



## Progression in Writing Genres

By the end of Year 6, children will not only leave the Cumwhinton School being able to write for a variety of purposes, but able to write in a real life situation, essential for the next step in their education. There are 4 types of writing that will be covered in the English curriculum: narrative - writing to entertain; and non-fiction - writing to inform, writing to persuade and writing to discuss.





# Progression in Writing Genres

## Purpose of Writing to Entertain (narrative):

### Writing to entertain (KS1)

#### Text Types

- ♦ Stories (including re-tellings)
- ♦ Descriptions
- ♦ Poetry
- ♦ In-character/role

#### Text Features

- ♦ Time sequenced
- ♦ Begin to differentiate between past and present tense to suit purpose

#### Other Style Ideas

- ♦ Focus on oral work first
- ♦ Use opportunities to reading own work aloud

### Writing to entertain (LKS2)

#### Text Types

- ♦ Stories
- ♦ Descriptions
- ♦ Poetry
- ♦ Characters/settings

#### Text Features

- ♦ Detailed description
- ♦ Use paragraphs to organize in time sequence

#### Other Style Ideas

- ♦ Opportunities for comparing different forms of past tense (progressive and simple)

### Writing to entertain (UKS2)

#### Text Types

- ♦ Narrative
- ♦ Descriptions
- ♦ Poetry
- ♦ Characters/settings

#### Text Features

- ♦ Detailed description
- ♦ Use paragraphs to organise in time sequence

#### Other Style Ideas

- ♦ Use a range of tenses to indicate changes in timing, sequence, etc.



# Progression in Writing Genres

<b>POETRY</b> Read and analyse	<b>30 - 50 months</b> <b>40 - 60 months</b> <b>Early Learning Goals</b> To listen to and join in with stories and poems, one-to-one and also in small groups.	<b>YEAR 1</b> Discuss what a poem is about Give a personal response to a poem Identify favourite words / favourite parts of a poem Notice the poem's pattern	<b>YEAR 2</b> To show an appreciation of some different styles of poetry by talking about own views, the subject matter and possible meaning of a range of poetry Comment on which words have the most effect, noting alliteration Notice and discuss simple poetry patterns	<b>YEAR 3</b> To start to recognise some different poetic forms Identify and explain the pattern of the different forms Describe the effect a poem has and suggest possible interpretations Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and create pictures using similes	<b>YEAR 4</b> To recognise and discuss some different forms of poetry, including effect on the reader Describe poem's impact and explain own interpretation by referring to aspects of the poem. Comment on the use of similes and expressive language to create images, sound effects and atmosphere	<b>YEAR 5</b> To recognise and discuss different forms of poetry, stating a preference Discuss poet's possible viewpoint, explain and justify own response and interpretation Compare different forms and describe impact Notice and explain the use of unusual or surprising language choices and effects, such as onomatopoeia, metaphor, personification. Comment on how this influences meaning.	<b>YEAR 6</b> To recognise and discuss the different forms of poetry, stating a justified preference. Comment on the different structures and how these can influence meaning. Interpret poems, explaining how the poet creates shades of meaning. Identify and explain underlying themes. Explain the impact of figurative and expressive language, including metaphor.



## Progression in Writing Genres

POETRY Performance	<p><b><u>Early Learning Goals</u></b></p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs</p>	<p><b><u>YEAR 1</u></b></p> <p>To learn some simple poems by heart.</p> <p>To imitate and invent actions</p> <p>To perform in unison, following the rhythm and keeping time</p>	<p><b><u>YEAR 2</u></b></p> <p>To continue to build up a repertoire of poems learnt by heart</p> <p>To use actions and sound effects to add to the poem's meaning</p> <p>To perform individually and together, speaking clearly and audibly</p>	<p><b><u>YEAR 3</u></b></p> <p>To learn a piece of poetry by heart</p> <p>To prepare and perform poems and play scripts to read aloud and perform.</p> <p>To show some awareness of the audience when reading aloud by beginning to use appropriate intonation and volume.</p>	<p><b><u>YEAR 4</u></b></p> <p>To learn a wide range of poetry by heart</p> <p>To prepare and perform poems and play scripts using techniques such as actions, sound effects, musical patterns and images to enhance a poem's meaning</p> <p>To show an awareness of audience by varying volume, pace and using appropriate expression when performing</p>	<p><b><u>YEAR 5</u></b></p> <p>To learn a wide range of poetry by heart</p> <p>To use actions, sound effects, musical patterns, images and dramatic interpretation to engage an audience</p> <p>To engage an audience when reading out loud by varying pitch, pace, volume, expression and use of pauses to create an impact</p>	<p><b><u>YEAR 6</u></b></p> <p>To learn a wide range of poetry by heart</p> <p>To confidently perform poems and texts learnt by heart using a wide range of devices to engage the audience and for effect.</p> <p>To engage an audience through varying pitch, pace, volume, rhythm and expression in response to the poem's meaning and form.</p>



# Progression in Writing Genres

Writing to Entertain - Generic	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Write recognisable letters, most of which are correctly formed.	Simple narratives and retellings are told/ written in first or third person	As Year 1, plus: They are simply developed as either good or bad characters	Narratives and retellings written in first or third person also in past tense and occasionally present tense	As Year 3, plus: Dialogue is used to convey characters' thoughts and to move the narrative forward	As Year 4, plus: Narratives are told sequentially and non - sequentially (e.g. flashbacks)	As Year 5, plus: Assured and conscious control is used to effectively and accurately convey meaning,
	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Simple narratives are told/ written in past tense	Language choices help create realistic sounding narratives. e.g. adverbs,	Events sequenced to create chronological plots through use of adverbials and prepositions	Language choices help create realistic sounding narratives. e.g. adverbs,	through the use of adverbials and preposition	particularly through manipulating grammar and vocabulary to achieve this
	Write simple phrases and sentences that can be read by others.	Events are sequenced to create texts that make sense	adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.	Descriptions, including those of settings are developed through use of adverbials	adjectives, precise nouns, expressive verbs and figurative language etc.	Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs,	
	Invent, adapt and recount narratives and stories with peers and teachers.	main participants are human or animal		Dialogues begins to convey character's thoughts and to move the narrative forward		adjectives, precise nouns, expressive verbs and figurative language	
	Make use of props and materials when role playing characters in narratives and stories.	simple narratives use typical characters, settings and events whether imagined or real		Language choices help create realistic sounding narratives			
		'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing					



# Progression in Writing Genres

Writing to entertain - stories, including re-telling; character description; setting	<u><b>Retell and invent narrative</b></u> 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	<u><b>Simple narrative and description</b></u> 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 Verbs chosen for effect	<u><b>Developed narrative with focus on paragraphing</b></u> 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 and adverbs chosen for effect cohesion created, and repetition avoided through the use of nouns and pronouns	<u><b>Developed narrative with focus on sequence</b></u> 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 instead of local spoken forms Apostrophes for plural possession Past progressive and present perfect	<u><b>Developed narrative with focus on cohesion</b></u> 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	<u><b>Developed narrative with focus on atmosphere and shifts</b></u> 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 Subjunctive form to hypothesise Colons, semi-colons and dashes used to separate and link ideas





# Progression in Writing Genres

## Purpose of Writing to Inform

### Writing to inform (KS1)

#### Text Types

- ♦ Recount
- ♦ Letter
- ♦ Instructions

#### Text Features

- ♦ Appropriate use of past and present tense

#### Other Style Ideas

- ♦ Could use a writing frame to structure sections
- ♦ May include images

### Writing to inform (LKS2)

#### Text Types

- ♦ Explanation
- ♦ Recount
- ♦ Letter
- ♦ Biography
- ♦ Newspaper article

#### Text Features

- ♦ Paragraphs used to group related ideas
- ♦ Subheadings to label content

#### Other Style Ideas

- ♦ May be built around a key image
- ♦ Use techniques to highlight key words (bold, underline, etc.)

### Writing to inform (UKS2)

#### Text Types

- ♦ Report
- ♦ Recount
- ♦ Biography
- ♦ Newspaper article
- ♦ Essay

#### Text Features

- ♦ Paragraphs used to group related ideas
- ♦ Heading/subheadings
- ♦ Use of technical vocabulary

#### Other Style Ideas

- ♦ May include a glossary
- ♦ Sections may contain more than one paragraph



# Progression in Writing Genres

Writing to inform - report	<b><u>Fact-file</u></b> <ul style="list-style-type: none"> <li>• concept of a sentence</li> <li>• capital letters and end marks</li> <li>• word choices</li> <li>• labels and caption</li> </ul>	<b><u>Basic non-chronological report</u></b> <ul style="list-style-type: none"> <li>• present tense</li> <li>• opening questions</li> <li>• concluding exclamatory sentence</li> <li>• subordinating and coordinating conjunctions to join information and give reasons</li> <li>• adverbs</li> </ul>	<b><u>Sectioned nonchronological report</u></b> <ul style="list-style-type: none"> <li>• planned into sections</li> <li>• headings</li> <li>• sub-headings</li> <li>• conjunctions to join information and give reasons</li> <li>• present perfect tense</li> <li>• word choices to match information texts</li> </ul>	<b><u>Non-chronological report with paragraphs</u></b> <ul style="list-style-type: none"> <li>• organised into sections with appropriate headings and text type features</li> <li>• range of conjunctions and appropriate word choices</li> <li>• beginning to explore levels of formality and able to demonstrate this through word and sentence choices</li> <li>• appropriate use of pronouns and nouns</li> </ul>	<b><u>Biography</u></b> <ul style="list-style-type: none"> <li>• cohesion through a variety of devices within and across paragraphs</li> <li>• relative clauses with commas and brackets to add information</li> <li>• structured paragraphs linked with adverbials</li> <li>• indicate degrees of possibility using modal verbs and adverbs</li> </ul>	<b><u>Detailed information texts</u></b> <ul style="list-style-type: none"> <li>• cohesion through a wider variety of devices</li> <li>• layout devices including headings, sub-headings, columns, bullets and tables to structure texts</li> <li>• semi-colons for items in a list and colons to introduce lists</li> <li>• sustained levels of formality demonstrated through sentence and word choices in different pieces of different levels of formality</li> </ul>





# Progression in Writing Genres

Writing to inform - recounts	<b><u>Recount of event</u></b> <ul style="list-style-type: none"> <li>• concept of a sentence</li> <li>• capital letters and end marks</li> <li>• word choices</li> <li>• correct past tense form</li> <li>• written in the first person</li> </ul>	<b><u>Simple recount</u></b> <ul style="list-style-type: none"> <li>• past tense</li> <li>• progressive forms of verbs</li> <li>• exclamatory sentences to make personal comments</li> <li>• subordinating and coordinating conjunctions to join information and give reasons</li> <li>• use of noun phrases</li> <li>• adverbs of time to sequence events</li> </ul>	<b><u>Sectioned recount</u></b> <ul style="list-style-type: none"> <li>• planned in sections using conjunctions, adverbs and prepositions to sequence events</li> <li>• word choices and developed sentence structures to match recount texts</li> <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, if appropriate</li> </ul>	<b><u>Developed recount with paragraphs</u></b> <ul style="list-style-type: none"> <li>• developed sequential language organised into paragraphs</li> <li>• adverbs, adverbials and prepositions to sequence events</li> <li>• word choices and developed sentence structures to match recount texts</li> <li>• expanded noun phrases</li> </ul>	<b><u>Journalistic writing</u></b> <ul style="list-style-type: none"> <li>• focusing on journalistic vocab and sentence structures</li> <li>• cohesion through choice of techniques within and across paragraphs</li> <li>• structural features included in newspaper reports</li> <li>• shifts in formality as writing extension</li> <li>• use of the past perfect</li> <li>• modal verbs can be used to indicate degrees of possibility</li> </ul>	<b><u>Developed journalistic writing</u></b> <ul style="list-style-type: none"> <li>• cohesion through a wider variety of devices</li> <li>• passive voice</li> <li>• shifts in formality</li> <li>• control of vocabulary choices to match the language used in journalistic writing</li> <li>• use of semi-colons, colons and dashes to mark boundaries between independent clauses</li> <li>• structural features included in newspaper reports</li> <li>• past perfect progressive form of verbs</li> </ul>



# Progression in Writing Genres

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

## Purpose of Writing to Persuade

### Writing to persuade (LKS2)

#### Text Types

- ♦ Advertising
- ♦ Letter
- ♦ Speech
- ♦ Poster

#### Text Features

- ♦ Use of 2<sup>nd</sup> person
- ♦ Planned repetition
- ♦ Facts & Statistics
- ♦ Adjectives for positive description

#### Other Style Ideas

- ♦ Link to oracy, esp. for speeches
- ♦ Use of colour and images, esp. for advertising

### Writing to persuade (UKS2)

#### Text Types

- ♦ Advertising
- ♦ Letter
- ♦ Speech
- ♦ Campaign

#### Text Features

- ♦ Use of 2<sup>nd</sup> person
- ♦ Personal pronouns
- ♦ Planned repetition
- ♦ Facts & Statistics
- ♦ Hyperbole

#### Other Style Ideas

- ♦ Link to oracy, esp. for speeches
- ♦ Use of colour and images, esp. for advertising



# Progression in Writing Genres

Writing to persuade – advertising, letter, speech, poster		<p><b><u>Basic persuasive text</u></b></p> <ul style="list-style-type: none"> <li>• written in present tense</li> <li>• rhetorical questions</li> <li>• effective use of noun phrases</li> </ul>	<p><b><u>Sectioned persuasive text</u></b></p> <ul style="list-style-type: none"> <li>• introduction to paragraphs as a way to group related material</li> <li>• express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li> <li>• use of present perfect form of verbs</li> </ul>	<p><b><u>Persuasive text with paragraphs</u></b></p> <ul style="list-style-type: none"> <li>• potentially an</li> <li>• cohesion through choice of pronouns or nouns within sentences, avoiding repetition</li> <li>• expanded noun phrases</li> <li>• persuasive writing features</li> <li>• modal verbs to indicate degrees of possibility</li> </ul>	<p><b><u>Developed persuasive text</u></b></p> <ul style="list-style-type: none"> <li>• evaluating the contrast between formal and informal persuasive texts</li> <li>• cohesion through choice of techniques</li> <li>• expanded noun phrases</li> <li>• persuasive writing features</li> <li>• modal verbs and adverbs to position the argument</li> <li>• structured paragraphs linked with adverbials</li> <li>• commas to avoid ambiguity</li> </ul>	<p><b><u>Advanced persuasive text</u></b></p> <ul style="list-style-type: none"> <li>• adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text</li> <li>• passive voice</li> <li>• subjunctive form to hypothesise</li> <li>• cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs</li> <li>• persuasive writing features</li> <li>• hyphens to avoid ambiguity</li> </ul>



# Progression in Writing Genres

## Purpose of Writing to Discuss

### Writing to discuss (UKS2)

#### Text Types

- ♦ Balanced argument
- ♦ Newspaper article
- ♦ Review

#### Text Features

- ♦ Appropriate use of cohesive devices
- ♦ Use of subjunctive form where needed

#### Other Style Ideas

- ♦ Use paragraphs to structure arguments
- ♦ Maintain formal / impersonal tone



# Progression in Writing Genres

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