Writing Genres

&

Text Types

Progression

Reference Guide

Reception	A wide range of quality fiction, non-fiction and poetry that is led by our themes/topics/seasons/festivals as well as the children's interests. Story votes daily for comprehension activities and ensuring a wide range of coverage of text types and styles.
Year 1	**Captions, labels and lists**- 'Dangerous' by Tim Warnes cc science– the body **Poetry–** Dinosaur Poems– 5 Little senses– **Noisy poems** (CC Science) **Narrative**– stories with familiar settings– Oliver's vegetables– Oliver's Fruit salad/ milkshake by Bartlet and French (CC DT fruit salad/healthy eating) **Narrative**– Characters and settings linked with the Gruffalo. **Dictionaries.** **Instructions**– how to build a snowman– instructions to make a snowflake. **Recount–** weekly news writing. **Fairy and traditional tales**—looking a alternative versions–3 little pigs/ Goldilocks/ 3 little wolves and the big bad pig, Bears should share. **Book reviews and writing in the style of a traditional tale**. (CC Science– materials and DT- build a house) **Non-fiction**– information about Animals books– Who am I/? Gervaise Phinn and Crazy chameleons. (CC science– animals herbivores etc) **Recount**– weekly news. **Phonics and Grammar booster** **Instructions– Non fiction**- "Don't let the pigeon stay up late/ don't let the pigeon drive the bus– By Mo Willeums. **Information Text**– The Usborne book of big machines **Recount-** "Charlie is Broken" Child recount of a school trip. **Dictionaries.** **Poetry–** Rhythm and Rhyme Poems on a theme.
Year 2	**Extended Stories** (Alexander Mcall Smith/ Lauren Child and Mary Norton) **Instructional text** Stories with familiar settings (cc Geog Zimbabwa) **Recounts**– News. **Diary Writing** –CC GFOL. **Class Rhythms**- (History GFOL) **Non chron reports**– Science– Changing materials) **Nonsense Rhythms** Sp– **Extended Stories**– Lauren Child. **Recount**– News. **Different stories by the same author**– Lauren Child. **Traditional Tales** (Red Riding Hood– and alternative tales) **Rhyming stories** (Julia Donaldson) **Non Chronological** reports **Classic Rhythms** **Shape Poems** **Diary Writing** **Extended Stories.** **Recount**– News **Instructions**– Neil Gaiman
Year 3	**Story writing -** Stories by the same author-(Michael Foreman) I'll take care of you Mrs Cole. **Poetry/ letter writing** (Here we go) CC PSHCE– looking after the world– emotions and feelings. **Letter writing**– Father Christmas **A/SP Instruction writing**– How to make a woolly mammoth (CC– linked to stone age) **Myths and Legends**– Orchard book of Roman Myths (CC history links with Romans). **Performance Poetry**– Walking like an Iguana, no word of a lie, the dragon ate our school. **Adventure Story**—Hodgeheg or Tales of Despereux **Persuasive Writing** (CC geog– food for thought– European country) **A/Sp/Su–Non Chronological reports**- (Romans/ Iron age /Europe) **Explanation**- (CC– Science/ Plants)
Year 4	**Recounts** (Diary– links with History/ art). Play scripts **Explanation and information text** (Science for Fun Experiments, Polar Explorers for Kids, Shackleton's Journey, Britannica All New Children's Encyclopedia) CC Geography—Pole to Pole, Art - line drawing, printing, Science - Living things & their Environments

Biographies (The Boss, Who Was Ernest Shackleton?) CC PHSE, Geography - Pole to Pole
Persuasive Writing (Where the Forest Meets the Sea, The Vanishing Rainforest, The Last Bear) Geography - Pole to Pole, PHSE, Art - line drawing, Science - Living things & their Environments, ICT - Writing for Different AudiencesA–
Poetry/Stories that raise issues and/or dilemmas/letter writing (Here We Are, The Colour Monster) CC PHSE, Art, Geography **Stories with historical setting** How to train your dragon CC PHSE, early History link to Vikings to be covered in the Summer term

Year 5	**Poetry** – (personification/metaphors: Link to Space) **Diary entries** – linked to Science Space Recounts – Diary of a Mill Worker/ Diary of an astronaut **Class novel** :Cosmic by Frankie Cotrell Boyle linked to Science Space **Short stories with a twist** **Poetry** (classic narrative) – The Highwayman/ Jabberwocky **Persuasive letters** – to tie in with our London Residential. **Non-chronological reports** linked to History Egypt and Geography work on Africa **Stories from other cultures** – linked History Egypt and Geography work on Africa **Instructions** – linked with History work on Ancient Egyptian Pyramids and CDT food technology **Personal Letter Writing** – to buddies
Year 6	**Writing the style of an author** (David Walliams/ Shakespeare) **Report writing** (Product try out) **Descriptive writing and biography** (CC DT fairgrounds) **Non chronological reports**: How to look after a…(CC Evolution and inheritance) , **Letters of complaint** (Christmas gifts) **Instructions** (keeping safe online (CC– Computing/pshce) **First person recount/playscript/ letters/diary—**Class Novel (CC WW1) **Balanced Argument** (CC Yorkshire Dales tourism) **Poetry: -**Traditional poetry and in the style of an author– CC Cloudbusting (Marian– Allen–Wind on the Downs)- CC WW1A **Setting description** (fantasy sweetland/ Greek myths) **Extended story** (Greek myths/ lighthouse) **Persuasion—**booklet encouraging children to visit- (cc residential visit)

Progression in Recount

	Progression in recount texts *This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.*
Foundation Stage	• Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations. • Write sentences to match pictures or sequences of pictures illustrating an event. • Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.
Year 1 / **Year 2**	• Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when.* • Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.
Year 3 / **Year 4**	• Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as *meanwhile, following, afterwards* and including detail expressed in ways which will engage the reader. • Include recounts when creating paper or screen based information texts.
Year 5	• Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. '*As he was running away he noticed...*', possible supporting illustrations, degree of formality adopted and use of connectives. • Use the language features of recounts including formal language when recounting events orally. • Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.
Year 6	• Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. • Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. • When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different types of text as appropriate.

Progression in Explanation Texts

	Progression in explanatory texts *This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.*
Foundation Stage	• Talk about why things happen and how things work; ask questions and speculate. • Listen to someone explain a process and ask questions. • Give oral explanations e.g. their or another's motives; why and how they made a construction.
Year 1	• Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.
Year 2	• After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. • Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • Following other practical tasks, produce a simple flowchart or cyclical diagram independently.
Year 3	• Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. • Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.

Year 4	• Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms
	• Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.
	• Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing:
	   − purpose: to explain a process or to answer a question
	   − structure: introduction, followed by sequential explanation, organised into paragraphs
	   − language features: usually present tense; use of connectives of time and cause and effect; use of passive voice
	   − presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering
	• After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.

Year 5	• Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. • Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. • In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.
Year 6	• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.

Progression in Narrative Texts

	Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways: Telling stories Writing Stories
Foundation Stage	• Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play. • Attempt own writing for various purposes, using features of different forms, including stories.
Year 1	• Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) *then, next* etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. • Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.
Year 2	• Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. • Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn't believe her eyes.*
Year 3	• Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. • Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.
Year 4	• Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. • Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) *Some time later…, Suddenly…, Inside the castle…*; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.
Year 5	• Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. • Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. • Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously *(Meanwhile…)*; extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.
Year 6	• Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. • Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds;

	• Vary narrative structure when writing complete stories, (e.g.) *start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives;* use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.

Progression in Information texts

Foundation Stage	• Distinguish between writing and drawing and write labels for pictures and drawings. • Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions
Year 1	• Convey information and ideas in simple non- narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. • Independently choose what to write about, orally rehearse, plan and follow it through.
Year 2	• Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. • Draw on knowledge and experience of texts in deciding and planning what and how to write. • Maintain consistency in non-narrative, including purpose and tense • Create an alphabetically ordered dictionary or glossary of special interest words. • Design and create a simple ICT text
Year 3	• Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. • Decide how to present information and make informed choices by using structures from different text types. • Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. • Use computer to bring information texts to published form with appropriate layout, font etc. • Create multi-media information texts. • Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. • Summarise orally in one sentence the content of a passage or text, and the main point it is making.
Year 4	• Fill out brief notes into connected prose. • Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. • Begin to use graphic organisers as a tool to support writing up of information • Develop and refine ideas in writing using planning and problem-solving strategies • Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.
Year 5	• Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. • Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. • Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. • create multi-layered texts, including use of hyperlinks, linked web pages • Record and acknowledge sources in own writing. • Summarise a passage, chapter or text in a specific number of words. • Read a passage and retell it "in your own words"
Year 6	• In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Establish, balance and maintain viewpoints • Use the conventions and language of debate when orally rehearsing a balanced argument. • Revise own non-fiction writing to reduce superfluous words and phrases. • Discuss and explain differences in the use of formal language and dialogue • Listen for language variations in formal and informal contexts • Identify the ways spoken language varies

Progression in Poetry

Year	Reading Poetry:- *subject matter and theme;* *language use; style* *pattern*	Performing Poetry:- *use of voice;* *presentation*	Creating Poetry: - *original playfulness with language and ideas;* *detailed recreation of closely observed experience;* *using different patterns*
R	listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	- join in with class rhymes and poems, - copy actions	- enjoy making up funny sentences and playing with words; - look carefully at experiences and choose words to describe; - make word collections or use simple repeating patterns
Year 1	- discuss own response and what the poem is about; - talk about favourite words or parts of a poem; - notice the poem's pattern	- perform in unison, following the rhythm and keeping time - imitate and invent actions	- invent impossible ideas, e.g. magical wishes; - observe details of first hand experiences using the senses and describe; - list words and phrases or use a repeating pattern or line.
Year 2	- talk about own views, the subject matter and possible meanings; - comment on which words have most effect, noticing alliteration; - discuss simple poetry patterns	- perform individually or together; speak clearly and audibly. - use actions and sound effects to add to the poem's meaning	- experiment with alliteration to create humorous and surprising combinations; - make adventurous word choices to describe closely observed experiences; - create a pattern or shape on the page; use simple repeating phrases or lines as models
Year 3	- 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 creates pictures using similes; - explain the pattern of different simple forms	- perform individually or chorally; vary volume, experimenting with expression and use pauses for effect - use actions, voices, sound effects and musical patterns to add to a performance	- invent new similes and experiment with word play; - use powerful nouns, adjectives and verbs; experiment with alliteration; - write free verse; borrow or create a repeating pattern
Year 4	- describe poem's impact and explain own interpretation by referring to the poem; - comment on the use of similes and expressive language to create images, sound effects and atmosphere;	- vary volume, pace and use appropriate expression when performing - use actions, sound effects, musical patterns and images to enhance a poem's meaning	- use language playfully to exaggerate or pretend; - use similes to build images and identify clichés in own writing; - write free verse; use a repeating pattern; experiment with simple forms

	• discuss the poem's form and suggest the effect on the reader		
Year 5	• discuss poet's possible viewpoint, explain and justify own response and interpretation; • explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; • explore imagery including metaphor and personification; • compare different forms and describe impact	• vary pitch, pace, volume, expression and use pauses to create impact; • use actions, sound effects, musical patterns, images and dramatic interpretation	• invent nonsense words and situations and experiment with unexpected word combinations; • use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; • write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
Year 6	• interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes • explain the impact of figurative and expressive language, including metaphor; • comment on poems' structures and how these influence meaning	• vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form • use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT	• use language imaginatively to create surreal, surprising, amusing and inventive poetry; • use simple metaphors and personification to create poems based on real or imagined experience; • select pattern or form to match meaning and own voice

Progression in Persuasion Texts

	Progression in persuasion texts *This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.*
Foundation Stage	• Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things) • Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. • Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded.
Year 1	• Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.
Year 2	• As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. • Evaluate simple persuasive devices e.g. Say which posters in a shop or TV adverts would make them want to buy something, and why • Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.
Year 3	• Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. • Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.
Year 4	• Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words • Both orally and in and writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately. • Use writing frames if necessary to back up points of view with illustrations and examples • To present a point of view both orally and in writing,(e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to • the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) • Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples • Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if…, then'; 'on the other hand…'; 'finally'; 'so'
Year 5	• Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate • Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact • Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information • From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. 'surely', 'it wouldn't be very difficult…'; persuasive definitions, e.g. 'no one but a complete idiot…',

| | | 'every right-thinking person would…', 'the real truth is…'; rhetorical questions, e.g. 'are we expected to…?', 'where will future audiences come from…?'; pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents…'; deliberate ambiguities, e.g. 'probably the best…in the world' 'known to cure all…', 'the professional's choice'
- Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state
- Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points
- Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.)
- Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types. |
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| **Year 6** | | - Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:
  - the expression, sequence and linking of points
  - providing persuasive examples, illustration and evidence
  - pre-empting or answering potential objections
  - appealing to the known views and feelings of the audience
- Orally and in writing, construct effective persuasive arguments:
  - using persuasive language techniques to deliberately influence the listener.
  - developing a point logically and effectively
  - supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate)
  - anticipating possible objections
  - harnessing the known views, interests and feelings of the audience
  - tailoring the writing to formal presentation where appropriate
- Use reading to:
  - investigate conditionals, e.g. using if…then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition
  - build a bank of useful terms and phrases for persuasive argument, e.g. similarly… whereas…
- Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. |

Progression in Instructional and Procedural Texts

	Progression in instructional/procedural texts
FS	• Listen to and follow single instructions, and then a series of two and three instructions • Give oral instructions when playing. • Read and follow simple classroom instructions on labels with additional pictures or symbols. • Attempt to write instructions on labels, for instance in role play area
Y1	• Listen to and follow a single more detailed instruction and a longer series of instructions. • Think out and give clear single oral instructions. • Routinely read and follow written classroom labels carrying instructions. • Read and follow short series of instructions in shared context. • Contribute to class composition of instructions with teacher scribing. • Write two consecutive instructions independently • .
Y2	• Listen to and follow a series of more complex instructions. • Give clear oral instructions to members of a group. • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: • statement of purpose, list of materials or ingredients, sequential steps, • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used • As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game
Y3	• Read and follow instructions. • Give clear oral instructions to members of a group. • Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. • Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • Write clear written instructions using correct register and devices to aid the reader.
Y4/Y5	• In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. • Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features). • Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.
Y6	• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different types of text as appropriate.

Progression in Discussion Texts

Year	Discussion text
FS	**Experience and recognise that others sometimes think, feel and react differently from themselves.** **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)** **Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.**
Y1	**Through talk and role play explore how others might think, feel and react differently from themselves and from each other.** **In reading explore how different characters might think, feel and react differently from themselves and from each other.**
Y2	**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.)** **Explore different views and viewpoints.**
Y3	**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.)** **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.)**
Y4	**In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced.** **Continue to explore the expression of different views through discussion, role play and drama.**
Y5	**In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue.** **Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama.**
Y6	**Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:** **-Summarise different sides of an argument** **-Clarify the strengths and weaknesses of different positions** **-Signal personal opinion clearly** **-Draw reasoned conclusions based on available evidence** **Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.** **First explore orally and then write a balanced report of a controversial issue:** **-Summarising fairly the competing views** **-Analysing strengths and weaknesses of different positions** **-Drawing reasoned conclusions where appropriate** **-Using formal language and presentation as appropriate** **Use reading to:** **-Investigate conditionals, e.g. using if…then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition** **-Build a bank of useful terms and phrases for persuasive argument, e.g.** *similarly… whereas…* **Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.**

Progression in Non-chronological reports

	Progression in non-chronological reports
FS	Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy? Ask similar probing questions to elicit a fuller description from someone else. In a shared reading context read information books and look at/re-read the books independently. Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.
Y1	Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject.
Y2	After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. *There are two sorts of x...; They live in x...; the As have x..., but the B's* etc. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present , and categorise ideas.
Y3	Analyse a number of report texts and note their function, form and typical language features: • introduction indicating an overall classification of what is being described • use of short statement to introduce each new item • language (specific and sometimes technical) to describe and differentiate • impersonal language • mostly present tense Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. Analyse broadcast information to identify presentation techniques and notice how the language used signals change. Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) *family is...., people are...* Write own report independently based on notes from several sources.
Y4/Y5	Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from

		verbs
		Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.
		Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.
	Y6	Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.