

EVF Rolling Programme - Writing - EYFS/Y1

Intent



We believe that all children are empowered in life when they can communicate well. We want the children of the Exe Valley Federation to become unique and ambitious writers. We will provide them with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

All children in the Exe Valley Federation will become writers and will:

- Be motivated, resilient, and resourceful.
- Develop their own individual creativity in their writing.
- Understand writing for a purpose and audience.
- Be secure in spelling, punctuation, and grammar, enabling free and confident writing.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Use a cursive script designed to promote fluent and neat writing

Development Matters: 'Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.' (p.83) [Development Matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/development-matters)

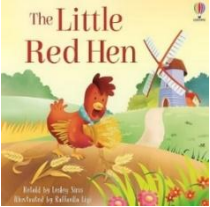
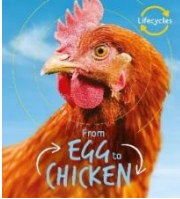
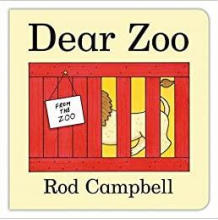
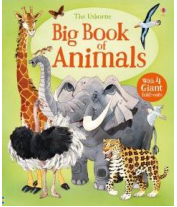
NB: Children who have not yet developed the foundational knowledge needed for writing will need extra scaffolding and support to develop their transcription skills.

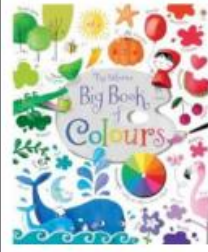
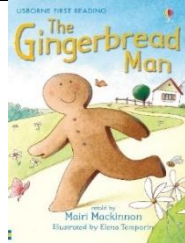
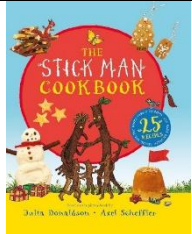
Writing ELG

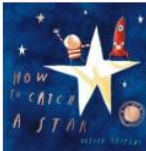
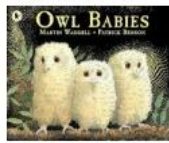
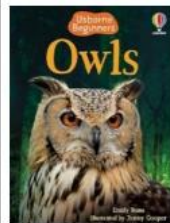
Children at the expected level of development will:

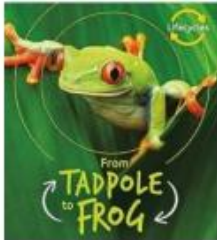
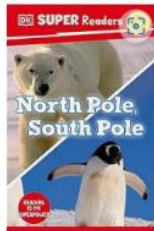
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

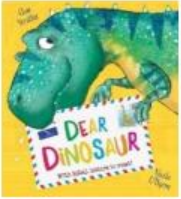
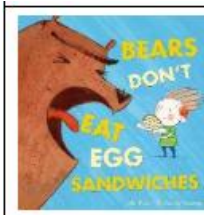
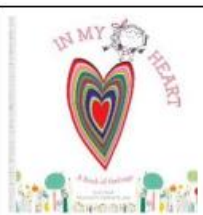
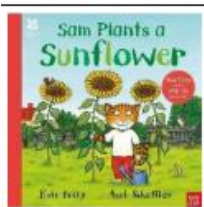
EVF Progression in Writing

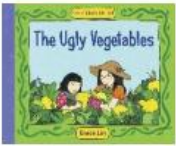
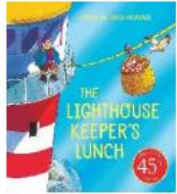
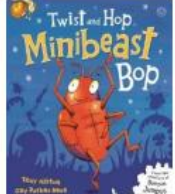
Year EYFS/Yr 1	Autumn 1		
Progression and titles of core texts.		 	 
EYFS Literacy (Writing)	Shared writing -Make a class book of children's pictures of people who help them, or those people who have visited to talk about their jobs. Include teacher annotations/children's labels. -Place a large roll of paper across the floor of the classroom and ask all children to draw the people who help them. Scribe the children's ideas onto the paper beside the pictures. Model orally segmenting and blending simple CVC words, e.g. h a t/hat. Guided writing -At this early stage, engage in activities which encourage children to orally compose sentences based on the texts you are reading together. --For example, provide a variety of pictures from Doctorsaurus (see related texts) and ask children to say what he is doing. Independent writing opportunities -Set up role play opportunities, e.g. a vet's surgery with animal toys, clipboards, variety of paper/sticky notes/sticky labels, pens/chalks/pencils, etc. for appointments, prescriptions, notes and instructions. -Provide pictures and book-making materials for children to make their own People who Help Us books.	Shared writing • Create some bread recipes alongside the children. Adults can write simple instructions and the children can illustrate. • Write some simple 'sorry' letters from the animals to the little red hen. Children to give their ideas and teacher to model writing. • Provide some speech bubbles and pictures of the animals. Ask the children what the animals might be saying. Adult to model writing. Guided writing • At this early stage, engage in activities which encourage children to orally compose sentences based on the texts you are reading together. • Provide simple pictures of animals that children can label if able to, e.g. a red hen, the pig, using words that match the stage of the children's phonic knowledge. Independent writing opportunities • Provide mark-making resources for children to use across the setting, e.g. recipes templates in the mud kitchen. • Envelopes and paper for 'writing' letters to the little red hen with a post-box. • Speech bubbles for small world animals.	Shared writing Make your own class Dear Zoo book with other animals and a perfect pet. Children can orally create sentences and an adult models writing them. Collect interesting facts about animals and put them in a class book. Add children's own illustrations. Provide rolls of paper for shared drawing and labelling activities. Guided writing Provide animal pictures to work on sentences starting 'I have...' 'I want...'. Focus on CVC segmenting and blending at the stage of individual children's learning, e.g. I want a cat, a fox, a dog. Guided writing opportunities around children's own pets, e.g. My pet is a cat. He is big. Independent writing opportunities Provide mark-making materials so children can engage in 'writing' across the setting, e.g. letter writing, zoo signs, maps and paper books. Labels for parcels. Draw their own pets and label the drawings with prewritten labels or their own writing.
Example Year 1 Writing Outcomes	Create a simple class book or individual page about a person who helps us. Each child writes a short caption or sentence to describe a person who helps them, supported by a drawing or photo.	Retell the story using a story map and simple sentences. Write a short letter from one of the animals saying sorry to the Little Red Hen.	Create their own version of the <i>Dear Zoo</i> story by choosing new animals and describing them using adjectives and/or Write a short letter to the zoo requesting a pet or thanking them for sending one.
Year 1 Grammar and punctuation	Leave spaces between words Compose sentences orally Begin to punctuate sentences using a capital letter and a full stop.	Compose a sentence orally before writing it Spell words using phonic knowledge (CVC/CVCC where appropriate) Use a capital letter to begin and a full stop to end Use "and" to join ideas for extended sentences Use question marks and exclamation marks where suitable Sequence sentences to form short narratives	Compose a sentence orally before writing it Use capital letters for names and sentence openings Use full stops and question marks appropriately Join ideas using "and" or "but" Begin to use adjectives (e.g. "big", "grumpy", "fierce") Spell CVC and common exception words (e.g. the, to, I) Sequence sentences to form a short narrative

Year EYFS/Yr 1	Autumn 2			
Progression and titles of core texts.	 	 	 	
EYFS Literacy (Writing)	Shared writing - Make a collection of other simple coloured and themed items, e.g. vehicles: a red bus, a yellow digger, a blue car. - Use one of the collections to create a class book, e.g. about vehicles, using the language and pattern of the text. Children can orally create the sentences for the book. - Make a class book of colours – a page per colour for children to draw objects using that colour. - Go on a colour walk using the phrasing from the book: 'Class One, Class One, what do you see?' Guided writing - Children to work in small groups to write simple CVC words and captions with known GPCs from the text, marking the sounds for spelling. Children can draw the animal with the chosen colour first. The colours and animals can be changed to suit your children's GPC level, e.g. a red robin, a pink fish, a green frog, a black dog. - Children can orally create a sentence or caption of their own if ready. Orally rehearse the sentence, marking the sounds for spelling and using a phase 2 and 3 grapheme chart to scaffold finding the correct graphemes. Adults can scribe words as needed. - Provide dictated sentences and pictures for children to use, e.g. 'What do you see?' Hold up a black cat. Dictate, 'I see a _____ looking at me.' Children mark the sounds and write <i>black cat</i>. Independent writing opportunities - Provide mark-making items (crayons, felt tips, chunky chalks etc.) in the colours from the book around the setting. Children can use these to add to an ongoing colour collection of pictures. - Provide paper books for children to continue any of the shared writing that has been modelled. - Provide animals for small world play. Children can orally create their own versions of the story. Adults can scribe these alongside children as needed.	Shared writing - Draw then write a list of the things Baby Bear took with him. Support with GPCS outside of the children's stage of learning: helmet, food, spoon, cup, tins, a drink - Draw a different journey that Baby Bear went on. Story map the children's ideas to create a class story. Guided writing - Dictation pitched at the stage of GPCs children have learnt (children write italic words) e.g. Baby Bear found a <i>rocket</i> under the stairs. He found a <i>helmet</i> in the kitchen. - What's in the picture? Provide pictures of some of the pages. 'What can you see?' <i>I can see a rocket.</i> 'Who did Baby Bear meet?' <i>He met the owl.</i> 'Where is the rocket?' <i>The rocket is on the moon.</i> Once children have orally rehearsed the sentence, support them in writing what they say using sound mats/phase 2/3 grapheme charts. - Bring a picnic basket in with items that children could label. Choose items that children will already know the GPCs needed to write the words. Independent writing opportunities - Lists of things to take on a journey during role play. - Write a shopping list for picnic items. - Provide some storyboard templates so children can draw another version of the story and tell it to a friend or an adult. - There is an envelope on the mantelpiece. Ask the children what might have been inside. Provide some envelopes for children to 'write' some letters of their own.	Shared writing - Instructions: Make some gingerbread biscuits with the children. Orally create sentences for each step. Adult to write them down. Create a recipe together with children segmenting words for spelling as per their GPC knowledge. Model use of sound mats or a phase 2/3 grapheme chart. - Story: Write your own version of the story with the children changing some parts, e.g. the animals and the ending. Adult to model writing, keeping the sentences simple. Guided writing - Follow another simple recipe from the linked non-fiction book. Ask the children to label some pictures of the ingredients, e.g. milk, eggs. - Dictate some simple instructions e.g. Crack the eggs into a bowl. Provide the children with the words that are beyond their GPC knowledge e.g. bowl. - Discuss an alternative ending to the story and create some simple sentences with the children to record this. Independent writing opportunities - Provide recipe templates in the role play areas. - Provide books and pictures for children to create stories of their own.	
Example Year 1 Writing Outcomes	Write their own patterned page based on the text, choosing an animal and colour. Contribute to a class version of the story and create an individual sentence for a class book.	Write a simple recount or narrative innovation, imagining where Baby Bear might go next and what he would take. Write a list of items Baby Bear needs for his next trip	Retell the traditional tale using a story map and written sentences with time connectives and description and/or write a simple set of instructions for making gingerbread or retell how the Gingerbread Man ran away.	
Year 1 Grammar and punctuation	Write a sentence using capital letters and full stops Use repeated sentence structures Begin to use question marks (optional challenge) Use phonics knowledge to segment and spell (CVC, CVCC words) Use adjectives for colour and animal names Join words using "and" (e.g., "I see a red fox and a green frog")	Compose and write simple sentences with capital letters and full stops Use "and" to join ideas (e.g. "He took jam and a spoon") Sequence sentences to form short narratives Begin to use question marks for imagined dialogue (e.g. "Can I go to space?") Use phonics knowledge to spell (CVC and common exception words) Label and list items for a purpose	Orally rehearse and write simple sentences Use capital letters and full stops Use sequencing vocabulary (first, next, then, finally) Use adjectives (e.g. fast, tasty, big) Begin to use "and" to join ideas Spell simple CVC words and common exception words (the, I, to) Retell events using complete sentences	

Year EYFS/Yr 1	Spring 1			
Progression and titles of core texts.				 
EYFS Literacy (Writing)	Shared writing - Make a class book of ways to catch a star, following the pattern of the book - presenting the idea on one page and explaining why it doesn't work on the other. Guided writing - Orally compose/write sentences starting 'I wish I had a...' 'I found a...' 'I see a...' - Write some simple instructions together using stem sentences and dictation to scaffold for children. Support with counting the sounds for spelling and using a GPC chart to find the sounds they need. Independent writing opportunities - Make a list of things you would take on a rocket. - Fish for sea creatures in the tuff tray, write a list of what you caught or draw and label what you found.		Shared writing - Put a big picture of one of the dinosaurs on a large piece or roll of paper and encourage children to label or write what they know and see. Write alongside them to model high quality writing strategies, e.g. using a simple GPC chart. - Provide some sentence stems from the book, e.g. This dinosaur is..... It lived..... It had..... Some dinosaurs..... Encourage children to orally complete and say the sentence. Model writing some sentences with the children, then encourage them to have a go at their own sentences. Guided writing - Provide templates to make some fact cards with the children, e.g. in a Top Trumps style. Support with spelling and vocabulary. - Create some double spread pages about different dinosaurs that children can collaborate on. Include simple sentences as rehearsed in shared writing above. Support with writing strategies such as stem sentences, using a GPC chart, dictation, etc. Independent writing opportunities - Provide double-page spreads, dinosaur pictures, labels and vocabulary for children to create their own version. - Provide paper for children to design their own dinosaurs, label and add facts.	
Example Year 1 Writing Outcomes	Write a new idea for catching a star, using a simple cause and effect structure (e.g. "He used a net, but it was too small."). Create a list of items they would take on their own star-catching journey. Example Narrative Sentence: "He built a ladder but it was too short." "He made a rocket and flew up high."		Create a fact card or mini non-fiction page about a dinosaur using simple sentence stems and labels. Write labels and short captions for a class display of dinosaur pictures. Example Sentences: "This dinosaur is big." "It had sharp teeth." "It lived in the forest." "It was a carnivore."	
Year 1 Grammar and punctuation	Compose and sequence simple sentences using capital letters and full stops Use "and", "but", and "because" to extend ideas Spell phonetically plausible attempts at unknown words using known GPCs Use time language where appropriate (e.g. first, next)		Write simple sentences using capital letters and full stops Begin to use conjunctions such as "and" or "but" (e.g. "It was big and fast") Use phonics knowledge to segment and spell unfamiliar words Use question forms in discussion and possibly in writing (e.g. "What did it eat?") Write for a range of purposes, including factual writing and labelling	
			Compose and write sentences using capital letters and full stops Use "and" to link ideas (e.g. "They were scared and they waited.") Begin to use question marks and exclamation marks where appropriate Spell CVC words and some common exception words Use adjectives for description (e.g. soft, fluffy, quiet)	

Year EYFS/Yr 1	Spring 2			
Progression and titles of core texts.				 
EYFS Literacy (Writing)	Shared writing Print out pictures from the story and ask children to sequence them, retelling the story as a class. - Use a story-telling chair (Daddy Bear's Chair) for children to retell the story. - Do some hot seating. Choose children to be one of the bears or Goldilocks and get the rest to ask the characters questions about the story. - Children can write questions together that they would ask Goldilocks or one of the bears. Support with sentence stems, spelling strategies and the use of a grapheme chart as needed. Guided writing - Talk about key sentences in the story. Read to certain parts in the story and ask children to continue the story. Write down key ideas. - Speech bubbles: Talk about what the characters say in the story. Model writing these in speech bubbles. Children can continue using strategies such as sentence stems and write these with support. - Provide pictures or use Widget to story map and write parts of other simple traditional tales. - Ask children to say what happens next in the story, orally rehearse a simple sentence as they reply, then write it, e.g. What did Goldilocks do next? She got in the bed. - If children are making porridge, they could orally create instructions, writing parts with support. Independent writing opportunities - Provide story sacks, paper booklets, mark-making materials and talk tins. Children can continue to write parts of a traditional tale or create their own. - Write simple instructions - How to make a strong chair. How to make porridge.	Shared writing - Make a class book or a large life cycle of a frog. See page 14. Have photographs of the different stages of the life cycle and label together. - Provide some sentence starters from the book, e.g. Frogs have..... This is..... A frog has..... Encourage children to orally complete and say the sentence. Model writing some sentences with the children before they have a go at writing their own. Guided writing - Children can work on double-page spreads. Provide pictures and photographs. The children can write their own non-fiction sentences, using sentence starters from the shared write. Independent writing opportunities: - Provide paper plates, collage materials and word labels for children to create their own life cycles. - Offer a range of green paper. Cut some into lily pad shapes for children to write on.	Shared writing - Make a list of things you would pack for a visit to the South Pole. Repeat for other destinations, e.g. a desert island, a hot country, the beach. Support children to write words using a grapheme phoneme chart (GPC). Model words that are beyond their phonic knowledge as needed. Encourage children to use spelling strategies used in phonics (e.g. say the word, count the sounds, write the word). - Make some welcome signs for different habitats around the setting. Model and leave this for children to continue within provision. - Make some posters about animals that are 'lost' around the setting. Guided writing - Provide some speech bubbles for the penguin. Although the penguin does not talk, discuss what it might be saying at certain points in the story. Children can write captions or sentences in the speech bubbles, e.g. Help me. I am sad. Use sentence stems to support children who need it. Support with counting the sounds for spelling and using a GPC chart to find the sounds they need. - Choose some pictures from the book and ask the children to answer questions that help them to orally form simple sentences. - Write a class story using the text as a model but changing some elements, e.g. the character or setting. Children can contribute by writing simple sentences, captions or drawing pictures using the same strategies outlined above to support them. Independent writing opportunities - Write welcome signs. - Draw animal pictures and create speech bubbles for their characters. - Make lost animal/toy posters.	
Example Year 1 Writing Outcomes	Retell the traditional story using a story map and simple sentences. Write speech bubbles or simple dialogue for characters. Write instructions linked to the unit (e.g. how to make porridge or how to fix Baby Bear's chair). Optionally, write a letter of apology from Goldilocks.	Write non-fiction sentences to describe each stage in the life cycle of a frog. Create a class life cycle book with captions and labels using sentence stems from the text. Label their own life cycle diagram using words and/or short sentences.	Write a short narrative retelling based on the journey to the South Pole. Create speech bubbles for the characters, especially imagining what the penguin might say. Make a 'Lost' poster for the penguin using descriptive words. Write a list of items needed for a polar journey.	
Year 1 Grammar and punctuation	Write sentences using capital letters, full stops, and finger spaces Use "and" or "but" to join ideas Use question marks and exclamation marks in speech Spell phonetically using known graphemes Write for different purposes: narrative, instructions, letters Sequence sentences to form a short narrative	Write simple sentences using capital letters and full stops Use sentence starters such as "This is...", "It has...", "Frogs can..." Begin to use "and" to extend ideas Spell words phonetically using known graphemes Use labels and captions for diagrams Write for an informative purpose using factual vocabulary	Write simple sentences using capital letters and full stops Use "and", "but", and "because" to extend ideas Begin to use question marks and exclamation marks in character speech or posters Write for different purposes: narrative, labels, posters, lists Spell words using phonic knowledge and known exception words Explore vocabulary to describe feelings and actions (e.g. sad, lonely, cold, kind)	

Year EYFS/Yr 1	Summer 1				
Progression and titles of core texts.				 	
EYFS Literacy (Writing)	Shared writing • Make a simple story map and practise retelling the story. • Model writing a letter to T Rex or your favourite dinosaur. Explain how we start and finish a letter. What questions could you ask? • Have a picture of T Rex. Ask the children what facts they know about him from the story. Use sentence starters such as I can ..., I eat ..., I like..., I am ... • Model how to use capital letters and full stops. Guided writing • Make a birthday card for T Rex. What message could you add to your card? Support the children in segmenting words and in selecting the correct phonemes and graphemes for spelling from their sound charts or mats. • Write a letter to T Rex telling him what you have been doing at school. Include a question for T Rex. Independent writing opportunities • Provide envelopes, postcard templates and letter writing materials for children to freely access in continuous provision. • Have small world dinosaurs, pictures of dinosaurs and non-fiction books available for the children to create their own books or fact files about dinosaurs.		Shared writing Story map the main elements of the text with the children, asking them to join in with key refrains. As a class, choose another animal and food type to orally create a simple version of the story, e.g. <i>Elephants don't eat chocolate cake!</i> Collect the children's ideas and orally retell their story. Roleplay the story. An adult can model how to write some simple sentence elements of the story if appropriate. Children could create the cover and illustrations for the class book. Guided writing Dictate some simple sentences to children, encouraging them to count the sounds for spelling as they write. Have grapheme charts available to use. Support with graphemes outside of the children's current phonic knowledge. Get children to choose an animal for the focus of their writing, e.g. a tiger, and orally create sentences based on the text. Changing one element is enough, e.g. <i>I need a big fork.</i> Encourage children to write parts of their own story and orally create others. Independent writing opportunities Have books with sentence stems available for children to create some simple stories of their own. Provide grapheme charts for children to access. Provide photographs of sandwiches the children have made that they can order and label. Shopping lists for children to write lists of items needed to make a sandwich.		Shared writing • Use pictures from the book to sequence the life of a sunflower. Model writing captions and simple sentences, encouraging children to orally repeat captions and sentences. • Use the life cycle of another plant and repeat the process above. Ask the children to orally create sentences and contribute ideas to the writing. Guided writing • Order simple picture cards showing the growth of a sunflower with the children and support them to write what is happening in each picture. Have grapheme charts available to use. Support with graphemes outside of the children's current phonic knowledge. • Encourage counting the sounds for spelling. • Plant some cress and record the changes day by day in a class book called Class ____ plants some cress. • At the end of the class book, have a class page where children can write their own observations and comments about their cress. Add illustrations and photographs. Independent writing opportunities • Provide picture cards and writing frames for children to continue the guided writing activity. • Have a seed growing station. Provide iPads to photograph changes and paper and pencils for children to record what they see.
Example Year 1 Writing Outcomes	Write a letter to a dinosaur, either as themselves or as Max. Create a simple fact file or postcard describing their favourite dinosaur. Make a birthday card or reply letter from T. Rex.		Write a simple story innovation (e.g. "Elephants don't eat cheese toasties!") using a familiar structure. Create a speech bubble or line of dialogue for the bear or another animal. Write a list or simple instructions for making a sandwich. Write a poster or healthy eating message based on class discussion.		Create a simple life cycle booklet showing how a sunflower grows, with sentences and/or captions. Write observations about their own planted seeds (e.g. cress or beans) in a class book or diary. Label the parts of a sunflower using new vocabulary from the text.
Year 1 Grammar and punctuation	Write sentences with capital letters and full stops Use "and" or "because" to extend ideas Use question marks (e.g. "Do you like meat?") Spell words using phonic knowledge		Write sentences using capital letters and full stops Use 'and', 'but' to extend or contrast ideas Use phonics knowledge to segment and spell unfamiliar words Begin to use question marks and exclamation marks for character voice		Compose and write simple sentences with capital letters and full stops Use "and", "because" to extend ideas Begin to structure writing for a non-fiction purpose Spell simple words phonetically and use some common exception words

Year EYFS/Yr 1	Summer 2			
Progression and titles of core texts.			 	 
EYFS Literacy (Writing)	Shared writing • Have pictures of how to plant a seed. You could make connections and use pictures from the Sam Plants a Sunflower BookBuds plan, also from this term. Put the pictures in order. Model saying and writing simple instructions. Use words such as 'first', 'next' and 'then'. • Create a story map to retell the story with pictures. • Use the picture of Mummy cutting the vegetables. Ask the children what sentence we could write to describe what is happening. This could be written in a speech bubble. Model using a capital letter, full stop and finger spaces. Guided writing • Select some parts of the story. Support children in writing sentences to go with some of the pictures. • Plant some seeds to grow in the classroom. Take photos of the different steps and order them. Write simple instructions to go with each picture. Provide useful words such as 'first', 'then' and 'finally'. • Look at the ugly vegetable recipe at the back of the book. Design your own vegetable soup. Make a list of the vegetables and other ingredients. Write simple instructions. Independent writing opportunities • Provide writing materials and pictures of gardens. Children can draw and label their own gardens. • Provide pictures of vegetables and ask children to write shopping lists for their soup ingredients. Provide sound mats/charts for support. • Make seed packets. Label and draw what is inside. Have a go at writing instructions on how to plant the seed.		Shared writing • Using a large roll of paper across the room, ask children to draw and label parts of the story, supporting with GPCs that are from phase 5. Ensure grapheme charts or sounds mats from phases 2 and 3 are available for use. Model segmenting for spelling and finding correct graphemes as you write alongside the children. • Draw and label some sandwiches and the fillings, modelling segmenting words for spelling. Create some adventurous sandwich fillings alongside the children, labelling the ingredients. • Model writing some messages that Mr Grinling might have sent to Mrs Grinling. Use the pictures in the text. Keep the sentences short at first - this can be continued into continuous provision, e.g. Send me a light bulb. I miss you. Look out for seagulls! Guided writing • Look at Mr Grinling's lunch. Write a shopping list for the food he will need for his lunch. Support the children in segmenting words for spelling, selecting correct phonemes and graphemes for spelling from their grapheme charts or sound mats. • Design and describe your own 'lighthouse sandwich'. Write a few sentences to describe it. This can be scaffolded with sentence starters or dictated as needed. • Create a simple adventure about where the seagulls will go next. This could be oral with an adult scribe. • Write some sentences about the job of a lighthouse keeper. Independent writing opportunities • Provide envelopes and paper for the children to write messages to one another using the zip line across the classroom or setting. • Encourage children to develop their own stories using the enhancements around the setting.	
Example Year 1 Writing Outcomes	Retell a short section of the story using simple sentences. Write instructions for planting or making soup using time words.		Write a short retelling of part of the story (e.g. the seagulls stealing lunch or a new plan). Design and describe a seagull-proof lunchbox with labels and captions.	
Year 1 Grammar and punctuation	Write simple sentences using capital letters and full stops Use 'and', 'but', 'because' to extend or contrast ideas Use time connectives (first, next, then) in instructions. Spell words using known phonics and some common exception words		Write sentences with capital letters and full stops Use "and", "but", "because" to extend ideas Spell phonetically plausible attempts at words Begin to use question marks and exclamation marks Use time words in procedural writing (first, next, then)	

