

Abbey Academies Trust



Every Child Matters

POLICY

For

English- Text type writing progression

Reviewed

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| April 2019 | September 2022 | |
| October 2020 | | |
| October 2021 | | |

Every Child Matters within a loving and caring Christian environment

Writing to inform

Progression in Recount

This progression should be considered in relation to our grammar progression maps and year group medium term plans

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| EYFS | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Compose sentences orally by saying out loud what they are going to write before writing it • Engage with personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first and next</i>. • Sentence structure variety in line with progression maps for grammar and MTPs |
| Year 2 | <ul style="list-style-type: none"> • 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 with personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when, before</i> • 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. • Sentence structure variety in line with progression maps for grammar and MTPs |
| Year 3 | <ul style="list-style-type: none"> • Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts. Identify the sequence of main events. • Read examples of third and first 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. • Key language and structural features appropriate to recount writing: <ul style="list-style-type: none"> - Time conjunctions - First or third person - Past tense - Organise events into paragraphs using time as a theme to group certain events together • Begin to add greater detail and depth to recounts through varying the use of sentence structure in line with grammar progression maps and MTPs |
| Year 4 | <ul style="list-style-type: none"> • Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts. Identify the sequence of main events. • Read examples of third and first 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. • Key language and structural features appropriate to recount writing: <ul style="list-style-type: none"> - Time conjunctions - First or third person - Past tense - Paragraphs to organise ideas around a theme - Logical organisation - Group related paragraphs - Develop use of a topic sentence - Link information within paragraphs with a range of conjunctions. • Sentence structure variety in line with progression maps for grammar and MTPs |

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| Year 5 | <ul style="list-style-type: none"> • 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. '<i>As he was running away he noticed...</i>', possible supporting illustrations, degree of formality adopted and use of conjunctions. • Key language and structural features appropriate to recount writing: <ul style="list-style-type: none"> - Formal language or informal language dependent upon audience - Use a variety of ways to open texts and draw reader in and make the purpose clear - Link ideas within and across paragraphs using a full range of conjunctions and signposts - Past and present tense where appropriate - Conjunctions of time • Sentence structure variety in line with progression maps for grammar and MTPs • Write recounts based on the same subject such as a field trip, a match or a historical event consider writing the same event for different audiences |
| Year 6 | <ul style="list-style-type: none"> • 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. • Sentence structure variety in line with progression maps for grammar and MTPs • Use the language conventions and grammatical features of the different types of text as appropriate. |

Writing to inform

Progression in explanation texts

This progression should be considered in relation to our grammar progression maps and year group medium term plans

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| EYFS | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. • Sentence structure variety in line with progression maps for grammar and MTPs |
| Year 3 | <ul style="list-style-type: none"> • 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. • Sentence structure variety in line with progression maps for grammar and MTPs • Key language and structural features appropriate to recount writing: <ul style="list-style-type: none"> • 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 conjunctions of time • presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering |
| Year 4 | <ul style="list-style-type: none"> • 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. • Sentence structure variety in line with progression maps for grammar and MTPs • Key language and structural features appropriate to explanation writing: <ul style="list-style-type: none"> – 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 conjunctions 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 |
| Year 5 | <ul style="list-style-type: none"> • 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 • Sentence structure variety in line with progression maps for grammar and MTPs <p>Key language and structural features appropriate to explanation writing:</p> <ul style="list-style-type: none"> • Clear layout and paragraphing • Using an impersonal style or formal language as appropriate • Passive voice • Modal verbs and adverbs of possibility • Cause and effect conjunctions and signposts as appropriate. • Labelled diagrams • Organisational devices- bullet points, subheadings |

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| Year 6 | <ul style="list-style-type: none">• 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.• Sentence structure variety in line with progression maps for grammar and MTPs Key language and structural features appropriate to explanation writing:• Clear layout and paragraphing• Using an impersonal style or formal language as appropriate• Passive voice• Modal verbs and adverbs of possibility• Cause and effect conjunctions and signposts as appropriate.• Labelled diagrams <p>Organisational devices- bullet points, subheadings</p> |
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Writing to entertain

Progression in Narrative Texts

This progression should be considered in relation to our grammar progression maps and year group medium term plans

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| EYFS | <ul style="list-style-type: none"> • Listen to stories being told and read. Know when a story has begun and ended. • Recognise simple repeatable story structures and some typical story language, for example, 'Once upon a time...' • Be aware that books have authors; someone is telling the story. • Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase. • Stories happen in a particular place; identify settings by referring to illustrations and descriptions. • 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 | <ul style="list-style-type: none"> • Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. • Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator. • Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. • Settings can be familiar or unfamiliar and based on real- life or fantasy. Respond by making links with own experience and identify 'story language' • describe imaginary settings. 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.) <i>then, next</i> 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. • Sentence structure variety in line with progression maps for grammar and MTPs |
| Year 2 | <ul style="list-style-type: none"> • Identify the sequence: opening – something happens – resolution – ending; identify temporal conjunctions and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. • Begin to understand elements of an author's style, e.g. books about the same character or common themes; • Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. <i>sighed, shouted, joked</i>. • Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. • 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; • 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 |

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| | <ul style="list-style-type: none"> • Sentence structure variety in line with progression maps for grammar and MTPs |
| Year 3 | <ul style="list-style-type: none"> • Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense. • Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters. • Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem • Settings are used to create atmosphere • 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 • 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. • Sentence structure variety in line with progression maps for grammar and MTPs |

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| Year 4 | <ul style="list-style-type: none"> • Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth. • Develop awareness that the author sets up dilemmas in the story and devises a solution. • Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking? • 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.) <i>Some time later...</i>, <i>Suddenly...</i>, <i>Inside the castle...</i>; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. • Sentence structure variety in line with progression maps for grammar and MTPs |
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| Year 5 | <ul style="list-style-type: none"> • Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, 'time slip'. • Authors have particular styles and may have a particular audience in mind; discuss the author's perspective on events and characters, (e.g.) <i>the consequences of a character's mistakes - do they get a second chance?</i> ; author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events. • Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) <i>in response to particular experiences or over time</i>, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature. • 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 (<i>Meanwhile...</i>); extend ways to link paragraphs in cohesive narrative |
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| | <p>using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.</p> <ul style="list-style-type: none"> • Sentence structure variety in line with progression maps for grammar and MTPs |
| Year 6 | <ul style="list-style-type: none"> • Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily. • Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated • Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. <i>in parody</i>; recognise that authors can use dialogue at certain points in a story to, (e.g.) <i>explain plot, show character and relationships, convey mood or create humour</i>. • Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events; recognise that authors use language carefully to influence the reader's view of a place or situation. • 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.) <i>start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives</i>; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative. • Sentence structure variety in line with progression maps for grammar and MTPs |

Writing to entertain - Progression in Poetry

This progression should be considered in relation to our grammar progression maps and year group medium term plans

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| EYFS | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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; |

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| | <ul style="list-style-type: none"> • discuss the poem's form and suggest the effect on the reader • 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 |
| <p>Year 5</p> | <ul style="list-style-type: none"> • 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 |
| <p>Year 6</p> | <ul style="list-style-type: none"> • 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 |

Writing to persuade Progression in Persuasion Texts

This progression should be considered in relation to our grammar progression maps and year group medium term plans

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| EYFS | <ul style="list-style-type: none"> • 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. <p>Recognising what is happening</p> |
| Year 1 No specific persuasive unit of writing | <ul style="list-style-type: none"> • 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 No specific persuasive unit of writing | <ul style="list-style-type: none"> • 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. • 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 | <ul style="list-style-type: none"> • 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. Key language and structural features appropriate to persuasive writing: • Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy! • Organise events into paragraphs using time as a theme to group certain events together • Begin to add greater detail and depth through varying the use of sentence structure in line with grammar progression maps and MTPS |
| Year 4 | <ul style="list-style-type: none"> • Read and analyse a range of persuasive texts to identify key features • 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. <p>Key language and structural features appropriate to persuasive writing:</p> <ul style="list-style-type: none"> • Paragraphs to organise ideas around a theme <ul style="list-style-type: none"> - Logical organisation - Group related paragraphs - Develop use of a topic sentence - Evidence to back up points - Link information within paragraphs with a range of conjunctions. • Sentence structure variety in line with progression maps for grammar and MTPs • Wider range of conjunctions, including when, if, because, although • Repetition to persuade |
| Year 5 | <ul style="list-style-type: none"> ○ Read and evaluate persuasive texts considering (i) how they are set out, and (ii) how language is used, e.g. <ul style="list-style-type: none"> to gain attention, respect, manipulate ○ Read other examples 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 Key language and structural features appropriate to persuasive writing: <ul style="list-style-type: none"> ○ persuasive definitions, e.g. 'no one but a complete fool would...' ○ rhetorical questions ○ using modal verbs or adverbs to indicate degrees of possibility ○ Sentence structure variety in line with progression maps for grammar and MTPs ○ Secure use of range of layouts suitable to text. ○ Wider range of conjunctions and signposts ○ 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 | Key language and structural features appropriate to persuasive writing: <ul style="list-style-type: none">- 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 <ul style="list-style-type: none">• persuasive definitions, e.g. 'no one but a complete fool would...'• rhetorical questions• using modal verbs or adverbs to indicate degrees of possibility• Use a variety of ways to open texts and draw reader in and make the purpose clear• Wider range of conjunctions and signposts• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• Sentence structure variety in line with progression maps for grammar and MTPs |
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Witing to inform

Progression in instructional

This progression should be considered in relation to our grammar progression maps and year group medium term plans

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| EYFS | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. • saying out loud what they are going to write about • composing a sentence orally before writing it • Precise, clear language to give information • Join words and clauses using 'and'. • Introduce simple conjunctions or, but so • Embellished simple sentences using adjectives |
| Y2 | <ul style="list-style-type: none"> • 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. • statement of purpose, list of materials or ingredients, sequential steps, • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive language not generally used • Sentence structure variety in line with progression maps for grammar and MTPs |
| Y3 | <ul style="list-style-type: none"> • 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. • Write clear written instructions using correct register and devices to aid the reader. • Sentence structure variety in line with progression maps for grammar and MTPs |
| Y4 | <ul style="list-style-type: none"> • 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 for purpose, organisation and layout, clarity and usefulness. • Identify sets of instructions which are for more complex procedures , or are combined with other text type. 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. • Sentence structure variety in line with progression maps for grammar and MTPs |
| Y5 | <ul style="list-style-type: none"> • 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. • Sentence structure variety in line with progression maps for grammar and MTPs |
| Y6 | <ul style="list-style-type: none"> • 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. • Sentence structure variety in line with progression maps for grammar and MTPs |

Writing to discuss Progression in Discussion Texts

This progression should be considered in relation to our grammar progression maps and year group medium term plans

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| EYFS | <p>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)</p> <ul style="list-style-type: none"> • Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why. |
| Y1 No specific persuasive unit of writing | <ul style="list-style-type: none"> • 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 No specific persuasive unit of writing | <ul style="list-style-type: none"> • Recognise, that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios • Explore different views and viewpoints. |
| Y3 No specific persuasive unit of writing | <ul style="list-style-type: none"> • Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book) • Through role play and drama explore how different views might be expressed/explained/ |
| Y4 No specific persuasive unit of writing | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. <p>Key language and structural features appropriate to writing:</p> <ul style="list-style-type: none"> • Summarise different sides of an argument • Clarify the strengths and weaknesses of different positions • Signal personal opinion clearly (if appropriate) • Draw reasoned conclusions based on available evidence • Using formal language • Using modal verbs or adverbs to indicate degrees of possibility • Specific discursive phrases e.g. After considering both sides of the arguments, on the other hand • Vary conjunctions and signposts within and across paragraphs to build cohesion into a paragraph • Use a variety of ways to open texts and draw reader in and make the purpose clear • Sentence structure variety in line with progression maps for grammar and MTPs |
| Y6 | <ul style="list-style-type: none"> • Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. • 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. • Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama. <p>Key language and structural features appropriate to writing:</p> <ul style="list-style-type: none"> • Summarise different sides of an argument • Clarify the strengths and weaknesses of different positions • Signal personal opinion clearly (if appropriate) • Draw reasoned conclusions based on available evidence • Using formal language • Using modal verbs or adverbs to indicate degrees of possibility • rhetorical questions • Specific discursive phrases e.g. After considering both sides of the arguments, on the other hand • Vary conjunctions and signposts within and across paragraphs to build cohesion into a paragraph • Use a variety of ways to open texts and draw reader in and make the purpose clear • Sentence structure variety in line with progression maps for grammar and MTPs |

Writing to inform

Progression in non-chronological reports

This progression should be considered in relation to our grammar progression maps and year group MTPs

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|------|---|
| EYFS | 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 | <ul style="list-style-type: none"> • 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 • Assemble information on a subject in own experience. • Write simple sentences to describe aspects of the subject. |
| Y2 | <ul style="list-style-type: none"> • 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 • Assemble information on a subject in own experience or research • Select and use vocabulary appropriate to different text types • Present tense • Factual • Group related ideas together • Generalisations and specific information |
| Y3 | <p>Key language and structural features appropriate to writing:</p> <ul style="list-style-type: none"> • 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 • Generalisations and specific information • Paragraphs to organise ideas around a theme <ul style="list-style-type: none"> - Develop use of a topic sentence • Sentence structure variety in line with progression maps for grammar and MTPs |
| Y4 | <p>Key language and structural features appropriate to writing:</p> <ul style="list-style-type: none"> • 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 • Generalisations and specific information • Paragraphs to organise ideas around a theme <ul style="list-style-type: none"> - Logical organisation - Group related paragraphs - Develop use of a topic sentence - Link information within paragraphs with a range of conjunctions. • Sentence structure variety in line with progression maps for grammar and MTPs |
| Y5 | <ul style="list-style-type: none"> • Secure understanding of the form, language conventions and grammatical features of non-chronological reports. • Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Sentence structure variety in line with progression maps for grammar and MTPs Key language and structural features appropriate to writing: • Vary conjunctions and signposts within and across paragraphs to build cohesion into a paragraph • Secure use of range of layouts suitable to text. • Use a variety of ways to open texts and draw reader in and make the purpose clear • Appropriate use of paragraphing, including a topic sentence, well developed detail and conclusion • Factual and impersonal • Examples • Generalised language • Mostly present tense |

Y6

- Secure understanding of the form, language conventions and grammatical features of non-chronological reports.
 - Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.
- Key language and structural features appropriate to writing:
- Vary conjunctions and signposts within and across paragraphs to build cohesion into a paragraph
 - Secure use of range of layouts suitable to text.
 - Use a variety of ways to open texts and draw reader in and make the purpose clear
 - Appropriate use of paragraphing, including a topic sentence, well developed detail and conclusion
 - Factual and impersonal
 - Examples
 - Generalised language
 - Mostly present tense
 - Appropriate level of formality
 - Secure use of range of layouts suitable to text.
 - Use a variety of ways to open texts and draw reader in and make the purpose clear
 - Active and passive verbs to create effect and to affect presentation of information • Structural devices such as bullet points