

Progression of skills of writing genres

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to entertain – generic text structure	<ul style="list-style-type: none"> • simple narratives and retellings are told/ written in first or third person • simple narratives are told/ written in past tense • events are sequenced to create texts that make sense • main participants are human or animal • simple narratives use typical characters, settings and events whether imagined or real • 'story language' 	<p>As Year 1, plus:</p> <ul style="list-style-type: none"> • they are simply developed as either good or bad characters • language choices help to aid cohesion and create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. 	<ul style="list-style-type: none"> • narratives and retellings written in first or third person • narratives and retellings written in past tense, and occasionally in the present tense • events sequenced to create chronological plots through the use of adverbials and prepositions • descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • dialogue begins to be used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives e.g. 	<p>As Year 3, plus:</p> <ul style="list-style-type: none"> • dialogue is used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc. 	<p>As Year 4, plus:</p> <ul style="list-style-type: none"> • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and preposition • descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language 	<p>As Year 5, plus:</p> <ul style="list-style-type: none"> • narratives are told sequentially and non-sequentially (e.g. flashbacks) • assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this (brackets for parenthesis, commas to clarify meaning range of clause structures)

	(e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing		shouted/muttered instead of said etc.			
Writing to entertain – stories, including re-telling; character description; setting description	<p>Retell and invent narrative</p> <ul style="list-style-type: none"> • concept of a sentence • basic sequencing of sentences • capital letters and end marks • correct past tense form • written in the third person • conjunctions to join ideas 	<p>Simple narrative and description</p> <ul style="list-style-type: none"> • past tense and introduction to progressive past tense • adverbs of time to sequence events • adverbs for additional detail • basic noun phrases • singular possessive apostrophe • apostrophe for contraction • simple co-ordinating and subordinating conjunctions • exclamation sentences • comparable adjectives • commas to separate items in a list 	<p>Developed narrative with focus on paragraphing</p> <ul style="list-style-type: none"> • 5 clear sections (T4W boxing up format) • conjunctions, adverbs and prepositions to sequence events or to mark changes in setting • dialogue including direct speech • past perfect tense • prepositional phrases for settings • noun phrases • verbs, adjectives and adverbs are chosen for effect. cohesion created, and repetition avoided through 	<p>Developed narrative with focus on sequence</p> <ul style="list-style-type: none"> • sequence organised into paragraphs using fronted adverbials to indicate changes in time or place • different orders of sequences • fronted adverbials as single words, phrases and clauses to create cohesion • expanded noun phrases • dialogue including direct speech to show character • develop characters through dialogue and action • standard forms of verb inflections used 	<p>Developed narrative with focus on cohesion</p> <ul style="list-style-type: none"> • cohesion through a variety of devices • links within and between paragraphs with adverbials • past perfect tense to link events • action, dialogue and description used to move events forward • relative clauses with commas and dashes used for additional detail including omitted relative pronouns • modal verbs to suggest degrees of possibility • adverbs of possibility 	<p>Developed narrative with focus on atmosphere and shifts</p> <ul style="list-style-type: none"> • cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) • sustained register with well-rounded ending • atmosphere and mood created through effective word choice, sentence structure and literary devices • shifts in formality • past perfect tense to link events, including past perfect progressive • action, dialogue and description used to move events forward

		<ul style="list-style-type: none"> verbs chosen for effect 	the use of nouns and pronouns	instead of local spoken forms <ul style="list-style-type: none"> apostrophes for plural possession past progressive and present perfect 		<ul style="list-style-type: none"> subjunctive form to hypothesise colons, semi-colons and dashes used to separate and link ideas
<p>Purpose of reports: To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information</p>						
Writing to Inform – reports	Fact-file <ul style="list-style-type: none"> concept of a sentence capital letters and end marks word choices labels and captions 	Basic non-chronological report <ul style="list-style-type: none"> present tense opening questions concluding exclamatory sentence subordinating and coordinating conjunctions to join information and give reasons adverbs 	Sectioned non-chronological report <ul style="list-style-type: none"> planned into sections headings sub-headings conjunctions to join information and give reasons present perfect tense word choices to match information texts 	Non-chronological report with paragraphs <ul style="list-style-type: none"> organised into sections with appropriate headings and text type features range of conjunctions and appropriate word choices beginning to explore levels of formality and able to demonstrate this through word and sentence choices appropriate use of pronouns and nouns 	Biography <ul style="list-style-type: none"> cohesion through a variety of devices within and across paragraphs relative clauses with commas and brackets to add information structured paragraphs linked with adverbials indicate degrees of possibility using modal verbs and adverbs 	Detailed information texts <ul style="list-style-type: none"> cohesion through a wider variety of devices layout devices including headings, sub-headings, columns, bullets and tables to structure texts semi-colons for items in a list and colons to introduce lists sustained levels of formality demonstrated through sentence and word choices in different pieces of different levels of formality

						<ul style="list-style-type: none">• the identification of different structures typical of informal and formal writing e.g. the use of the subjunctive and the use of question tags• hyphens used to avoid ambiguity
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Purpose of recounts: To give details of an event that has happened.

Writing to inform – recounts	<p>Recount of event</p> <ul style="list-style-type: none"> • concept of a sentence • capital letters and full stops. • word choices • correct past tense form • written in the first person 	<p>Simple recount</p> <ul style="list-style-type: none"> • past tense • progressive forms of verbs • exclamatory sentences to make personal comments • subordinating and coordinating conjunctions to join information and give reasons • use of noun phrases • adverbs of time to sequence events 	<p>Sectioned recount</p> <ul style="list-style-type: none"> • planned in sections using conjunctions, adverbs and prepositions to sequence events • simple organisational devices have been used (heading/subheading) • word choices and developed sentence structures to match recount texts • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Inverted commas can be used to punctuate direct speech, if appropriate 	<p>Developed recount with paragraphs</p> <ul style="list-style-type: none"> • developed sequential language organised into paragraphs • adverbs, adverbials and prepositions to sequence events • word choices and developed sentence structures to match recount texts • expanded noun phrases 	<p>Journalistic writing</p> <ul style="list-style-type: none"> • focusing on journalistic vocab and sentence structures (heading is catchy/play on words) • cohesion through choice of techniques within and across paragraphs • structural features included in newspaper reports • shifts in formality as writing extension • use of the past perfect • modal verbs can be used to indicate degrees of possibility 	<p>Developed journalistic writing</p> <ul style="list-style-type: none"> • cohesion through a wider variety of devices • passive voice • shifts in formality • control of vocabulary choices to match the language used in journalistic writing • use of semi-colons, colons and dashes to mark boundaries between independent clauses • structural features included in newspaper reports • past perfect progressive form of verbs

Purpose of instructions / procedural texts: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s

Writing to inform – instructions	<p>Simple instructions</p> <ul style="list-style-type: none"> • concept of a sentence • basic sequencing of sentences • capital letters and end marks • word choices • correct past tense form • labels and captions 	<p>Developed instructions</p> <ul style="list-style-type: none"> • developed sequencing with subordinating and coordinating conjunctions to join information and give reasons • adverbs of time to sequence and to add detail • commas to separate items in a list 	<p>5 part instructions</p> <ul style="list-style-type: none"> • commas to separate items in a list • sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with ‘top tip’ • headings and subheadings to aid presentation • time, place and cause expressed using conjunctions, adverbs or prepositions 	<p>Developed 5 part instructions</p> <ul style="list-style-type: none"> • 5 clearly sequenced parts • cohesion through the use of nouns and pronouns • fronted adverbials 	<p>Complex 5 part instructions</p> <ul style="list-style-type: none"> • 5 clearly sequenced parts • parenthesis can be used to add additional advice • relative clauses to add further information • modal verbs to suggest degrees of possibility • layout devices to provide additional information and guide the reader 	

Purpose of explanation texts: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made

Writing to inform - explanations		<p>Basic explanation</p> <ul style="list-style-type: none"> • consistent use of present tense • questions used to form titles • question marks used to denote questions (Y1) • conjunctions e.g. so...because to explain 	<p>Sectioned explanation</p> <ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • consistent use of present tense • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • heading and subheadings used to aid presentation 	<p>Explanation text with paragraphs</p> <ul style="list-style-type: none"> • fronted adverbials • paragraphs to organise ideas • cohesion through the use of nouns and pronouns 	<p>Developed explanation text</p> <ul style="list-style-type: none"> • indicate degrees of possibility using adverbs and modal verbs • layout devices to provide additional information and guide the reader • cohesion within paragraphs using adverbials • relative clauses used to add further information • parenthesis to add to the clarification of technical words 	<p>Scientific writing/report</p> <ul style="list-style-type: none"> • cohesion through a wider variety of devices • passive voice • appropriate levels of formality demonstrated • features of explanation texts where appropriate • advanced sequential and causal language

Purpose of persuasive texts: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing to persuade – advertising, letter, speech, poster</p>			<p style="text-align: center;">Sectioned persuasive text in the form of a leaflet/poster</p> <ul style="list-style-type: none"> introduction to paragraphs as a way to group related material express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions use of present perfect form of verbs 	<p style="text-align: center;">Persuasive text with paragraphs in the form of a poster/leaflet</p> <ul style="list-style-type: none"> cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition expanded noun phrases persuasive writing features modal verbs to indicate degrees of possibility 	<p style="text-align: center;">Developed persuasive text in the form of a letter</p> <ul style="list-style-type: none"> evaluating the contrast between formal and informal persuasive texts cohesion through choice of techniques expanded noun phrases persuasive writing features modal verbs and adverbs to position the argument structured paragraphs linked with adverbials commas to avoid ambiguity 	<p style="text-align: center;">Advanced persuasive text</p> <ul style="list-style-type: none"> adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text passive voice subjunctive form to hypothesise cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs persuasive writing features (modal verbs and adverbs to indicate degree of possibility, brackets for parenthesis, dashes, exclamation marks, fronted subordinate clauses) hyphens to avoid ambiguity

Purpose of discussion texts: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples

Writing to discuss – balanced arguments				<p>Basic discussion text</p> <ul style="list-style-type: none"> • consistent use of present tense – recap from Y2 • present perfect form of verbs – recap from Y3 • effective use of noun phrases • paragraphs to organise ideas • adverbials e.g. therefore, however... • heading and subheadings used to aid presentation – recap from Y3 	<p>Advanced discussion text</p> <ul style="list-style-type: none"> • cohesion within paragraphs using adverbials • layout devices to provide additional information and guide the reader • modal verbs to indicate degrees of possibility 	<p>Complex discussion text</p> <ul style="list-style-type: none"> • cohesion through a wider variety of devices • adverbials for cohesion • modal verbs and adverbs to position the arguments • advanced language chosen to represent both arguments • appropriate levels of formality applied • well-structured arguments • language involved with evaluation and viewpoints included • use of semi-colons and colons to control sentence structure • passive voice • subjunctive form to hypothesise