Retelling familiar stories - Writing short narratives with a clear beginning and end - Simple character/action descriptions 	<ul style="list-style-type: none"> - Clear beginning, middle and end - Events linked in order - Basic character and setting - Simple event or problem focus 	<ul style="list-style-type: none"> - Sequencing sentence strips - Matching sentences to images - Completing sentence stems - Using symbols to support sentence building 	<ul style="list-style-type: none"> - Past tense (emerging) - Capital letters and full stops - ‘And’ to join ideas - Simple noun phrases - Modelled sentence structures (  ) e.g. <i>The boy kicked the ball.</i> 	<ul style="list-style-type: none"> - Secure simple sentence construction - Embed sequencing - Oral rehearsal before writing - Build complete ideas
<u>Year 2</u>	Pupils write developed short narratives with clearer structure, detail and simple story shape.	<ul style="list-style-type: none"> - Writing narratives with a clear structure - Including simple problems and resolutions - Adding detail to characters and settings - Writing linked sentences across a short text - Retelling and adapting known stories 	<ul style="list-style-type: none"> - Beginning - Build-up - Problem - Resolution - Events linked logically - Clear story shape emerging - Increased detail in characters/ settings 	<ul style="list-style-type: none"> - Sentence building with support - Sequencing story sections - Using visuals to plan - Oral rehearsal with prompts 	<ul style="list-style-type: none"> - Past tense (mostly consistent) - Expanded noun phrases - Subordination (because, when, if, that) - Coordination (and, but, or) - Expanded sentence models (   + detail) 	<ul style="list-style-type: none"> - Develop full story structure - Extend sentences with detail - Link ideas across writing - Move towards independence

<p style="text-align: center;"><u>Year 3</u></p>	<p>Pupils write organised narratives with developed characters, settings and events across paragraphs.</p>	<ul style="list-style-type: none"> - Writing longer stories with clear sections - Developing characters and settings - Using paragraphs to organise ideas - Creating problems and resolutions - Beginning to build tension 	<ul style="list-style-type: none"> - Clear narrative structure with paragraphs - Opening - Build-up - Problem - Resolution - Ending - Events developed across sections - Growing cohesion between ideas 	<ul style="list-style-type: none"> - Story maps and paragraph planning - Sequencing sections - Structured scaffolds - Oral rehearsal of sections 	<ul style="list-style-type: none"> - Past tense (secure) - Introduction to fronted adverbials (Later that day,...) - Expanded noun phrases - Introduction of dialogue - Sentence variation for effect 	<ul style="list-style-type: none"> - Develop paragraphing - Build cohesion across text - Introduce dialogue - Vary sentence structures
<p style="text-align: center;"><u>Year 4</u></p>	<p>Pupils write well-structured, engaging narratives with control over organisation, detail and cohesion.</p>	<ul style="list-style-type: none"> - Writing extended narratives with clear structure - Developing characters, settings and atmosphere - Using paragraphs effectively. - Building tension and interest. - Using dialogue to advance action 	<ul style="list-style-type: none"> - Secure narrative structure with clear organisation - Paragraphs used deliberately - Cohesion within and across paragraphs - Controlled pacing and development 	<ul style="list-style-type: none"> - Planning frameworks - Independent paragraph sequencing - Use of prompts where needed - Oral rehearsal to refine ideas 	<ul style="list-style-type: none"> - Past tense (fully secure) - Fronted adverbials with commas - Dialogue with correct punctuation - Pronouns for cohesion - Controlled sentence construction (■ ■ ■ + detail for effect) 	<ul style="list-style-type: none"> - Refine structure and cohesion - Develop authorial control - Edit and improve - Write for effect and audience

Poetry Progression Strategies



READ



Enjoy the Poem

- Hear & Recite
- Build Fluency

ORIGINATE



Create Your Own

- Write Independently
- Edit & Perform

ANALYSE



Understand the Poem

- Structure & Language
- Imagery & Meaning

IMITATE



Write Like the Poem

- Substitute Words
- Use Scaffolds

ORAL REHEARSAL



Perform the Poem

- Speak & Memorise
- Use Expression

Read → Understand → Speak → Imitate → Create



Whole School Poetry Overview

At Orrets Meadow, we recognise that pupils may not always be working at their chronological age due to their individual learning needs. As a result, this progression should be used flexibly to support pupils at their point of development.

While foundational skills are prioritised, all pupils will be given opportunities to experience a wide range of poetic forms, language and devices. This ensures that pupils are exposed to the richness of poetry, even where their independent writing may be at an earlier stage.

Pre-curriculum: Access and engage with poetry through sensory, communication and early language development.

KS1: Pupils experiment with sound, rhythm and simple poetic structures.

LKS2: Pupils develop imagery and begin structuring poems.

UKS2: Pupils manipulate form, language and genre for effect.

	<u>Focus</u>	<u>Poetic Devices</u>	<u>Poetic Forms</u>
Pre-curriculum	Foundational skills	Listening and responding to sound Developing attention and engagement Exploring rhythm, repetition and pattern Beginning to communicate ideas through gesture, symbol or words.	
Year 1	Sound & Rhyme	Rhyme, onomatopoeia	Riddles, Jingles, Simple Rhymes
Year 2	Simple Structure	Alliteration, Couplet	Acrostic, Shape/Concrete Poems
Year 3	Imagery & Description	Simile, Stanza	Haiku, Kennings, Rap
Year 4	Figurative Language	Metaphor, Personification, Assonance, Internal Rhyme	Limericks, Calligrams, Clerihews
Year 5	Poetic structure and narrative	Expanded imagery and voice *	Cinquain, Ballad, Narrative Poems, Free Verse
Year 6	Advanced poetic forms	Half-rhyme, advanced figurative language **	Sonnet, Ode, Blank Verse, Elegy, Epic, Tanka, Renga

* Developing imagery, tone and narrative voice







** Using and manipulating figurative language deliberately

		<u>Term</u>	<u>Description</u>	<u>Example</u>
<u>Sound, rhyme, and performance</u>	<u>Year 1</u>	Jingle	A short verse or rhyme used to attract attention - often used in advertising.	
		Onomatopoeia	Words which echo the sounds of their meaning.	Crash, bang cuckoo
		Poem	A text which uses features such as rhythm, rhyme, syntax or vocabulary to convey ideas in an intense way. Poems may also contain alliteration and other figurative language and techniques.	
		Riddle	A question or statement, often in rhyme, which is a puzzle to be solved by the reader.	
		Rhyme	Words which have the same rime in their final syllable, are said to rhyme.	
	<u>Year 2</u>	Acrostic	A poem organised by the initial letters of a key word.	Whistling wildly In a Northern Direction
		Alliteration	A phrase or nearby words begin with the same phoneme.	The swish of a silk sari on a summer night
		Concrete poem	A poem in which the layout of the words represents an aspect of the subject.	
		Couplet	Two consecutive lines of poetry which are paired in length and rhyme.	
		Shape poem	A poem which is laid out to take the shape of the subject of the	

Imagery and poetic structure

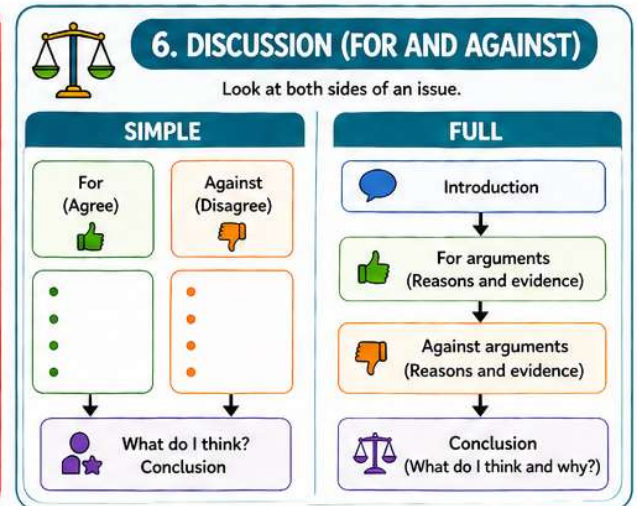
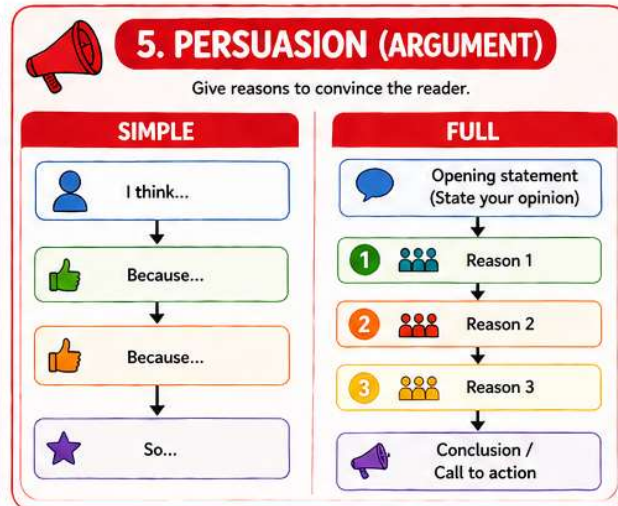
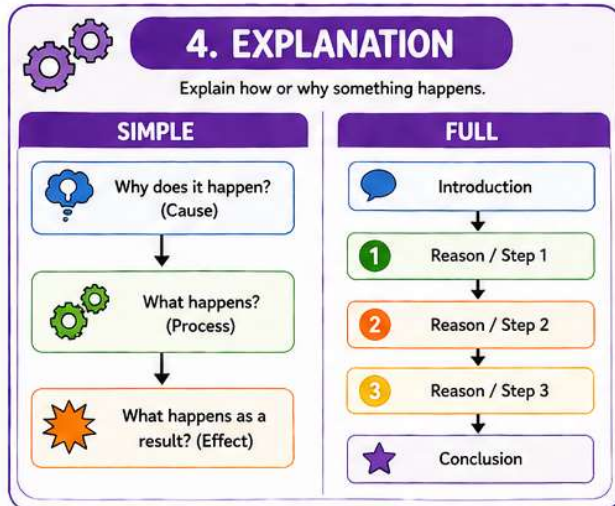
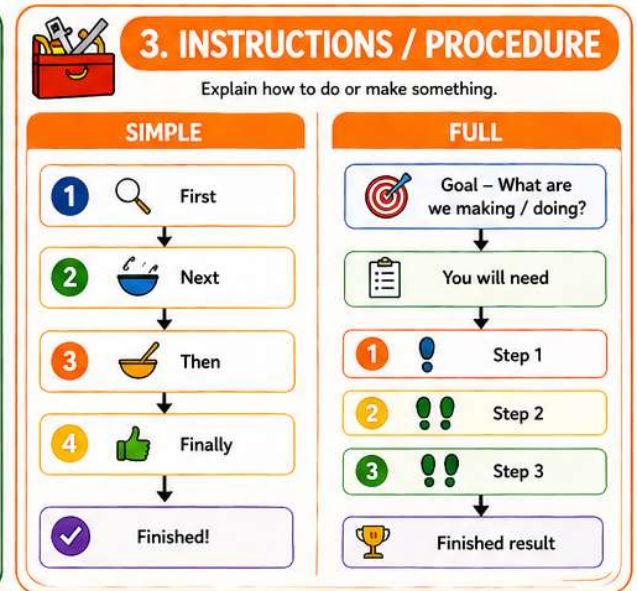
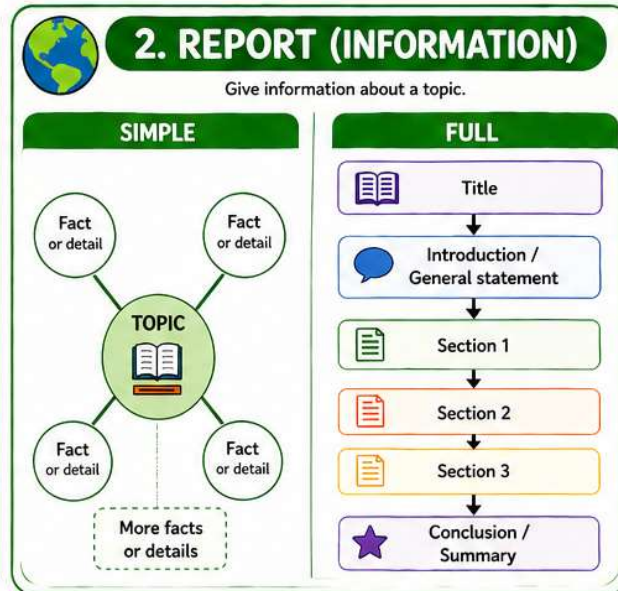
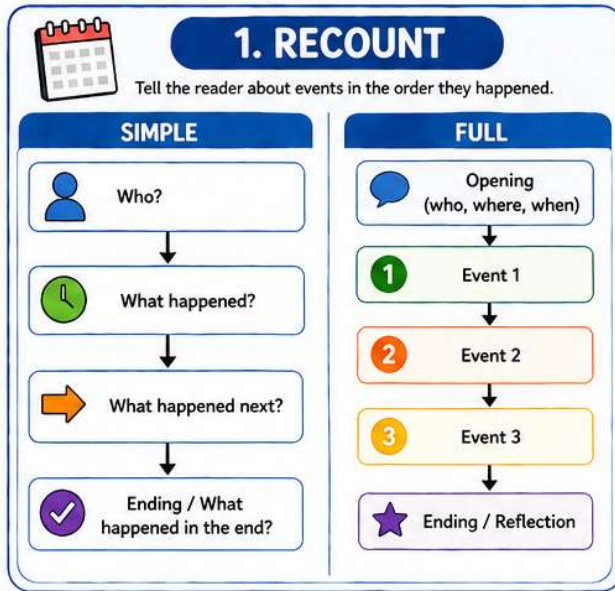
	<u>Term</u>	<u>Description</u>	<u>Example</u>
<u>Year 3</u>	Haiku	A Japanese form of poetry with 3 lines, 17 syllables in the sequence: 5, 7, 5.	Snowman in a field listening to the raindrops wishing him farewell
	Kenning	A poem written as list of the characteristics of the subject without naming it.	Mind boggler Strict borer Loud voicer Writing maker Mind filler Brain trainer (Teacher)
	Rap	oral poetry with a strong rhythm and rapid pace. Associated with Caribbean and Afro-Caribbean cultures.	
	Simile	The writer compares one thing to another in order to create an image.	As clever as a fox.
	Stanza	A verse or set of lines of poetry, the pattern of which is repeated throughout the poem.	
	<u>Year 4</u>	Assonance	The repetition of vowel sounds.
Calligram		a poem where the formation of the letters represents an aspect of the poem's theme.	a scary poem might be written in a shaky hand.
Clerihew		A four-line comic verse with two rhyming couplets. The first line is the name of the person about whom the poem is written	Jeremiah Smith Is boring to be with The company he doth keep Will send a person to sleep.
Internal rhyme		words that rhyme within the lines of a poem.	Though the threat of snow was growing slowly
Limerick		A five-line comic verse following the sequence of syllables: 8, 8, 6, 6, 8 and the rhyming scheme: a, a, b, b, a.	
Metaphor		'Imaginative substitution'. The writer describes something as if it were something else.	The sea is a hungry dog Giant and grey He rolls on the beach all day With his clashing teeth and shaggy jaws From The Sea by James Reeves
Personification		a metaphor which attributes human characteristics and actions to non-human subjects.	The sun is smiling upon us today.

Poetry progression should be understood through increasing control of sound, pattern, imagery, structure, performance and authorial choice, rather than through sentence-level grammar alone.

	<u>What poetry looks like</u>	<u>Examples of pupil outcomes</u>	<u>Key features & progression</u>	<u>Alternative communication</u>	<u>Grammar & Language</u>	<u>Teaching focus</u>
<u>Pre-Curriculum</u>	Pupils engage with poetry through sound, rhythm, repetition and sensory experience. Poetry is primarily performed, heard and felt rather than written.	<ul style="list-style-type: none"> - Responding to rhythm, sound and music - Joining in with repeated phrases - Matching sounds to actions or images - Copying actions to poems - Selecting preferred sounds/words - Using symbols/gestures to respond to poems 	<ul style="list-style-type: none"> - Awareness of pattern and repetition - Early engagement with sound and rhythm - Developing attention and enjoyment - Beginning communication of ideas through sound or gesture 	<ul style="list-style-type: none"> - Eye gaze to select sounds/words - AAC/symbols for response - Physical actions to represent rhythm - Sound imitation and repetition 	<ul style="list-style-type: none"> - Early word/sound awareness - Exposure to rhyme and repeated language - Simple patterns (e.g. repeated words) 	<ul style="list-style-type: none"> - Focus on enjoyment and engagement - Use performance, music and repetition - Build attention and participation
<u>Year 1</u>	Pupils experiment with sound, rhyme and simple poetic structures. Poetry is often oral, patterned and repetitive.	<ul style="list-style-type: none"> - Joining in with rhymes and jingles - Completing rhyming pairs - Creating simple rhyming lines - Performing simple poems - Writing short repetitive phrases - Creating simple riddles or captions 	<ul style="list-style-type: none"> - Focus on rhyme and sound patterns - Repetition and predictable structures - Early awareness of poetic form - Strong link between speaking and writing 	<ul style="list-style-type: none"> - Matching rhyming words - Selecting words to complete rhymes - Performing with actions - Using symbols to build simple lines 	<ul style="list-style-type: none"> - Simple sentences and phrases - Rhyme and onomatopoeia - Repetition of sentence structures - Modelled structures (   simple phrases) 	<ul style="list-style-type: none"> - Build confidence in performance - Explore rhyme and sound - Link oral rehearsal to writing
<u>Year 2</u>	Pupils begin to create simple structured poems, experimenting with layout, pattern and word choice.	<ul style="list-style-type: none"> - Writing simple rhyming poems - Creating acrostics - Producing shape/concrete poems - Writing couplets - Using alliteration in phrases - Performing their own poems 	<ul style="list-style-type: none"> - Development of simple poetic structures - Beginning control of layout and form - Experimentation with pattern and sound - Moving from imitation to simple creation 	<ul style="list-style-type: none"> - Sorting lines into correct order - Matching words to structures (e.g. acrostic) - Using templates and frames - Oral rehearsal before writing 	<ul style="list-style-type: none"> - Simple phrases - Repeated structures, - Emerging sentence control - Alliteration and simple figurative play - Expanded noun phrases - Structured poetic lines (   + detail) 	<ul style="list-style-type: none"> - Teach simple poetic forms - Model writing from structure - Encourage experimentation with words

<p><u>Year 3</u></p>	<p>Pupils develop imagery, description and structure, writing more considered and organised poems.</p>	<ul style="list-style-type: none"> - Writing haiku or kennings - Creating descriptive poems - Using similes in poetry - Writing poems in stanzas - Performing with expression - Adapting model poems 	<ul style="list-style-type: none"> - Focus on imagery and description - Use of stanzas and structure - Developing vocabulary choices - Stronger link between meaning and form 	<ul style="list-style-type: none"> - Matching images to descriptive language - Building lines using word banks - Using scaffolds to structure poems - Oral rehearsal of lines 	<ul style="list-style-type: none"> - Similes and descriptive language - Fronted adverbials (where appropriate) - Expanded noun phrases - Sentence variation (■ ■ ■ + informed detail) 	<ul style="list-style-type: none"> - Develop imagery and vocabulary - Link structure to meaning - Encourage performance and expression
<p><u>Year 4</u></p>	<p>Pupils write more controlled and creative poems, using figurative language and structure deliberately.</p>	<ul style="list-style-type: none"> - Writing limericks or clerihews. - Creating poems using metaphor/personification - Experimenting with layout (calligrams) - Writing structured multi-stanza poems - Performing with audience awareness 	<ul style="list-style-type: none"> - Development of figurative language - Greater control over structure and form - Writing for effect and audience - Linking ideas across a poem 	<ul style="list-style-type: none"> - Using structured frameworks - Matching language to effect - Using prompts to develop imagery - Oral rehearsal to refine performance 	<ul style="list-style-type: none"> - Metaphor and personification - Assonance and internal rhyme - Expanded noun phrases for precision - Controlled sentence/line construction 	<ul style="list-style-type: none"> - Develop authorial choice - Focus on effect and audience - Refine and edit poetry. - Perform with confidence

Appendix 1 Text Structure Visuals:



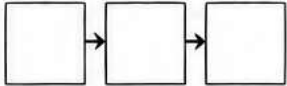


1. RECOUNT

Tell the reader about events in the order they happened.

SIMPLE

First Next Last



Who? _____

Where? _____

When? _____

Ending - How did it end?

FULL

Opening
(who, where, when)

First

Next

Then

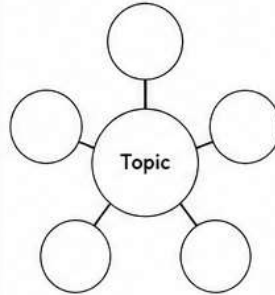
Ending / Reflection



2. REPORT (INFORMATION)

Give information about a topic.

SIMPLE



More interesting facts

FULL

Title

Introduction /
General statement

Section 1

Section 2

Section 3

Conclusion / Summary



3. INSTRUCTIONS / PROCEDURE

Explain how to do or make something.

SIMPLE

1 First

2 Next

3 Then

4 Finally

Finished! What is the result?

FULL

Goal - What are we making / doing?

You will need

1 Step 1

2 Step 2

3 Step 3

Finished result



4. EXPLANATION

Explain how or why something happens.

SIMPLE

What is the cause?

What happens?
(Process)

What happens as a result? (Effect)

FULL

Introduction

1 Reason / Step 1

2 Reason / Step 2

3 Reason / Step 3

Conclusion



5. PERSUASION (ARGUMENT)

Give reasons to convince the reader.

SIMPLE

My opinion

1 Reason 1

2 Reason 2

3 Reason 3

Final push - What do you want the reader to do?

FULL

Opening statement
(State your opinion)

1 Reason 1

2 Reason 2

3 Reason 3

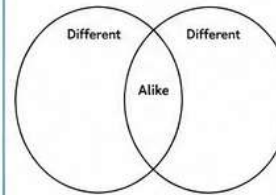
Conclusion / Call to action
What should the reader do?



6. DISCUSSION (FOR AND AGAINST)

Look at both sides of an issue.

SIMPLE



What do I think?
My conclusion

FULL

Introduction

For arguments
(Reasons and evidence)




Against arguments
(Reasons and evidence)

Conclusion
(What do I think and why?)

Appendix 2 Narrative Planning Structures:

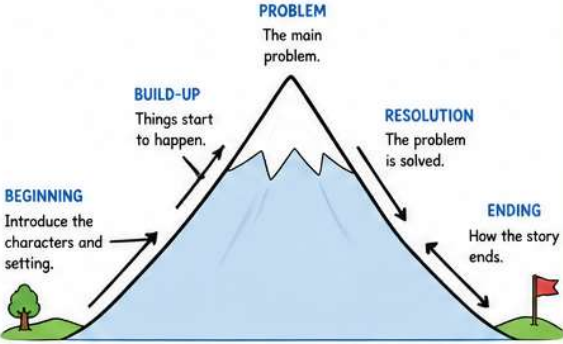
★ NARRATIVE PLANNING STRUCTURES ★

1. SIMPLE BEGINNING, MIDDLE, END

BEGINNING 	MIDDLE 	END 
BEGINNING Who? Where? When? What is the problem? _____	MIDDLE What happens next? How does the problem get worse? _____	END How is the problem solved? How does it end? _____

★ Once upon a time... Then... After that... In the end...






2. STORY MOUNTAIN



BEGINNING Introduce the characters and setting. _____	BUILD-UP Things start to happen. _____	PROBLEM The main problem. _____	RESOLUTION The problem is solved. _____	ENDING How the story ends. _____
--	---	--	--	---






★ Introduce... Then... Suddenly... But... In the end...

3. BOXING UP (5 PARTS)

OPENING  Introduce the characters and setting. _____	BUILD-UP  Things happen. _____	PROBLEM  The main problem. _____	RESOLUTION  How the problem is solved. _____	ENDING  How the story ends. _____
---	---	---	---	--





★ Once upon a time... Then... Suddenly... But... Finally...

4. WHO, WANTS, BUT, SO, THEN

WHO?  Who is the story about? _____	WANTS  What do they want? _____	BUT  What is the problem? _____	SO  What do they do about it? _____	THEN  How does it end? _____
--	--	--	--	---






★ There was... Who wanted... But... So... Then...

5. CHARACTER JOURNEY

START  Where does the character start? _____	JOURNEY  What happens on the journey? _____	CHANGE  How does the character change? _____	RETURN  Where do they end up? _____
---	---	---	--







★ At first... Then... After that... In the end...

6. PROBLEM AND SOLUTION

SETTING  Where and when does it happen? _____	PROBLEM  What is the problem? _____	ACTIONS  What happens next? _____	SOLUTION  How is the problem solved? _____	ENDING  How does it end? _____
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★ It was... Then... Next... Finally... In the end...

1. ADVENTURE / JOURNEY BOXING UP

Beginning	Beginning	Middle	Middle	End	End
Who?	Where?	Where next?	What goes wrong?	Who helps?	Where last?
					
_____	_____	_____	_____	_____	_____







Draw a map of the journey:

2. MYSTERY / SUSPENSE BOXING UP

Beginning	Beginning	Middle	Middle	End	End
Who?	Where?	What is strange?	What clues are found?	What is the answer?	How does it end?
					
_____	_____	_____	_____	_____	_____






Draw your clues or main idea:

3. CHARACTER JOURNEY BOXING UP

Beginning	Beginning	Middle	Middle	End	End
Who?	How do they feel?	What happens?	How do they feel now?	What changes?	Feelings at the end?
					
_____	_____	_____	_____	_____	_____





Draw the character's journey:

4. PROBLEM → SOLUTION BOXING UP

Beginning	Middle	Middle	End	End
Where / Who?	What is the problem?	What is tried?	How is it solved?	What happens after?
				
_____	_____	_____	_____	_____






Draw the problem and solution:

5. SETTING-FOCUSED BOXING UP

Beginning	Middle	Middle	End
Where?	What can you see?	What happens here?	What changes?
			
_____	_____	_____	_____

Draw the setting:

6. FULL STORY STRUCTURE BOXING UP

Opening	Build-up	Problem	Resolution	Ending
Who / Where / When?	What starts to happen?	What goes wrong?	How is it fixed?	How does it end?
				
_____	_____	_____	_____	_____

Draw the main events:

Appendix 3 Poetry Cycle: Staff Strategies:

1. READ

Expose Pupils to Poetry

PURPOSE: Familiarisation, Fluency and Enjoyment

Main Strategies

- Teacher reads poem aloud
- Choral reading** (whole class together)
- Echo reading** (I read / you read)
- Repeated reading** to build fluency.
- Pupils join in** with repeated phrases.
- Line-by-line** reading before whole poem.
- Independent reading.**
- Use visuals, props** or acting to support understanding
- Watch a video of the poet performing.
- Initial discussion:** first thoughts, genre, opinions.
- Simple comprehension questions.**

Extra Activities: Dig Deeper

- The "Mystery Bag":** Before reading, pull out objects or images related to the poem's theme to pique curiosity.
- Cold Read:** Read poem with no explanation first.
- Mystery Reveal** Cover title/last line until the end.
- Picture First:** Show image linked to poem before reading.
- Prediction Stops:** Pause and predict next line.
- Soundscape Reading** Create background sounds.
- Teacher Performance:** Dramatic reading to model rhythm and tone.
- Call and Response:** Teacher reads line, class repeats.
- Layered Reading:** Different groups read different
- Echo Reading:** The teacher reads a line with specific expression, and the class repeats it exactly as heard.

2. ANALYSE

Investigate the Poem

PURPOSE: Understanding Meaning, Structure and Language

Main Strategies

- Identify rhyme and rhyming pairs.**
- Spot repeated phrases.**
- Explore structure** (verses, chorus).
- Discuss emotional reactions.**
- Identify imagery** and what is happening in the poem.
- Draw visual interpretations.**
- Identify key features** (simile, metaphor, repetition, rhetorical questions).
- Explore emotive language.**
- Clarify unknown vocabulary.**
- Highlight effective words.**

Extra Activities: Dig Deeper

- Magpie Words** – Pupils collect powerful vocabulary.
- Poetry Detectives** – Search for features with coloured highlighters.
- Structure Mapping** – Map poem layout visually.
- Emotion Graph** – Track how feelings change across poem.
- Word Swap Test** – Replace words to see effect.
- Imagery Discussion** – What can you see/hear/smell?
- Poetry Sorting** – Sort poems by structure or theme.
- Performance Analysis** – Listen & compare different performances.
- Word Ranking** – Rank words by power or emotional impact.
- Shades of Meaning** – Explore synonyms for "best words".
- Shades of Meaning** – Explore synonyms for "best words".

3. ORAL REHEARSAL

Perform and Internalise the Poem

PURPOSE: Internalising the Poem through Speaking and Performance

Main Strategies

- Whole class read aloud together.
- I do → You do
- Pupils learn lines individually.
- Groups learn sections.
- Perform in pairs or groups.
- Use props or actions to support memory.
- Experiment with voice (volume, tone, pace).
- Different voices for repeated phrases.
- Perform with a TA.
- Add music or rhythm.

Extra Activities: Dig Deeper

- **Echo Chain**
One pupil reads line then passes it on.
- **Performance Circle**
Pupils perform to a small group.
- **Speed Variations**
Perform slowly / quickly.
- **Emotion Performances**
Perform poem as happy / sad / angry.
- **Action Poetry**
Add gestures to key lines.
- **Freeze Frames**
Act out a moment in the poem.
- **Memory Challenge**
Gradually remove the poem text.
- **Audience Performance**
Perform to another class.
- **Conductor Method:** Use a "conductor" (teacher or pupil) to signal changes in speed or volume during a group performance.

4. IMITATE

Use Poems as Models for Writing

PURPOSE: Using the Poem as a Model for Writing

Main Strategies

- **Keep the structure** but change key words.
- **Provide scaffolds or templates** (word banks, frames).
- **Cloze versions** of the poem.
- **Shared writing.**
- **Change the ending.**
- **Swap words** to create variations.
- **Generate rhyming alternatives.**
- **Teacher models example.**

Extra Activities: Get Creative

Structure Frame

Title
Setting
Problem
Feelings
Ending

Aa Word Replacement

Replace nouns or adjectives with new ideas.



Line Builder

Teacher gives the first half of a line to complete.



Maggie Lines

Borrow and adapt favourite line structures.



Sentence Strips

Rearrange strips to rebuild the poem.



Genre Switching

Keep the structure but write about a new theme.



Constraint Writing

Keep the same number of adjectives or verbs as the original.



5. ORIGINATE

Independent Creative Writing

PURPOSE: Independent Creative Writing Within the Genre

Main Strategies

- Write a new poem based on the model.
- Use scaffolds (word banks, frames.)
- Shared writing before independence.
- Change theme or subject.
- Write independently.
- Edit, redraft and perform.
- Work in support groups.



Originate (Additional Strategies)

Word Storm

- Generate vocabulary before writing.



Poetry Planning Grid

- Plan imagery / rhythm / structure.



Poetry Toolkits

- Banks of similes, adjectives, verbs.



Group Poetry

- Collaborative poem writing.



Performance Writing

- Write poem designed for performance.



Publishing

- Poetry books / displays.



Peer Feedback Gallery

Pupils display their drafts: others leave stars and wishes* for the target genre.

