

# WRITING GENRE PROGRESSION - EYFS to Year 6

	Instruct	Inform/Report	Entertain (Story Writing)	Describe	Persuade	Discuss	Reflect/Recount	Explain	Letter Writing	Poetry	
Writing to:	<p><b>Common forms of instructional text:</b></p> <ul style="list-style-type: none"> <li>How to design and make artefacts</li> <li>Technical manuals: how to operate computers, phones, devices</li> <li>How to carry out science experiments or to carry out a mathematical procedure</li> <li>How to play a game</li> <li>Writing rules for behaviour</li> <li>How to cook and prepare food</li> <li>Timetables and route-finders</li> <li>Posters, notices and signs</li> <li>Instructions on packaging</li> </ul>	<p><b>Common forms of report text:</b></p> <ul style="list-style-type: none"> <li>Describing aspects of daily life in history (e.g. fashion, transport, buildings)</li> <li>Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures)</li> <li>Comparing and describing localities or geographical features</li> <li>Describing the characteristics of religious groups and their lifestyles in RE</li> <li>Information leaflets</li> <li>Tourist guidebooks</li> <li>Encyclopaedia entries</li> <li>Magazine articles</li> <li>Letters</li> <li>Non-fiction books</li> <li>Catalogues/ Magazine articles</li> </ul>	<p><b>Common forms of Story texts:</b></p> <ul style="list-style-type: none"> <li>Stories that use predictable and patterned language</li> <li>Traditional and/or folk tales</li> <li>Fairy tales</li> <li>Stories set in familiar settings</li> <li>Retellings of stories heard and read</li> <li>Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.)</li> <li>Modifying well-known stories (changing a character; amending the ending; changing the setting etc.)</li> <li>Stories set in historical contexts</li> <li>Myths and legends</li> </ul>	<ul style="list-style-type: none"> <li>Stories with flashbacks</li> <li>Stories set in fantasy words</li> <li>Stories from different cultures</li> <li>Science fiction stories</li> <li>Adventure stories</li> <li>Mystery stories</li> <li>Scary stories</li> <li>Narratives retold from another perspective (e.g. form the point of view of a different character)</li> <li>Stories with morals or fables</li> <li>Stories with dilemmas</li> <li>Stories told as playscripts</li> <li>Telling a story from a first-person narrative (e.g. diaries and letters)</li> </ul>	<p><b>Common forms of describing texts:</b></p> <ul style="list-style-type: none"> <li>Setting Description</li> <li>Character Description</li> <li>Writing about a person, object or place.</li> </ul>	<p><b>Common forms of persuasive text:</b></p> <ul style="list-style-type: none"> <li>Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues</li> <li>Writing letters about topics such as traffic on the high street or deforestation</li> <li>Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse</li> <li>Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition</li> <li>Writing book reviews for other pupils</li> <li>Book blurbs</li> <li>Political pamphlets</li> <li>Applying for a job or a position on the school council</li> </ul>	<p><b>Common forms of discussion text:</b></p> <ul style="list-style-type: none"> <li>Non-fiction book on an 'issues'</li> <li>Write-up a debate</li> <li>Leaflet or article giving balanced account of an issue</li> <li>Writing editorials about historical attitudes to gender, social class, colonialism etc.</li> <li>Writing letters about pollution, factory farming or smoking</li> <li>Writing essays giving opinions about literature, music or works of art</li> <li>Speeches giving both sides.</li> </ul>	<p><b>Common forms of discussion text:</b></p> <ul style="list-style-type: none"> <li>Retelling stories in English lessons and other curriculum areas such as RE</li> <li>Giving accounts of schoolwork, sporting events, science experiments and trips out</li> <li>Writing historical accounts</li> <li>Writing biographies and autobiographies</li> <li>Letters and postcards</li> <li>Diaries and journals</li> <li>Newspaper reports</li> <li>Magazine articles</li> <li>Obituaries</li> <li>Encyclopaedia entries</li> </ul>	<p><b>Common forms of explanatory text:</b></p> <ul style="list-style-type: none"> <li>Explaining electricity, forces, food chains etc. in science</li> <li>Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt</li> <li>Explaining phenomena such as the water cycle or how a volcano erupts in geography</li> <li>Explaining religious traditions and practices in RE</li> <li>Encyclopaedia entries</li> <li>Technical manuals</li> <li>Question and answer articles and leaflets</li> <li>Science write-ups</li> </ul>	<p><b>Common forms of Letter Writing:</b></p> <ul style="list-style-type: none"> <li>Informal Letters, also known as Social Letters, include Friendly Letters and Notes of Invitations.</li> <li>Formal Letters, also known as Business Letters, include Letters of Application, Letters to Higher Authorities, and Letters to Newspapers.</li> <li>Letters of complaint</li> <li>Letters to persuade</li> <li>Letter to parents</li> <li>Letter to headteacher</li> <li>Letter to the government</li> </ul>	<p><b>Common forms of Poetry</b></p> <ul style="list-style-type: none"> <li>Acrostic</li> <li>Haiku</li> <li> kennings</li> <li>Limerick</li> <li>Shape</li> <li>Tanka</li> <li>Cinquain</li> <li>Diamante</li> <li>Free Verse</li> <li>Blank Verse</li> <li>Ballad</li> <li>Comic Verse</li> <li>Echo Verse</li> <li>Concrete Verse</li> <li>I am</li> <li>List Poetry</li> <li>Narrative</li> <li>Ode</li> <li>Rap</li> <li>Question and Answer</li> <li>Playground Rhyme</li> <li>Riddle</li> <li>Sonnet</li> </ul>
	<b>Instruct</b>	<b>Inform/Report</b>	<b>Entertain (Story Writing)</b>	<b>Describe</b>	<b>Persuade</b>	<b>Discuss</b>	<b>Reflect/Recount</b>	<b>Explain</b>	<b>Letter Writing</b>	<b>Poetry</b>	
EYFS	<ul style="list-style-type: none"> <li>Discuss and share simple instructions</li> <li>Communicate steps within everyday routines</li> <li>Verbalise instructions in order</li> <li>Sequence and order pictures correctly.</li> <li>Discuss and label pictures</li> <li>Begin to use language of time e.g. then, next, now</li> </ul>	<ul style="list-style-type: none"> <li>To model and use vocabulary appropriate to seasonal changes as the year goes on</li> <li>Create a shared fact file about a theme as a class</li> <li>Talk about facts relating to one subject</li> <li>Begin to write lists and labels</li> <li>Begin to use topic vocabulary</li> <li>Label pictures/photos</li> <li>Use time adverbials to organise sentences e.g. first, then, next</li> </ul>	<ul style="list-style-type: none"> <li>Verbalise and communicate what happens next within a story</li> <li>Communicate events and familiar stories through their independent marks.</li> <li>Verbally order events and characters discussing beginning, middle and end</li> <li>Verbally describe a familiar character / setting</li> <li>Add simple labels to a character to describe key features.</li> <li>Begin to write sentences showing awareness of basic punctuation such as full stops and capital letters.</li> <li>Begin to use simple adjectives to describe a character or a setting.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about senses to describe what they feel, hear, see etc. (both F1&amp;F2)</li> <li>Model, build on and encourage the use of adjectives. (both F1&amp;F2)</li> </ul>	<p><b>Posters, Adverts (examples)</b></p> <ul style="list-style-type: none"> <li>Verbally explain choices (Both F1 and F2)</li> <li>Make suggestions for someone else</li> <li>Explain why someone should to do something</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to recognise other people's feelings.</li> <li>Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.</li> <li>Experience and recognise that others sometimes think, feel and react differently from themselves.</li> <li>Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't)</li> <li>Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment in a variety of play, exploratory and role-play situations (both F1&amp;F2)</li> <li>Recount special events and experiences in own life to other children or adults: verbally or written (F1&amp;F2)</li> <li>Talk about the order things happened using language such as 'first, then, next'</li> <li>Order pictures or captions correctly (Both F1&amp;F2)</li> <li>Talk about senses to describe what they feel, hear, see etc. (Both F1 and F2)</li> <li>Verbally state and record some factual statements in a logical order.</li> <li>Use language such as first, then, next to structure and organise statements</li> </ul>	<ul style="list-style-type: none"> <li>Explain familiar/every day events and routines (F1&amp;F2)</li> <li>Look at and discuss changes and their own observations within their immediate environment. (Both F1&amp;F2)</li> <li>Verbally explain a simple task using because</li> <li>Answer questions 'why' in relation to a familiar text or experience. (Both F1 and F2)</li> <li>Begin to write an explanation using 'because'</li> </ul>	<ul style="list-style-type: none"> <li>Engages in mark making in their play and communicates messages through their marks.</li> <li>Participates in role play areas created for different</li> <li>Participate in role play or use props to write and send letters to familiar people, such as family members or friends.</li> <li>Focus on basic conventions of letter writing, such as addressing the recipient and signing their own name</li> </ul>	<ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>Enjoys rhyming and rhythmic activities</li> <li>Shows awareness of rhyme and alliteration</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups (above both F1&amp;F2)</li> <li>Recognises rhythm in spoken words</li> <li>Links statements and sticks to a main theme or intention with adult support</li> <li>Children express themselves effectively, showing awareness of listeners' needs</li> <li>Continues a rhyming string</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>Write each instruction on a different line</li> <li>Sequence instructions in the correct order, beginning to use numbers</li> <li>Use time adverbials to sequence and order instructions</li> <li>Begin to add precise language to</li> </ul>	<ul style="list-style-type: none"> <li>Create a fact file about a theme using key features of a non-chronological report e.g. title, sub-heading</li> <li>Begin to use sub-headings to organise writing</li> <li>Discuss and then write down facts in sentences</li> <li>Begin to use conjunctions to elaborate facts</li> <li>Use topic vocabulary</li> <li>Label and caption pictures / photos</li> </ul>	<p><b>Examples could include: Animal stories, familiar stories, author study etc</b></p> <ul style="list-style-type: none"> <li>Order events and write sentences clearly linked to beginning middle and end</li> <li>Simple written description of characters and setting using a range of carefully chosen adjectives.</li> <li>Use different sentence openers and story language e.g. once upon a time, later that day etc</li> <li>Use time adverbials to sequence and order sentences.</li> <li>Be aware of which tense they're writing in.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to include the 5 senses</li> <li>Start to use descriptive language including the use of expanded noun phrases and some simple ly adverbs</li> </ul>	<p>Posters for products, Adverts, Invitations (examples)</p> <ul style="list-style-type: none"> <li>Use stimulus that is familiar e.g. birthday party invite</li> <li>Understand that the aim is to convince others (the reader)</li> <li>Verbally discuss reasons to persuade</li> <li>Use simple conjunctions to support an opinion e.g. "We should do this because"</li> </ul>	<ul style="list-style-type: none"> <li>Through talk and role play explore how others might think, feel and react differently from themselves and from each other.</li> <li>In reading explore how different characters might think, feel and react differently from themselves and from each other</li> </ul>	<ul style="list-style-type: none"> <li>Recount first hand experiences or role-played events verbally and written</li> <li>Understand order of events</li> <li>Begin to include 'who, what, when why' to add detail to recount</li> <li>Order pictures, captions and sentences correctly</li> <li>Begin to include the 5 senses</li> <li>Start to use descriptive language including the use of expanded noun phrases and some simple ly adverbs</li> <li>Use time adverbials such as first, then, next to order and sequence writing</li> <li>Verbally order events</li> <li>Use first, next, then, after that correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Use flowcharts as stimulus</li> <li>Discuss the use of a title (how / why)</li> <li>Discuss and use diagrams to support understanding</li> <li>Write sentences that explain</li> <li>Begin to organise these into logical steps</li> <li>Begin to include facts and subject specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Ideas grouped in sentences in time sequence.</li> <li>Using Dear at the beginning.</li> </ul>	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems and learning to</li> <li>appreciate rhymes and poems, and to recite some by heart</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	

# WRITING GENRE PROGRESSION - EYFS to Year 6

	improve instruction										
	Instruct	Inform/Report	Entertain (Story Writing)	Describe	Persuade	Discuss	Reflect/Recount	Explain	Letter Writing	Poetry	
Year 2	<ul style="list-style-type: none"> <li>Use of command sentences with imperative verbs</li> <li>Commas in a list</li> <li>Write instructions continuing to use numbers correctly</li> <li>Create and use an introduction</li> <li>Use captions, pictures, diagrams and labels</li> <li>Use precise language to improve instruction as well as subject specific vocabulary</li> <li>Use adverbs to add detail</li> </ul>	<ul style="list-style-type: none"> <li>Use present and past tense throughout writing</li> <li>Questions can be used to form titles</li> <li>Question marks are used to denote questions (Y1)</li> <li>Use conjunctions e.g. because to aid explanation</li> <li>Use adjectives including comparative adjectives to create description</li> <li>Begin to organise information in a logical way with paragraphs of writing that relate clearly to the sub-headings.</li> <li>Use a wide range of conjunctions to add further detail to facts.</li> <li>Write in paragraphs</li> <li>Use topic vocabulary</li> <li>Discuss the purpose of the report</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the plot line and begin to show cohesion between the beginning, middle and end</li> <li>Begin to start paragraphing to section the story</li> <li>Written description of character including describing their personality using expanded noun phrases.</li> <li>Describe the setting using a range of adjectives and adverbs. Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.</li> <li>Show an awareness of the reader by writing in a specific style.</li> <li>Write in a consistent tense. Apostrophes can be used for possession. Granny's house, baby bear's bed.</li> <li>Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes.</li> <li>Sentences are demarcated using full-stops, capital letters and finger spaces.</li> </ul>	<ul style="list-style-type: none"> <li>Question marks can be used to form questions, including rhetorical questions used to engage the reader.</li> <li>Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.</li> <li>Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.</li> <li>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</li> <li>Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</li> <li>Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.</li> <li>Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form exclamative sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Simple conjunctions to link clauses</li> <li>Use expanded noun phrases</li> <li>Commas to separate items in list</li> <li>Year 2 ambitious vocabulary used</li> <li>Similes</li> <li>Use capital letters correctly.</li> <li>Use full stops correctly</li> <li>Use exclamation marks correctly</li> <li>Onomatopoeia</li> <li>Possessive apostrophes for singular nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Written in present tense</li> <li>Rhetorical questions</li> <li>Effective use of noun phrases</li> <li>Have a personal view and reasons for this to help convince the reader</li> <li>Begin to support opinions with facts</li> <li>Use a range of conjunctions to support their opinions e.g. "We should do this because"</li> <li>Begin to sequence writing so reasons flow</li> <li>Use persuasive and emotive language e.g. "In my opinion" "I strongly believe that..."</li> </ul>	<ul style="list-style-type: none"> <li>Through reading and in life situations, recognise, that different people (characters) have different thought/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.)</li> <li>Explore different views and viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple recounts linked to topics of interest/study or personal experience</li> <li>Use past and present tense throughout writing</li> <li>Use progressive forms of verbs</li> <li>Use conjunctions for coordination and subordination</li> <li>Use expanded noun phrases and adverbs to add detail and interest to recounts.</li> <li>Understand order of events and begin to write in chronological order - Aim to keep events in order using sentence starts</li> <li>Begin to use sequencing within writing</li> <li>Use factual statements about who, what happened, where and when.</li> <li>Write about the 5 senses</li> <li>Use descriptive language and begin to write about feelings</li> <li>Formality is discussed</li> <li>Write in the first person</li> <li>Begin to use formal language and vocabulary.</li> <li>Show an awareness of the reader by using features such as rhetorical questions etc</li> <li>Discuss the use of quotes</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of present tense</li> <li>Questions can be used to form titles</li> <li>Question marks are used to denote questions (Y1)</li> <li>Use conjunctions e.g. so...because</li> <li>Understand the use and style of an explanation text</li> <li>Create an appropriate title</li> <li>Introduce using an opening statement</li> <li>Begin to sequence sentence e.g. sentence starts, language choice, paragraphs, subheading text</li> <li>Use interesting facts and subject specific vocabulary.</li> <li>Begin to think about the reader—who is the audience?</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction and conclusion.</li> <li>Written in the appropriate tense.</li> <li>Main ideas organised in groups.</li> <li>Using sequencing techniques – time related words.</li> </ul>	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry</li> <li>recognise simple recurring literary language in poetry</li> <li>discuss their favourite words and phrases</li> <li>continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>explain and discuss their understanding of poems, both those that they listen to and those that they read for themselves</li> <li>develop positive attitudes towards and stamina for writing by writing poetry</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>Heading and subheadings used to aid presentation</li> <li>Emphasis on the sequencing of events (numbers, bullet points, adverbials)</li> <li>Instructions include all features of the text type</li> <li>Know the purpose and language is chosen carefully</li> <li>Different audiences are explored</li> </ul>	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>Headings and subheadings used to aid presentation</li> <li>Create a subject specific Information text with research</li> <li>Organise logically with the correct features</li> <li>Use concise, accurate language</li> <li>Know the purpose of the report</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time.</li> <li>Adverbs e.g. first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative.</li> <li>The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</li> <li>Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on.</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect form of verbs can be used within dialogue or a character's thoughts. E.g., What has happened to us? What have you done? They have forgotten me...</li> <li>Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc.</li> <li>Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.</li> <li>Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentences with extra description.</li> <li>Some complex sentences using because, which, where etc.</li> <li>Tense consistent e.g. typically present tense.</li> <li>Verbs used are specific for action e.g. rush, shove push</li> <li>Adverbials used appropriately.</li> <li>Year 3 ambitious vocabulary used</li> <li>Conjunction: also, however, therefore, nevertheless, on the other hand, consequently</li> <li>Adverbs: e.g. very, rather, slightly</li> <li>Begin to show use of well-chosen adjectives</li> <li>Range of expanded noun phrases</li> <li>Introduce possessive apostrophes for plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>Use present perfect form of verbs</li> <li>Have a personal view and reasons, but also adopt the views of a fictional/historical character if writing in role</li> <li>Sustain the viewpoint throughout</li> <li>Support opinions with facts</li> <li>Sequence writing so reasons flow with an orientation and a reorientation</li> <li>Discuss formality and aim to be consistent</li> </ul>	<ul style="list-style-type: none"> <li>Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.)</li> <li>Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario)</li> </ul>	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>Inverted commas can be used to punctuate direct speech</li> <li>Write recounts linked to topics of study stepping into the shoes of a character</li> <li>Understand order of events to ensure recount is in chronological order and techniques to support this cohesion - use sequencing within writing e.g. adverbs</li> <li>Include 'who, what, when and why' to add detail to recount</li> <li>Recount will be in chronological order, sequenced with sentence starts</li> <li>Write about the 5 senses beginning to think about the effect on the reader</li> <li>Use descriptive and emotive language to explain feeling</li> <li>Formality is agreed as a class and ways to stick to formality are modelled. E.g. Factual and formal</li> </ul>	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>Heading and subheadings used to aid presentation</li> <li>Use all features of an explanation text and begin to think about the impact of the audience</li> <li>Ensure text is on sequenced appropriately using a range of techniques</li> <li>Discuss cause and effect and incorporate this into writing.</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction.</li> <li>Points about the visit/issue</li> <li>Organised into paragraphs denoted by time/place.</li> <li>Topic sentences.</li> <li>Some letter layout features included</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry</li> <li>prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discuss words and phrases that capture the reader's interest and imagination</li> <li>recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Create cohesion through the use of nouns and pronouns</li> <li>Use fronted adverbials</li> <li>Emphasis on the sequencing of events (numbers, bullet points, adverbials)</li> <li>Instructions include all features of the text type</li> <li>Know the purpose and language is chosen carefully</li> </ul>	<ul style="list-style-type: none"> <li>Create cohesion through the use of nouns and pronouns</li> <li>Use of paragraphs to organise ideas</li> <li>Create a subject specific Information text with research</li> <li>Organise logically with the correct features</li> <li>Use concise, accurate language</li> <li>Know the purpose of the report</li> </ul>	<ul style="list-style-type: none"> <li>The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating),</li> <li>Present perfect (e.g. What have you done?)</li> <li>Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we di that' rather than 'we done that'.</li> <li>Fronted adverbials can be used e.g. During the night..., in a distant field... These should be punctuated using a comma.</li> <li>The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs are useful for organising the narrative into logical sections.</li> <li>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</li> <li>The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</li> <li>Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).</li> </ul>	<ul style="list-style-type: none"> <li>Variation in sentence structures e.g. while, although, until</li> <li>Use relative clauses E.g. The tree, that is covered in gleaming snow, bent in the wind,</li> <li>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</li> <li>Tense changes when appropriate; verbs may refer to continuous action e.g. will be thinking</li> <li>Year 4 ambitious vocabulary used.</li> <li>Similes.</li> <li>Personification</li> </ul>	<ul style="list-style-type: none"> <li>Create cohesion through the use of nouns and pronouns</li> <li>Use adverbials e.g. therefore, however...</li> <li>Use paragraphs to organise ideas</li> <li>Effective use of expanded noun phrases</li> <li>Have a personal view and reasons, but also adopt the views of a fictional/historical character if writing in role</li> <li>Sustain the viewpoint throughout</li> <li>Support opinions with facts</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of present tense (Y2)</li> <li>Use present perfect form of verbs (Y3)</li> <li>Effective use of noun phrases</li> <li>Use of paragraphs to organise ideas</li> <li>Use adverbials e.g. therefore, however...</li> <li>Heading and subheadings used to aid presentation (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas</li> <li>Effective use of expanded noun phrases</li> <li>Fronted adverbials (e.g. Later that day)</li> <li>Write historical, scientific or personal recounts linked to topics of study</li> <li>Recount will be in chronological order, sequenced with sentence starts</li> <li>'who, what, when why' adds detail and gives explanation to the reader</li> <li>Write about the 5 senses for the readers benefit</li> <li>Use descriptive and emotive language</li> <li>Begin to engage the reader through sentence variation e.g. questions</li> </ul>	<ul style="list-style-type: none"> <li>Use fronted adverbials</li> <li>Use of paragraphs to organise ideas</li> <li>Create cohesion through the use of nouns and pronouns</li> <li>Use all features of an explanation text and begin to think about the impact of the audience</li> <li>Ensure text is on sequenced appropriately using a range of techniques</li> <li>Discuss cause and effect and incorporate this into writing</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion.</li> <li>Links between key ideas in the letter.</li> <li>Paragraphs organised correctly into key ideas.</li> <li>All letter layout features included.</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry</li> <li>prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discuss words and phrases that capture the reader's interest and imagination</li> <li>recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation</li> </ul>

# WRITING GENRE PROGRESSION - EYFS to Year 6

	Instruct	Inform/Report	Entertain (Story Writing)	Describe	Persuade	Discuss	Reflect/Recount	Explain	Letter Writing	Poetry	
	<ul style="list-style-type: none"> <li>Different audiences are explored</li> </ul>		<ul style="list-style-type: none"> <li>Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</li> </ul>	<ul style="list-style-type: none"> <li>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</li> <li>Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother.</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Apostrophe to mark singular and plural possession.</li> <li>Commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence writing so reasons flow with an orientation and a reorientation</li> <li>Discuss formality and aim to be consistent</li> </ul>	<ul style="list-style-type: none"> <li>Level of formality is agreed as a class and is most consistent within writing</li> <li>Begin to consider language and the time period</li> <li>Introduce difference between fact and opinion</li> <li>Range of chronological devices</li> <li>Focus on paragraphing and speech types.</li> </ul>			<ul style="list-style-type: none"> <li>and controlling the tone and volume so that the meaning is clear.</li> </ul>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Parenthesis can be used to add additional advice</li> <li>Relative clauses can be used to add further information</li> <li>Modals can be used to suggest degrees of possibility</li> <li>Use layout devices to provide additional information and guide the reader</li> <li>Emphasis on the sequencing of events (numbers, bullet points, adverbials)</li> <li>Instructions include all features of the text type</li> <li>Know the purpose and language is chosen carefully</li> <li>Different audiences are explored</li> </ul>	<ul style="list-style-type: none"> <li>Create cohesion within paragraphs using adverbials</li> <li>Parenthesis can be used to add additional information</li> <li>Use layout devices to provide additional information and guide the reader</li> <li>Create an information text with research include mixed genre to add challenge e.g. inform and persuade</li> <li>Organised logically with the audience in mind</li> <li>Use concise, well-chosen language, correct for the purpose and audience.</li> <li>Instructions are well introduced and sequenced</li> <li>Language is chosen to give appropriate detail</li> <li>Audience and purpose are clear and considered</li> </ul>	<ul style="list-style-type: none"> <li>The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</li> <li>Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ...</li> <li>Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).</li> <li>Modals can be used to suggest degrees of possibility, e.g. They should never have...if they were careful, the children might be able to...</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...</li> <li>Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript.</li> <li>Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close...</li> <li>Relative clauses can be used to add further information, e.g. the witch, who was ugly and green, the treasure, which had been buried in a chest... this should include the use of commas when required.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied e.g. short/long.</li> <li>Active and passive voice used deliberately to heighten engagement. E.g. the leaves were thrown by the wind.</li> <li>Wide range of subordinate connectives/conjunctions e.g. despite. (when needed)</li> <li>Relative subordinate clauses are used for economy or emphasis</li> <li>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</li> <li>Repetition is used for effect</li> <li>Use of metaphor, simile, personification</li> <li>Year 5 ambitious vocabulary used built on all previous learning:</li> <li>Majority of Figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>Modals can be used to suggest degrees of possibility</li> <li>Create cohesion within paragraphs using adverbials</li> <li>Sustain the viewpoint throughout whether personal or befitting of character role</li> <li>Support opinions with facts and other side of argument is mentioned and used with affect</li> <li>Sentence and overall structure are appropriate to the time period / formality and intended audience</li> <li>Formality is consistent</li> <li>Possible use of mixed genre</li> </ul>	<ul style="list-style-type: none"> <li>Create cohesion within paragraphs using adverbials</li> <li>Use layout devices to provide additional information and guide the reader</li> <li>Make formal and informal vocabulary choices</li> <li>Use semi-colons to mark boundaries.</li> <li>Paragraphs organised to prioritise the most important argument</li> <li>Arguments on both sides are well-constructed</li> <li>Formal language is used throughout to show a balanced viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Use of the past perfect</li> <li>Modals can be used to indicate degrees of possibility</li> <li>Create cohesion within paragraphs using adverbials</li> <li>Historical / Scientific or modern setting</li> <li>If Historical, language should be appropriate.</li> <li>Range of chronological devices</li> <li>Recount is sequenced and show cohesion using several techniques</li> <li>The purpose of the recount is clear within the orientation</li> <li>Use of senses, detailed description and emotive language appeals to the reader</li> <li>The reader is through sentence variation e.g. questions and possibly the use of second person</li> <li>Recounts are of appropriate formality</li> <li>Language is fitting to the time</li> <li>Complex sentence structure appropriate to Y5 should be applied.</li> <li>Reported and direct</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs and modal verbs</li> <li>Use layout devices to provide additional information and guide the reader</li> <li>Create cohesion within paragraphs using adverbials</li> <li>Relative clauses can be used to add further information</li> <li>Parenthesis can be used to add clarification of technical words</li> <li>Features of texts are chosen for the audience's benefit</li> <li>Subject might be more abstract e.g. Science / Geography focus and vocabulary is used to suit</li> <li>Text is well sequenced including cause and effect</li> <li>Structure and language is matched appropriately to audience</li> <li>Introduce the challenge of mixed genre e.g. inform and explain</li> </ul>	<ul style="list-style-type: none"> <li>Developed introduction and conclusion using all the letter layout features.</li> <li>Paragraphs developed with prioritized information.</li> <li>Purpose of letter clear and transparent for reader.</li> <li>Formal language used throughout to engage the reader (depending on audience).</li> <li>Sign letter off correctly.</li> </ul>	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of poetry</li> <li>learn a wider range of poetry by heart</li> <li>prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Adapt degrees of formality and informality to suit the form of the instructions</li> <li>Create cohesion across the text using a wide of cohesive devices including layout features</li> <li>Instructions are well introduced and sequenced</li> <li>Language is chosen to give appropriate detail</li> <li>Audience and purpose are clear and considered</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms</li> <li>The passive voice can be used</li> <li>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions.</li> <li>Create an information text with research include mixed genre to add challenge e.g. inform and persuade</li> <li>Organised logically with the audience in mind</li> <li>Use concise, well-chosen language, correct for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.</li> <li>Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.</li> </ul>	<ul style="list-style-type: none"> <li>Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life...</li> <li>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</li> <li>Colons, semi-colons and dashes can be used to separate and link ideas.</li> <li>The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied e.g. short/long for effect.</li> <li>Active and passive voice used deliberately to heighten engagement. E.g. the leaves were thrown by the wind.</li> <li>Well-chosen conjunctions only used when appropriate E.g. despite</li> <li>Relative clauses are used for economy or emphasis</li> <li>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</li> <li>Repetition is used for effect</li> <li>Use of metaphor, simile, personification</li> <li>Year 6 ambitious vocabulary used built on all previous learning:</li> <li>Majority of Figurative language.</li> <li>Use a wide range of punctuation taught at KS2 throughout the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Make formal and informal vocabulary choices – when appropriate</li> <li>Adapt degrees of formality and informality to suit the form of the text</li> <li>The passive voice can be used in some formal persuasive texts</li> <li>Use conditional forms such as the subjunctive form to hypothesise</li> <li>Create cohesion across paragraphs using a wider range of cohesive devices which can include.</li> <li>Sustain the viewpoint throughout whether personal or befitting of character role</li> <li>Support opinions with facts and other side of argument is mentioned and used with affect</li> <li>Sentence and overall structure are appropriate to the time period / formality and intended audience</li> <li>Formality is consistent</li> <li>Possible use of mixed genre</li> </ul>	<ul style="list-style-type: none"> <li>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</li> <li>Use the passive voice to present points of view without</li> <li>Adapt degrees of formality and informality to suit the form of the discussion</li> <li>Use conditional forms such as the subjunctive form to hypothesise</li> <li>Make formal and informal vocabulary choices</li> <li>Use semi-colons, colons and dashes to make boundaries between clauses</li> <li>Introduction and conclusion provide detail and give cohesion to the piece</li> <li>Paragraphs organised to prioritise the most important argument</li> <li>Arguments on both sides are well-constructed</li> <li>Formal language is used throughout to show a</li> </ul>	<ul style="list-style-type: none"> <li>Use of the past perfect progressive form of verbs</li> <li>Adapt degrees of formality and informality to suit the form of the text</li> <li>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</li> <li>Historical / Scientific or modern setting with appropriate language use.</li> <li>Word choice and sentence structure selected to inform reader with use of devices to write with a biased view—using fact and opinion effectively / consciously</li> <li>Range of chronological devices</li> <li>Reported and direct</li> <li>Recount is cohesive and well structured</li> <li>Word choices and structure is chosen to engage and appeal to the reader</li> <li>Formality and language is fitting to the time period / audience</li> </ul>	<ul style="list-style-type: none"> <li>Letter well-constructed that answers the reader's questions.</li> <li>The writer understands the impact and thinks about the response.</li> <li>Information is prioritized according to importance and a frame of response set up for the reply.</li> <li>Sign letter off correctly.</li> </ul>	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of poetry</li> <li>learn a wider range of poetry by heart</li> <li>prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	

## WRITING GENRE PROGRESSION - EYFS to Year 6

		<ul style="list-style-type: none"><li>• Instructions are well introduced and sequenced</li><li>• Language is chosen to give appropriate detail</li><li>• Audience and purpose are clear and considered</li></ul>					<ul style="list-style-type: none"><li>• balanced viewpoint</li></ul>	<ul style="list-style-type: none"><li>• Biography and Autobiography are also explored</li></ul>	<ul style="list-style-type: none"><li>• Introduce the challenge of mixed genre e.g. inform and explain</li></ul>		
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