



## PROGRESSION OF WRITING GENRES

<u>INSTRUCTIONS</u>						
<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
<p>List of instructions linked to actions or procedures <i>e.g. baking.</i></p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative <i>e.g. Sift the flour.</i></p> <p>Use of numbers or bullet points to signal order.</p>	<p>A goal is outlined – a statement about what to be achieved is included.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>Organised into clear points denoted by time.</p> <p>Sentences include precautionary advice <i>e.g. Be careful not to over whisk, as it will turn into butter.</i></p> <p>Friendly tips or suggestions are included to heighten the reader's engagement <i>e.g. This dish is served best with a dash of nutmeg.</i></p>	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p> <p>Using varied punctuation to separate more complex lists <i>e.g. semi-colons.</i></p>	<p>Consolidate work from previous learning.</p>



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<b>RECOUNT</b> (Experiences, Diaries, Police Reports, Sports Reports etc.)						
<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
<p>Labelling posters or writing about experiences.</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focussed on individual or group participants <i>e.g. I and we</i></p>	<p>Brief introduction and conclusion.</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using conjunctions that signal time.</p>	<p>A clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences to help navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Well-developed introduction and conclusion including elaborated personal response.</p> <p>Descriptions of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Contains some revelation of the writer's perspective.</p>	<p>The report is well-constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and where appropriate a frame of response is set up for the reply.</p>



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<b>NON-CHRONOLOGICAL REPORT</b> (Information Leaflets, Travel Brochures etc.)						
<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
<p>Write about a topic or theme that has captured their interest.</p>	<p>Title or heading denoting the theme or topic.</p> <p>Ideas are grouped together for similarity.</p> <p>Attempts at writing in the third person <i>e.g. A panda eats bamboo.</i></p> <p>Written in the appropriate tense.</p>	<p>Brief introduction and conclusion.</p> <p>Main ideas organised in groups.</p> <p>Picture included with a caption.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of subheadings.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs are organised correctly into key ideas.</p> <p>Subheadings are used to organise information <i>e.g. Habitats / Where To Stay etc.</i></p> <p>Additional organisational devices are included <i>e.g. Fun Facts / Did You Know? etc.</i></p>	<p>A developed introduction and conclusion using all the layout features.</p> <p>Description of the topic is technical and accurate.</p> <p>Generalised sentences are used to categorise and sort information for the reader.</p> <p>The purpose of the report is to inform the reader.</p> <p>Formal and technical language is used throughout to engage the reader.</p> <p>Where appropriate a glossary is used to define key terms.</p>	<p>The report is well-constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance.</p>



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<u>LETTERS</u> (Formal & Informal)						
<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
<p>Write short letters to others, using envelopes.</p>	<p>Ideas grouped in sentences in time sequence (where appropriate).</p> <p>Opening greeting (e.g. <i>Dear Friend</i>) and a closing farewell (e.g. <i>From Beatrice</i>)</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised into groups.</p> <p>Uses sequencing techniques, such as time related words.</p>	<p>Clear introduction.</p> <p>Clear points to support the contents of the letter.</p> <p>Some letter layout features included e.g. <i>sender's address</i>.</p> <p>Beginning to organise into paragraphs denoted by time and place.</p>	<p>Clear introduction and conclusion.</p> <p>Use of some cohesive devices to link key ideas.</p> <p>Mostly written in the appropriate tense for the style of letter.</p> <p>Key ideas organised correctly into paragraphs.</p> <p>All letter layout features included.</p>	<p>Developed introduction and conclusion.</p> <p>Confidently uses all the letter layout features.</p> <p>Paragraphs are well-developed with information prioritised accordingly.</p> <p>The purpose of the letter is clear and transparent for the reader.</p> <p>Formal or informal language is used consistently.</p>	<p>The letter is well-constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response is set up for the reply.</p>



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<u>PERSUASION</u> (Advert, Leaflet, Argument)						
<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
<p>Poster layout used. <i>e.g. Buy this teddy.</i></p>	<p>Similar ideas are grouped together.</p> <p>Written in first person when appropriate.</p> <p>A title is included when appropriate to the text type.</p> <p>Graphics included to engage the reader when suitable to text type.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the present tense.</p> <p>Main ideas are organised in groups.</p> <p>Some persuasive language is evident <i>e.g. This soup is delicious. Don't miss out!</i></p>	<p>Clear introduction.</p> <p>Clear points about the subject or issue are articulated.</p> <p>Subheadings are used to organise the text.</p> <p>Beginning to use more persuasive devices <i>e.g. the 'Rule of Three': Don't miss out on this useful, high-tech and inventive gadget!</i></p>	<p>Clear introduction and conclusion.</p> <p>Cohesive devices linking ideas <i>e.g. Furthermore, Moreover, In addition etc.</i></p> <p>Paragraphs organised correctly into key information.</p> <p>Subheadings with topic vocabulary included and used correctly.</p>	<p>Developed introduction and conclusion.</p> <p>All layout features are included.</p> <p>Persuasive or emotive language is used regularly to engage the reader.</p> <p>Paragraphs are well-developed with information prioritised accordingly.</p> <p>Author viewpoint is transparent for the reader.</p> <p>Use modal verbs to persuade <i>e.g. You must visit Barcelona.</i></p>	<p>Arguments are well-constructed and answer the reader's questions.</p> <p>The writer understands the impact of emotive language and thinks about the reader's response.</p> <p>Information is prioritised according to importance and a frame of response is set up for the reply.</p>



## PROGRESSION OF WRITING GENRES

<u>BIOGRAPHY / AUTOBIOGRAPHIES</u>						
<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
<p>Write about themselves.</p>	<p>Written in first or third person.</p> <p>Written in the past tense.</p> <p>Title or heading denoting the person.</p> <p>Ideas grouped together in time sequence.</p> <p>Some key facts are included.</p>	<p>Brief introduction and conclusion.</p> <p>Main ideas organised in groups.</p> <p>Some use of subheadings may be included.</p> <p>Ideas organised in chronological order using time conjunctions.</p> <p>Includes details such as the place and date that the person was born (and died, if they're no longer living).</p> <p>Include a photograph or picture with a caption.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs, using subheading, which are shaped around key events <i>e.g. Early Life / Key Moments etc.</i></p> <p>A closing statement to summarise the overall impact of the subject.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs are organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p> <p>Choose formal or informal language to match the register of the text.</p> <p>Descriptions of events are detailed and engaging.</p>	<p>Developed introduction and conclusion including elaborated personal responses.</p> <p>Use a range of tense effectively, where appropriate <i>e.g. Plans for the Future.</i></p> <p>Information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Phrases such as: '<i>It is believed</i>', '<i>Many people claimed</i>', <i>etc.</i> to show that the text is based on stories and histories and so may not be able to be stated as fact.</p>	<p>The text is well-constructed and answers some of the reader's questions.</p> <p>The writer understands the impact of the subject and this is indicated throughout.</p> <p>A variety of sources are referred to and used <i>e.g. quotes, maps, historical sources, key dates etc.</i></p>



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<b>BALANCED ARGUMENTS</b> <b>(Discussion, Speech, Essay, Letter)</b>						
<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
<p>Verbalise the pros and cons of a topic.</p>	<p>Ideas are grouped together for similarity.</p> <p>Written in first or third person.</p>	<p>Begins with a key title or question.</p> <p>Brief introduction and conclusion.</p> <p>Written using an impersonal voice.</p> <p>Main ideas are organised into groups <i>e.g. For and Against</i></p>	<p>Clear introduction.</p> <p>Beginning to articulate key points about the subject or issue that are starting to be explained <i>e.g. Many people think the Roman Empire was advanced because...</i></p> <p>Organised into paragraphs.</p>	<p>Clear introduction and conclusion.</p> <p>Written in the present tense.</p> <p>Key ideas are organised correctly into paragraphs.</p> <p>Links are created between key ideas and arguments.</p> <p>Technical vocabulary used correctly.</p> <p>The argument is weighted evenly.</p>	<p>Developed introduction and conclusion which outlines the argument and effectively brings it to a close.</p> <p>Paragraphs are developed to prioritise information.</p> <p>Both viewpoints are transparent for the reader.</p> <p>Emotive language used throughout to engage the reader.</p> <p>Formal tone is adopted.</p>	<p>Arguments are well-constructed and provoke a response from the reader.</p> <p>Arguments guide the reader to form their own conclusion.</p> <p>The writer understands the impact of emotive language.</p> <p>Information is prioritised according to the writer's point of view.</p> <p>Use 'Point, Evidence, Explain' to further develop arguments.</p>



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<u>NEWSPAPER</u>						
<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
<p>Writing 'Wanted' or 'Missing' posters.</p>	<p>Ideas are grouped in chronological order.</p> <p>Attempts at writing in the third person <i>e.g. The sprinter won the race.</i></p> <p>Beginning of the report describes what happened <i>e.g. Usain Bolt won a gold medal at the Olympics.</i></p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Written in third person.</p> <p>Headline to detail the news.</p> <p>Main ideas are organised into groups.</p> <p>Using sequencing techniques with time conjunctions.</p> <p>A photo with a caption.</p>	<p>Some newspaper layout features included <i>e.g. columns</i></p> <p>A bold, eye-catching headline.</p> <p>Opening paragraph explains the 5W's of the report: Who, What, Where, When and Why.</p> <p>Key points for the report are beginning to be grouped into paragraphs.</p> <p>A quotation is used to add eye-witness details.</p>	<p>All newspaper layout features included.</p> <p>A bold eye-catching headline, which uses stylistic devices <i>e.g. alliteration, pun, onomatopoeia etc.</i></p> <p>Key ideas are organised into paragraphs.</p> <p>A variety of quotations are used to add effective eye-witness details.</p> <p>Include technical vocabulary linked to the subject.</p>	<p>Paragraphs developed with prioritised information into columns.</p> <p>Where appropriate subheadings are used as an organisational device.</p> <p>Formal language used throughout to hint at credibility.</p> <p>Direct and reported speech is included through the use of quotations that are succinct and emotive.</p> <p>Flourishes are added to the layout <i>e.g. reporter name / newspaper name etc.</i></p>	<p>Newspapers are well-constructed and attempt to answer the reader's questions.</p> <p>Headlines use effective stylistic devices <i>e.g. well-chosen similes, rhyme etc.</i></p> <p>Reporter P.O.V. is hinted at and could be written into a concluding statement.</p>





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<u>NARRATIVE</u>						
<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
<p>Orally telling or writing stories of their own creation or stories inspired by one's they have heard.</p> <p>Include recently introduced vocabulary.</p> <p>Understanding that fiction texts include a beginning, middle and end.</p> <p>Identify key characters within stories they have heard.</p>	<p>Narratives have clear beginnings and endings.</p> <p>Attempts are made at writing in the third person <i>e.g. The wolf was hiding.</i></p> <p>Written in the appropriate tense, mainly consistently <i>e.g. Goldilocks was eating the porridge. / Jack climbs the beanstalk.</i></p>	<p>Sentences are organised chronologically, indicating time related words.</p> <p>Divisions in narratives may be marked by sections or paragraphs.</p> <p>Connections between sentences make reference to characters <i>e.g. Peter and Jane walked up the hill. They stopped for a rest.</i></p> <p>Use adjectives, adverbs and expanded noun phrases to add detail.</p>	<p>Time and place are referenced to guide the reader through the text.</p> <p>Beginning to organise into paragraphs.</p> <p>Cohesion is strengthened through relationships between characters.</p> <p>Begin to use inverted commas for some direct speech.</p> <p>Detail is added through the expansion of noun phrases and the use of adverbials.</p>	<p>Write a narrative with a clear structure, setting, character and plot.</p> <p>Endings are developed and close the narrative appropriately.</p> <p>Narrative is organised into paragraphs with a clear sequence.</p> <p>Repetition avoided through the use of different sentence structures.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Use a range of sentence openers, including adverbial phrases.</p>	<p>Sequence of plots may be disrupted for effect <i>e.g. flashback</i></p> <p>Opening and resolution shape the story.</p> <p>Structural features and stylistic devices are included <i>e.g. repetition for effect.</i></p> <p>Paragraphs vary in length and structure.</p> <p>Pronouns used to hide the subject of the action <i>e.g. It crept into the woods.</i></p> <p>Dialogue is used to develop characters and advance the action.</p>	<p>The story is well-constructed and raises intrigue.</p> <p>Create atmosphere and describe settings.</p> <p>Dialogue is used to move the action on or articulate the character's personality or feelings.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p> <p>Add detail to narratives by using precisely chosen vocabulary and sentence structures.</p>



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