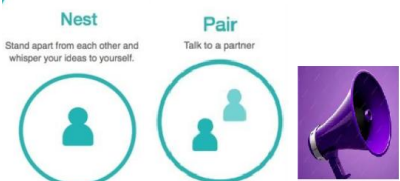




St Wilfrid's – Writing – Speaking and Listening Opportunities Progression 2026-2027

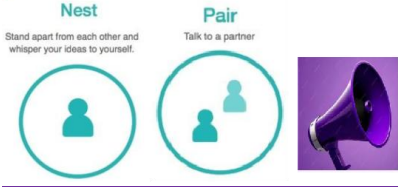
	<u>Fiction Genres</u>	<u>Non-Fiction Genres</u>	<u>Speaking and Listening Oracy – Voice 21 Drama</u>	<u>Poetry</u>
Nursery	Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing. See 'Nursery long term plan' Communication and Language. Throughout the year, children will be supported to develop the essential physical skills needed for writing, taking part in activities that will help them to develop their body awareness and gross motor skills. Children have daily access to the climbing frame and other physical equipment, where they can build up their core strength and stability through crawling, climbing, and swinging, Children also have daily opportunities to develop their fine motor skills, supporting them to hold writing tools with control.		<u>Voice 21 'Nest Pair, Share'</u> Nest Stand apart from each other and whisper your ideas to yourself.  Pair Talk to a partner   <u>Offering Hands</u>  Simple games. Activity poems. Action rhymes. Structured play. Character exploration based on traditional stories. Role Play Areas. Use of confident voice. EYFS/KS1 Festive Concert Performance. Visiting Theatre Company	Group performance poetry with repeated patterns or lines List poems

Reception	Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing. See 'Reception long term plan'. Communication and Language. Throughout the year, children will be supported to develop the essential physical skills needed for writing, taking part in activities that will help them to develop their body awareness and gross motor skills. Children have daily access to the climbing frame and other physical equipment, where they can build up their core strength and stability through crawling, climbing, and swinging, Children also have daily opportunities to develop their fine motor skills, supporting them to hold writing tools with control. Children also have opportunities to learn and practice letter formation daily.		<u>Voice 21 'Nest Pair, Share'</u>  Nest Stand apart from each other and whisper your ideas to yourself. Pair Talk to a partner <u>Offering Hands</u>  Simple games. Activity poems. Action rhymes. Structured play. Character exploration based on traditional stories. Role Play Areas. Use of confident voice. EYFS/KS1 Festive Concert Performance. Visiting Theatre Company	Group performance poetry with repeated patterns or lines List poems Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc.
Year 1	Adventure Story Retell a story in my own words Character description Setting description	Persuasion writing Recount – diary entry Instructions Recount – based on a personal experience Informal letter	<u>Voice 21 'Nest Pair, Share'</u>  Nest Stand apart from each other and whisper your ideas to yourself. Pair Talk to a partner <u>Offering Hands</u>	Free Verse List Poems A simple list of words, phrases, or sentences, often preceded by a 'starter' sentence, such as in my picnic basket I will put: Things that make me smile

		Non-chronological report	 <u>KS1</u> <u>Making drama</u> Children learn to: Improvise a line of dialogue for a character in response to a prompt. Use drama to explore a character's feelings about an event or in a particular scenario. Invent dialogue for a character and try out new words that they have learnt. Order the events of a structured story through drama. Take part in group hot-seating, 1-2-1 interviews. Take turns in improvised or imaginary play. <u>Performing and reflecting</u> Children learn to: Perform a short scene from memory or with a very simple script. Experiment with changing voices to represent different emotions. Choose props and costumes suited to a specific character.	
Year 1 and 2 Cycle A	Retelling a story in my own words Adventure story Character description Setting description Retell a story with an alternative ending	Recount – diary entry Instructions Non-chronological report/ Information Informal letter Explanation		Free Verse List Poems A simple list of words, phrases, or sentences, often preceded by a 'starter' sentence, such as in my picnic basket I will put:/ Things that make me smile
Year 1 and 2 Cycle B	Retell the story in my own words Write my own story based on a text with an alternative setting and ending Setting description	Diary entry Non-chronological report/ Information Formal letter Informal Letter Formal letter Instructions Instructions		Free Verse Monologue Poems Written in the first person, a single voice. Often a recount or an explanation of a personal viewpoint. May address the reader directly, for example by asking rhetorical questions or using language as if the reader is taking part in a conversation with the writer. (Is it hard to believe it? Guess what happened next!)
Year 2	Retell a story in my own words Setting description Retell my own story with alternative characters, setting and ending Character description	Information Non-Chronological Report/ Information Instructions Recount – Diary entry Formal letter Instructions Informal letter		Free Verse Monologue Poem Written in the first person, a single voice. Often a recount or an explanation of a personal viewpoint. May address the reader directly, for example by asking rhetorical

		Explanation	Listen attentively to a short scene or play. Discuss their favourite part of a performance. <u>Drama conventions</u> Children learn to: When watching live/recorded performances, children can talk about how the set, props, and sounds indicate a sense of place. Children can write a short conversation between two characters from a story. With the help of an adult, they can make simple changes to this script	questions or using language as if the reader is taking part in a conversation with the writer. (Is it hard to believe it? Guess what happened next!)
Year 3	Setting description Adventure story Character description Continued story Narrative retold in first person Retell a story with an alternative ending	Instructions Persuasive formal letter Recount – diary Persuasive opinion writing First person recount Information Non-Chronological Report/Information	<u>Voice 21 ‘Nest Pair, Share’ strategy used in ‘Discover’</u>  <u>Offering Hands</u> 	Visual Poems Shape Poems A calligram can be a poem, a phrase, or even a single word. Calligrams use the shape of the letters, words, or whole poem to show the subject of the calligram in a visual way. E.g. A one-word calligram could use a wobbly font or handwriting style for the word TERRIFIED. A shape poem about eating fruit to stay healthy could be presented to look like the shape of an apple on the page or screen by adapting line length
Year 3 and 4 Cycle A	Setting description Adventure story Character description	Instructions Persuasive formal letter Recount – diary	<u>LKS2</u> <u>Making drama</u> Children learn to:	Visual Poems Shape Poems A calligram can be a poem, a phrase, or even a single word.

	Continued story Narrative retold in first person Retell a story with an alternative ending	Persuasive opinion writing First person recount Non-Chronological Report/ Information	Improvise a short scene in pairs (e.g. A conversation between two characters) Use drama to explore a character's inner and outer feelings Try out new vocabulary suitable for their age Write and improvise dialogue suitable for opposing characters	Calligrams use the shape of the letters, words, or whole poem to show the subject of the calligram in a visual way. E.g. A one-word calligram could use a wobbly font or handwriting style for the word TERRIFIED. A shape poem about eating fruit to stay healthy could be presented to look like the shape of an apple on the page or screen by adapting line length
Year 3 and 4 Cycle B	Own version of a story Setting description Character description Own traditional tale with a twist Myth Story with an alternative ending	Informal letter Explanation Non-chronological report/ Information Instructions Formal persuasive letter Recount – personal narrative	Use drama to consider what might happen next in a story Pause and reflect as the drama unfolds to speculate on what might happen next Take part in a freeze-frame, thought-tracking, and conscience-alley. Stay on task making sure everyone has their turn to speak. <u>Performing and reflecting</u> Children learn to: Rehearse plays for presentations and school assemblies	Visual Poems Concrete The simplest concrete poems are shape poems, but others blur the boundaries between poetry and art. They can include sounds and images and can also be 3-D. Modern technologies have brought about innovative forms that include multi-layered texts with hyperlinks to 'poems within poems', visual stories, audio files, and images that form part of the poem itself.
Year 4	Own version of a story Setting description Character description Own traditional tale with a twist Myth Story with an alternative ending	Informal letter Explanation Non-chronological report/ Information Instructions Formal persuasive letter Recount – personal narrative	Perform a short drama to the class or a small group Be aware that body language can change how the audience sees a character Adopt a suitable voice and body language to reflect a character's personality	Visual Poems Concrete The simplest concrete poems are shape poems, but others blur the boundaries between poetry and art. They can include sounds and images and can also be 3-D. Modern technologies have brought about innovative forms that include multi-layered texts with hyperlinks to 'poems within

			Begin to select props and costumes suited to a specific genre Children can watch a short scene performed by their classmates, offering praise and simple development suggestions. <u>Drama conventions</u> Children learn to: When watching live/recorded performances, children can comment on the choice of costume and props as well as the mood of a performance. Write a script in pairs for a scene involving two or three characters. Write simple scripts based on stories they know Add simple stage-directions or acting cues Develop how characters should talk, act, and move for a specific role.	poems', visual stories, audio files, and images that form part of the poem itself.
Year 5	Setting description Character description as part of Narrative Historical narrative Action scene Monologue Story with alternative ending	Recount – diary entry Newspaper report Instructions Balanced argument Formal Persuasive letter Recount Biography Explanation Non-Chronological Report/Information	<u>Voice 21 'Nest Pair, Share' strategy used in 'Discover'</u>  <u>Offering Hands</u>	Structure Poems Ballad Ballads are narrative poems, usually of some length. Rhyme and musical rhythm patterns make them memorable for oral retelling. They often recount heroic deeds or legends. Ballads typically include a chorus between each verse, or a refrain that repeats key lines.

Year 5 and 6 Cycle A	Setting description Character description as part of Narrative Historical narrative Action scene Monologue Story with alternative ending	Recount – diary entry Newspaper report Instructions Balanced argument Formal Persuasive letter Recount Biography Explanation Non-Chronological Report/Information	 <u>UKS2</u> <u>Making drama</u> Children learn to: Improvise a longer scene sustaining a role employing other aspects of performance (eg. Body language, suspense) Use drama to explore the relationships between characters Write and improvise more complex dialogue that reflects a character's personality Incorporating greater nuances in drama – rhythm, pace, and tempo to change the rate at which the drama unfolds Take part in a range of drama activities (eg. Hot-seating, freeze-framing) including tableau Ensure that all members of a small group can participate and involve others through improvisation. <u>Performing and reflecting</u> Children learn to: Perform a longer scene (with a script). Change the pace, pitch, intonation of their voice	Structure Poems Ballad Ballads are narrative poems, usually of some length. Rhyme and musical rhythm patterns make them memorable for oral retelling. They often recount heroic deeds or legends. Ballads typically include a chorus between each verse, or a refrain that repeats key lines.
Year 5 and 6 Cycle B	Setting description with dialogue Narrative from a character's perspective Story retelling with a contrasting character Narrative flashback Retelling with an alternative ending	Recount – diary Non-Chronological Report/Information Biography Newspaper report Informal letter Formal letter Discursive writing Explanation	Take part in a range of drama activities (eg. Hot-seating, freeze-framing) including tableau Ensure that all members of a small group can participate and involve others through improvisation. <u>Performing and reflecting</u> Children learn to: Perform a longer scene (with a script). Change the pace, pitch, intonation of their voice	Structure Poems Sonnet A sonnet consists of 14 lines. These lines can be divided into different sections depending on the type of sonnet. The two most common forms are the Petrarchan (Italian) sonnet, which has an octave (8 lines) followed by a sestet (6 lines), and the Shakespearean (English) sonnet, which is structured into three quatrains (4 lines each) followed by a couplet (2 lines)
Year 6	Setting description with dialogue Narrative from a character's perspective Story retelling with a contrasting character Narrative flashback Retelling with an alternative ending	Recount – diary Non-Chronological Report/Information Biography Newspaper report Informal letter Formal letter Discursive writing Explanation	Perform a longer scene (with a script). Change the pace, pitch, intonation of their voice	Structure Poems Sonnet A sonnet consists of 14 lines. These lines can be divided into different sections depending on the type of sonnet. The two most common forms are the Petrarchan (Italian) sonnet, which has an octave (8 lines) followed by a sestet (6 lines), and the

			Understand how voice and body language can create tension and communicate ideas to the audience. Sensitively relate drama to real-life experiences. Reflect on how other children's ideas/feedback impact their own drama. Identify the key moments of a story. <u>Drama conventions</u> Children learn to: Reflect upon effective staging. The main differences between different performances of the same story (such as the changes between a story and its film/theatrical presentation) Write a script with a clear beginning, middle, and end in a group or in pairs. Adapt stories from books, film, or real-life scenarios in playscript format. Write short scripts for plays based on their own ideas. Make independent revisions to a script, including the use of stage directions and acting cues. Make decisions on the movement of characters on stage.	Shakespearean (English) sonnet, which is structured into three quatrains (4 lines each) followed by a couplet (2 lines)
--	--	--	--	--

			Make decisions on transitions between scenes. Design their own small performances	
--	--	--	--	--