

Writing Progression by Genre

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Overview of Genres

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&
KS1</td><td rowspan="5">Narrative and Story Writing
Such as…

Stories with Familiar Settings
Traditional and Fairy Tales
Stories from a Range of Cultures
Stories with a Fantasy Setting
Different Stories by the Same Author</td><td>Recount (fact & fiction)</td></tr>
<tr><td>Letter Writing</td></tr>
<tr><td>Non-Chronological Report /
Information Text</td></tr>
<tr><td>Instructions</td></tr>
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<tr><td rowspan="10">LKS2</td><td rowspan="8">Narrative and Story Writing
Such as…

Stories with Familiar Settings
Traditional and Fairy Tales
Stories from a Range of Cultures
Stories with a Fantasy Setting/with imaginary worlds
Myths & Legends
Mystery Narrative
Science-Fiction
Adventure Stories
Stories with Historical Setting</td><td>Recount (fact & fiction)</td></tr>
<tr><td>Non-Chronological Report /
Information Text</td></tr>
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<tr><td rowspan="2">Dialogues and Plays</td><td rowspan="2">Persuasive Texts
Both Formal and Informal
Advertisements
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<tr><td rowspan="7">UKS2</td><td rowspan="7">Narrative and Story Writing
Such as…

Stories with Familiar Settings
Traditional and Fairy Tales
Stories from a Range of Cultures
Stories with a Fantasy Setting/with imaginary worlds
Myths & Legends
Mystery Narrative
Science-Fiction
Adventure Stories
Stories with Historical Setting
Novels and Stories by Significant Children's Authors</td><td>Recount (fact & fiction)</td></tr>
<tr><td>Non-Chronological Report /
Information Text</td></tr>
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Both Formal and Informal</td></tr>
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<tr><td>Instructions</td></tr>
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	Older Literature (Classics) Film Narrative (writing inspired by film)	**Biographies**
		Explanation
	Dialogues and Plays	**Persuasive Texts** *Both Formal and Informal* Advertisements Brochures Letters Discussion/balanced arguments

**Teachers should consider the expectations for the genres may be more appropriate at different times of the year. For example, Newspaper writing is often a challenging genre, and may not be appropriate for Autumn 1 in Year 3. Longer pieces of writing in the Autumn in Year 1 may similarly not be appropriate, and the emphasis may be on caption writing and labelling*

EYFS

Within EYFS heavy modelling and templates will be relied upon, as children are still learning the early skills of letter formation and sentence writing. All EYFS writing should be phonetically based, with the emphasis on sounding out and segmenting words using the phonetic knowledge children have been exposed to.

Contents

End of Genre Outcomes for each year group

- *Narratives*
- *Non-Chronological Reports, Information Texts and Biographies*
- *Instructions*
- *Diaries, letters and recounts*
- *Newspapers (KS2 specific)*
- *Explanations*
- *Persuasive writing (formal and informal)*
- *Poetry*

Advisory Progression of a Unit of work

- *KS1 Fiction*
- *KS2 Fiction*
- *KS1 Non-Fiction: Non-chronological reports & information texts and instructions*
- *KS2 Non-Fiction: Non-chronological reports & information texts, instructions and explanations*
- *KS1 Letters and recounts*
- *KS2 Diaries, letters and recounts*

Narratives & Fiction	
Categories of Fictional writing	Stories with Familiar Settings Traditional and Fairy Tales Stories from a Range of Cultures Stories with a Fantasy Setting/with imaginary worlds Myths & Legends Mystery Narrative Adventure Stories Stories with Historical Setting Narratives with issue and dilemmas
Alterations to anticipate between categories	- Appropriate setting choices e.g. Ancient Greece, a rainforest, modern setting, fantasy elements - Appropriate tone - 2nd person for historical narrative (the 'narrator' voice) - Range of topic vocabulary, with potentially varying degrees of formality
End of Genre Outcomes for each Year Group	
EYFS	● Written in the third person (using a character's name) ● Past tense (sentence prompts/scaffolds provided by teacher) ● Can retell important events in sentence-like structures ● Potential use of adjectives e.g. *the big wolf*
Year 1	**Prior Knowledge -** Check that children can already: Listen attentively to stories being told or read and then identify the main characters and the setting. Re-enact a story they have heard and include the main character and some of the main events. Begin to form a simple sentence when attempting writing for different purposes.
	● Sequencing sentences to form short narratives ● Leaving spaces between words ● Joining words and joining clauses using 'and' ● Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. ● Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘ I’ ● Use of adjectives to describe characters, objects and places
Year 2	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 1 narrative.
	● Beginning to write in sections for a narrative ● Stories have a beginning, middle and an end ● Clear sense of a main character, and who they are ● A clear 'problem' within the story ● Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

	● Sentences with different forms: statement, question, exclamation, command ● Expanded noun phrases to describe and specify [for example, the blue butterfly] ● The present and past tenses correctly and consistently including the progressive form ● Subordination (using when, if, that, or because) and coordination (using or, and, or but) ● Some features of written Standard English ● - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Year 3	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 2 narrative.
	● Paragraphing for new topic, place or time ● Create a sense of setting, using descriptive phrases ● Have a clear plot across a narrative, with a problem and a resolution ● Have a main character, which they are beginning to explore the personality of ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Using the present perfect form of verbs in contrast to the past tense ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition ● Using conjunctions, adverbs and prepositions to express time and cause ● Using fronted adverbials, with a comma following ● Indicating possession by using the possessive apostrophe with plural nouns ● Using and punctuating direct speech, with inverted commas, capitalisation at the start of speech and punctuation to close. ● Using a range of synonyms for overly used words e.g. 'said', 'nice', 'big' to avoid repetition
Year 4	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 3 narrative. Use simple connectives to connect ideas in using simple or compound sentences.
	● Can research and note down some facts independently, when provided resources and planned opportunities by the teacher ● Paragraphing for new topic, place or time ● Each paragraph has an opening sentence, and sentences are in an appropriate order within a paragraph ● Create a clear sense of setting, using descriptive phrases,which fits with the plot of the narrative ● Have a clear plot across a narrative, with a problem and a resolution ● Have a main character, who has a personality - expressed through actions and description within the story ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Use of some embedded clauses, using 'who' or 'where' ● Using the present perfect form of verbs in contrast to the past tense ● Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ● Using conjunctions, adverbs and prepositions to express time and cause ● Using fronted adverbials, with a comma following ● Indicating possession by using the possessive apostrophe with plural nouns

	● Using and punctuating direct speech: - Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"* ● Using a range of synonyms for overly used words e.g. 'said', 'nice', 'big' to avoid repetition ● A range of reporting clauses/adverbials used to give detail to sentences with speech in ● Tense and person is consistent across a piece of writing
Year 5	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 4 narrative.
	● Describing settings, characters and atmosphere ● Using a wide range of devices to build cohesion within and across paragraphs ● Descriptive phrases are appropriate to the tone and atmosphere of the piece of writing e.g. creating a sense of danger in a mystery story, a sense of fun and imagination in a fantasy-world story ● The plot includes multiple characters, who have personalities reflected through action, description and dialogue ● Integrating dialogue to convey character and advance the action ● There may be a sense of 'telling the story', through use of creative devices such as the 2nd person/narrative voice e.g. *Listen well my friends and I will tell you a story…* ● Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ● Using the perfect form of verbs to mark relationships of time and cause ● Using expanded noun phrases to convey complicated information concisely ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Using brackets, dashes or commas to indicate parenthesis ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Tense and person is appropriate to the narrative and remains consistent throughout ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately to tell the story and have impact ● Range of vocabulary and description to avoid repetition
Year 6	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 5 narrative.
	● Describing settings, characters and atmosphere, creating detail appropriate to the plot and style of the genre using a range of devices e.g. Repetition to create effect within a traditional tale, historically accurate dialogue within a Victorian mystery ● Description to provoke a response from the reader and create an atmosphere e.g. details of an action scene to build drama ● Using a wide range of devices to build cohesion across a whole narrative, from paragraph to paragraph ● Descriptive phrases are appropriate to the tone and atmosphere of the piece of writing e.g. creating a sense of danger in a mystery story, a sense of fun and imagination in a fantasy-world story ● The plot includes multiple characters, who have personalities reflected through action, description and dialogue

	● Integrating dialogue to convey character and advance the action ● There may be a sense of 'telling the story', through use of creative devices such as the 2nd person/narrative voice e.g. *Listen well my friends and I will tell you a story…* ● Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ● Using the perfect form of verbs to mark relationships of time and cause ● Using expanded noun phrases to convey complicated information concisely ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Using brackets, dashes or commas to indicate parenthesis ● Using semi-colons, colons or dashes to mark boundaries between independent clauses ● Tense and person is appropriate to the narrative and remains consistent throughout ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately to tell the story and have impact ● Range of vocabulary and description to avoid repetition

Non-Chronological Reports & Information Texts	
Categories of Fictional writing	Non-Chronological Reports Information Texts Biographies
Alterations to anticipate	- Texts may, or may not, be presented in chronological order - The subject matter may be fictional or a real-life event/object (information texts about people are biographies rather than Non-Chron reports)
End of Genre Outcomes for each Year Group	
EYFS	
Year 1	**Prior Knowledge -** Check that children can already: Understand that some books contain stories while others give information. Read and write simple captions. Know the difference between a fact and their own opinion.
	● Leaving spaces between words ● Joining words and joining clauses using 'and' ● Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ● Using a capital letter for names of people, places, and the days of the week ● Use of adjectives to describe objects and places ● Can write a sentence which is a fact ● Headings are phrased as questions e.g. Where do tigers live?
Year 2	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 1 non-chronological reports. Children should have had exposure to non-chronological reports, and the grouping of information, in Year 1.
	● Beginning to use different sections for different pieces of information e.g. appearance, habitat for animals ● Using subheadings, often phrased as questions, and a main title ● Introduce the report clearly e.g. This report is about tigers. ● Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ● Sentences with different forms: statement, question, exclamation ● The present and past tenses correctly and consistently including the progressive form (note, should often be maintained in the present tense unless about a historical event e.g. the great fire of London) ● Subordination (using when, if, that, or because) and coordination (using or, and, or but) ● Some features of written Standard English ● - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs ● Expanded noun phrases to describe and specify [for example, the blue butterfly] ● Use of subject specific vocabulary e.g. The <u>emperor penguin</u> is found in <u>cold habitats</u>

	● Commas to separate items in a list
Year 3	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 2 non-chronological reports. Can understand and explain the organisational features of texts e.g. captions, bullet points and subheadings.
	● Paragraphing to group information, organising them around a common theme and providing a subheading ● Is able to use additional features such as a fact box, diagrams with labels and captions and a main title ● Use of an introductory paragraph or set of sentences ● Some early awareness of drawing the audience in e.g. Interestingly, Did you know? ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Using the present perfect form of verbs in contrast to the past tense where necessary ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition (using nouns perhaps sourced with support e.g. tiger, species, animal, mammal) ● Using conjunctions, adverbs and prepositions to explain things to the reader e.g. Because of their immensely long necks, giraffes can reach the tallest trees in the East African grasslands. ● Using fronted adverbials, with a comma following ● Indicating possession by using the possessive apostrophe with plural nouns ● Using a range of synonyms for overly used words e.g. 'said', 'nice', 'big' to avoid repetition ● Correct use of the forms 'a' or 'an'
Year 4	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 3 non-chronological report. Understand the main features of information text, and have had exposure of writing a simple non-chronological report.
	● Paragraphing to group information, organising them around a common theme and providing a subheading ● Each paragraph has an opening sentence, and sentences are in an appropriate order within a paragraph ● Is able to use additional features such as a fact box, diagrams with labels and captions ● Use of an introductory paragraph ● Language to draw the audience in e.g. Interestingly, Did you know? ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Using the present perfect form of verbs in contrast to the past tense where necessary ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition ● Using conjunctions, adverbs and prepositions to explain things to the reader e.g. Because of their immensely long necks, giraffes can reach the tallest trees in the East African grasslands. ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Use of some embedded clauses, using 'who' or 'where' ● Using fronted adverbials, with a comma following

	● - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the tiger expanded to the male tiger, who leads the pack) ● Indicating possession by using the possessive apostrophe with plural nouns ● Using a range of synonyms for overly used words e.g. 'said', 'nice', 'big' to avoid repetition ● Correct use of the forms 'a' or 'an' ● Tense and person is consistent across a piece of writing
Year 5	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 4 non chronological reports.
	● Can complete research for their own non-chronological report, using the necessary variety of sources .e.g. books, specific websites ● Can plan and draft by noting down the most useful information, turning that into full sentences and paragraphs ● Identifying the audience for and purpose of the writing, selecting the appropriate form and being inspired by other similar writing as models for their own ● Choosing a range of specific subject vocabulary, considering how their choices can help their writing have a sense of expertise ● Using a wide range of devices to build cohesion within and across paragraphs ● Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● Using the perfect form of verbs to mark relationships of time and cause ● Using expanded noun phrases to convey complicated information concisely ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Using brackets, dashes or commas to indicate parenthesis e.g. One of the terrestrial planets (the name given to planets that you could stand on), Earth is the largest solid body in our solar system. ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Using a colon to introduce a list e.g. The interior of the Earth is made up of three key layers: the mantle, the outer core and the inner core. ● Punctuating bullet points consistently ● Correct use of tense throughout ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately
Year 6	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 5 non-chronological reports.
	● Can independently complete research for their own non-chronological report, using the necessary variety of sources .e.g. books, specific websites ● Can plan and draft by noting down the most useful information, turning that into a full text ● Identifying the audience for and purpose of the writing, selecting the appropriate form and being inspired by other similar writing as models for their own ● Draw the reader in with inventive language devices e.g. humour, talking to the reader ● Choosing a range of specific subject vocabulary, considering how their choices can help their writing have a sense of expertise

	● Using a wide range of devices to build cohesion within and across paragraphs ● Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● Using the perfect form of verbs to mark relationships of time and cause ● Using expanded noun phrases to convey complicated information concisely ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Using brackets, dashes or commas to indicate parenthesis e.g. One of the terrestrial planets (the name given to planets that you could stand on), Earth is the largest solid body in our solar system. ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Using a colon to introduce a list e.g. The interior of the Earth is made up of three key layers: the mantle, the outer core and the inner core. ● Punctuating bullet points consistently ● Correct use of tense throughout ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately

Instructions	
Advisory Notes	Instructions Note - these are slightly different to explanations on how to do something. Explanations can be found as a separate progression for KS2.
End of Genre Outcomes for each Year Group	
EYFS	● Write in the 3rd person ● Time openers provided by teachers (First, Then, Now) ● Can retell important instructions in sentence like structures/ captions ● Use of bossy verbs (provided by teacher)
Year 1	**Prior Knowledge -** Check that children can already: Listen to and follow a set of simple instructions, in various forms. Give oral instructions when playing.
	● Leaving spaces between words ● Joining words and joining clauses using 'and' ● Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ● Using a capital letter for names of people, places, and the days of the week ● Can write a sentence which is a command, containing a 'bossy' verb ● Have a main title ● Have a list of ingredients (this is teacher directed) ● Time openers e.g. first, next (teacher directed)
Year 2	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 1 instructions. Listen to, and read, a set of consecutive instructions, in various forms.
	● Beginning to use different sections for different pieces of information e.g. ingredients, title, opening sentence to introduce the task and method) ● Using subheadings to show ingredients and method ● Introduce the instructions clearly e.g. These instructions will tell you how to bake a cake! ● Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, bullet points for lists and apostrophes for contracted forms and the possessive (singular) ● Sentences with different forms: command and statement ● Use the present tense correctly and consistently including the progressive form ● Coordination (using or, and, or but) ● Use of time phrases and openers to show chronological order ● Some features of written Standard English ● Use of subject specific vocabulary e.g. The white bread flour is now ready to sieve. ● The 'method' sentences are commands, each containing a 'bossy' verb
Year 3	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 2 instructions. Can understand and explain the organisational features of texts e.g. bullet points and

	subheadings, ingredients and chronologically organised instructions.
	● Is able to use a clear set of specific ingredients, or items needed, and a ordered set of instructions, with increasing detail ● Use of an introductory paragraph or set of sentences ● Some early awareness of drawing the audience in e.g. Your cake is now ready to bake! ● Using the present perfect form of verbs in contrast to the past tense where necessary ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition (using nouns perhaps sourced with support e.g. cake, sponge, mixture) ● Using conjunctions, adverbs and prepositions to explain things to the reader e.g. When the mixture is smooth and without lumps, it is ready to pour into the cake tin. ● Using fronted adverbials, with a comma following, to indicate time and cohesion ● Using a range of synonyms for overly used words e.g. lovely, 'warm' to avoid repetition ● Correct use of the forms 'a' or 'an'
Year 4	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 3 instructions.
	● Is able to use a clear set of specific ingredients, or items needed, and a ordered set of instructions, with details about how it should be completed ● Use of an introductory paragraph ● Language to draw the audience in e.g. Your cake is now ready to bake! ● Using the present perfect form of verbs in contrast to the past tense where necessary ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition (using nouns perhaps sourced with support e.g. cake, sponge, mixture) ● Using conjunctions, adverbs and prepositions to explain things to the reader e.g. When the mixture is smooth and without lumps, it is ready to pour into the cake tin. ● Using fronted adverbials, with a comma following, to indicate time and cohesion ● Using a range of synonyms for overly used words e.g. lovely, 'warm' to avoid repetition ● Correct use of the forms 'a' or 'an' ● Regular use of adverbs to add detail to verbs ● Imperative verbs used consistently to give directions ● Tense and person is consistent across a piece of writing
Year 5	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 4 instructions.
	● Can complete research for their own instructions, using the necessary variety of sources .e.g. books, specific websites ● Identifying the audience for and purpose of the writing, selecting the appropriate form and being inspired by other similar writing as models for their own ● Awareness of the audience, and explaining something to a reader using stylistic language e.g. Warning: try to get the best price when haggling! ● Choosing a range of specific subject vocabulary, considering how their choices can help their writing have a sense of expertise ● Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, ingredients, opening paragraph) ● Use the present perfect tense, and the passive voice as necessary within their writing ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, as appropriate to add detail to the method ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity

	● Using brackets, dashes or commas to indicate parenthesis e.g. One of the terrestrial planets (the name given to planets that you could stand on), Earth is the largest solid body in our solar system. ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Using a colon to introduce a list e.g. The interior of the Earth is made up of three key layers: the mantle, the outer core and the inner core. ● Punctuating bullet points consistently ● Use of modal verbs to recommend e.g. *You will now need to…the cake should now be fully baked* ● Correct use of tense throughout ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately ● The above grammatical devices are used to enhance the writing as necessary, rather than a checklist to work through which does not add to the writing.
Year 6	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 5 instructions.
	● Can complete research for their own instructions, using the necessary variety of sources .e.g. books, specific websites ● Identifying the audience for and purpose of the writing, selecting the appropriate form and being inspired by other similar writing as models for their own ● Awareness of the audience, and explaining something to a reader using stylistic language e.g. Warning: try to get the best price when haggling! ● Draw the reader in with inventive language devices e.g. humour, talking to the reader ● Choosing a range of specific subject vocabulary, considering how their choices can help their writing have a sense of expertise ● Vocabulary which matches the tone of the subject matter e.g. more traditional baking instructions, compared to a children's recipe book ● Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, ingredients, opening paragraph) ● Use the present perfect tense, and the passive voice as necessary within their writing ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, as appropriate to add detail to the method ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Use of modal verbs to recommend e.g. *You will now need to…the cake should now be fully baked* ● Using brackets, dashes or commas to indicate parenthesis e.g. One of the terrestrial planets (the name given to planets that you could stand on), Earth is the largest solid body in our solar system. ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Using a colon to introduce a list e.g. The interior of the Earth is made up of three key layers: the mantle, the outer core and the inner core. ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately ● The above grammatical devices are used to enhance the writing as necessary, rather than a checklist to work through which does not add to the writing.

Diaries, Letters and Recounts	
Categories of letters and diaries	Letter writing (informal) - to keep in touch, penpal writing, thank yous and invitations (KS1) Letter writing (formal) to persuade, to ask for information, to complain, to provide information, to discuss, emails Diary writing (informal)
Advisory Notes	- Teachers should note that for formal letter writing which is designed to persuade, the progression on 'persuasive writing' should also be consulted - Recounts in KS2 should be considered carefully, so that the vocabulary and structure of the text is sufficiently challenging for children, whereas in KS1 this presents a valuable opportunity to write about real life experiences - Letters and recounts taught in KS1 should explicitly link to real life experiences - Diaries are introduced in KS2, as they present a more abstract audience for children - There will be either a chatty and informal tone with appropriate and relevant vocabulary, or a formal set of vocabulary, with an expert tone when it comes to letter writing - For KS2, diaries, letters and recounts can be themed around fictional events, people and places e.g. Letter from the Lighthouse (by Emma Carroll), Dragon Slayer application letters and Ancient Egyptian farmer diary writing
End of Genre Outcomes for each Year Group	
EYFS	● Written in the first person (using I) ● Past tense (sentence starters provided by teacher).'Yesterday I' ● Can retell important events in sentence-like structures ● Use of 'Dear…(when provided by the teacher)
Year 1 - Letters and recounts	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in EYFS. Have had exposure to letters and some experience of correspondence (cards/postcards)
	● Sequencing sentences to form a short sequence of events ● Use simple adjectives to describe thoughts and feelings ● Can include the date at the beginning of a letter ● Leaving spaces between words ● Can independently write a sentence using past tense, with openers to support (e.g. *On Tuesday…*) ● Joining words and joining clauses using 'and' ● Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. ● Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘ I’ ● Use of adjectives to describe characters, objects and places ● For recounts, a title of the event ● For recounts, sequencing sentences to form a short sequence of events using time openers e.g. *first, next, then* ● For recounts, to begin explaining where, when and who
	Prior Knowledge - Check that children can already:

Year 2 - Letters and recounts	Fulfil the outcomes in Year 1.
	● Beginning to write in a sequence of events ● Use of first person ● Writing has a beginning, middle and an end (*intro/explaining why they're writing, main body/subject of interest and ending/speaking to or asking the recipient a question about the subject)* ● Use of a chatty opener and an informal ending (e.g. *Best wishes, Good morning!*) ● Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ● Sentences with different forms: statement, question, exclamation, command ● Expanded noun phrases to describe and specify feelings, and things relating to the subject ● The present and past tenses correctly and consistently including the progressive form ● Subordination (using when, if, that, or because) and coordination (using or, and, or but) ● Some features of written Standard English ● - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs ● Use of contracted forms (*can't, won't, didn't*) ● For recounts, sequencing sentences to form a short sequence of events using a greater range of time openers e.g. *first, next, later in the day* ● For recounts, to begin explaining where, when, who, what and why ● For recounts, to finish with a summary of what they thought about the event
Year 3 - Letters, recounts and diaries	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 2.
	● Use of 'you' to talk directly to the diary (*e.g. You won't believe the day I've had!*) ● Paragraphing for new topic, place or time ● Create a sense of setting, using descriptive phrases in diary and recount writing ● In letter writing, use of organisational features such as date and address, who the letter is to ● The opening clearly conveys the purpose of the letter, followed by the main body and the sign off ● Use of rhetorical questions in letters ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Using the present perfect form of verbs in contrast to the past tense - this is particularly helpful in diary/recount writing (*It has been a long and difficult day.*) ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition ● Using conjunctions, adverbs and prepositions to express time and cause ● Using fronted adverbials, with a comma following, to clearly give a sense of moving from one event to another (*Following lunch, In the late afternoon,)* ● Indicating possession by using the possessive apostrophe with plural nouns ● Using a range of synonyms for overly used words e.g. 'great', 'big' to avoid repetition ● For recounts, sequence of events clearly using paragraphs ● A recount may be in third person, whilst the first person should be used for letter and diary writing

	Formal ● Uses expanded contractions e.g. *could not, should not* ● Formal conjunctions and connecting phrases e.g. *Furthermore, however* ● Limited use of personal pronouns I, we, my, us ● In letter writing, a correctly set out formal address, date and sign off ● In the main body, the letter makes a series of points, which are supported by evidence. These points should be in separate paragraphs. ● A sign off sentence, which points to what the reader should do next. e.g. *I hope you give these points some consideration.* **Informal** ● Uses contractions e.g. *shouldn't, couldn't* ● Some of use of hyperbole (exaggeration) to convey feelings and reactions to events e.g. *It was the worst day ever!* ● Closing sentence in a diary e.g. *Anyway, I'm going to bed now.* ● Closing sentence in a letter finishes by talking to the reader e.g. *Can't wait to see you soon!*
Year 4 - Letters, recounts and diaries	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 3.
	● A chatty tone used to speak directly to the diary (*e.g. And then, would you believe it, she actually blamed me for eating all the cake!*) ● Paragraphing for new topic, place or time ● Create a sense of setting, using descriptive phrases in diary and recount writing ● In letter writing, use of organisational features such as date and address, who the letter is to ● The opening paragraphs clearly conveys the purpose of the letter, followed by the main body and the sign off ● Use of rhetorical questions in letters ● Personal reflections on the events throughout a diary and a recount ● Letter writing clearly conveys the relationship between the writer and the corespondent ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Using the present perfect form of verbs in contrast to the past tense - this is particularly helpful in diary/recount writing (*It has been a long and difficult day.*) ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition ● Using conjunctions, adverbs and prepositions to express time and cause ● Using fronted adverbials, with a comma following, to clearly give a sense of moving from one event to another (*Following lunch, In the late afternoon,)* ● Indicating possession by using the possessive apostrophe with plural nouns ● Using a range of synonyms for overly used words e.g. 'great', 'big' to avoid repetition ● For recounts, sequence of events clearly using paragraphs ● A recount may be in third person, whilst the first person should be used for letter and diary writing **Formal** ● Uses expanded contractions e.g. *could not, should not* ● Formal conjunctions and connecting phrases e.g. *Furthermore, however, consequently, as a result,* ● Limited use of personal pronouns I, we, my, us

	● In letter writing, a correctly set out formal address, date and sign off ● In the main body, the letter makes a series of points, which are supported by evidence. These points should be in separate paragraphs. ● A sign off sentence, which points to what the reader should do next. e.g. *I hope you give these points some consideration.* ● Careful choice over appropriate sign off for a letter e.g. *Yours sincerely, faithfully,* **Informal** ● Uses contractions e.g. *shouldn't, couldn't* ● Some of use of hyperbole (exaggeration) to convey feelings and reactions to events e.g. *It was the worst day ever!* ● Closing sentence in a diary e.g. *Anyway, I'm going to bed now.* ● Closing sentence in a letter finishes by talking to the reader e.g. *Can't wait to see you soon!* ● Conversation openers to maintain a chatty tone e.g. *by the way, after all*
Year 5 - Letters, recounts and diaries	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 4.
	● Using a wide range of devices to build cohesion within and across paragraphs, bringing a whole piece together e.g. *As I have mentioned earlier, this continues to be an issue* ● Using expanded noun phrases to convey detailed information about individuals' personalities, and nouns related to the events. *E.g. The young, and apparently inexperienced, waiter dropped the main course all over my brand-new, linen shift dress.* ● Use of indirect speech to explain things that were said E.g. *We were then told that there were no more table available* ● A consistent tone is used towards the reader, of either chatty-ness or explaining something ● Using the perfect form of verbs to mark relationships of time and cause ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Using brackets, dashes or commas to indicate parenthesis ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Tense and person is appropriate to the narrative and remains consistent throughout ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately to explain events and have impact ● Range of vocabulary and description to avoid repetition **Formal** ● Uses expanded contractions e.g. *could not, should not* ● Formal conjunctions and connecting phrases e.g. *Furthermore, however, consequently, as a result,* ● Limited use of personal pronouns I, we, my, us ● In letter writing, a correctly set out formal address, date and sign off ● In the main body, the letter makes a series of points, which are supported by evidence. These points should be in separate paragraphs. ● A sign off sentence, which points to what the reader should do next. e.g. *I hope you give these points some consideration.* ● Careful choice over appropriate sign off for a letter e.g. *Yours sincerely, faithfully,*

	● Use of the semi colon (not dashes) to reflect the formality ● An increasing range of subject specific vocabulary to convey points e.g. *The destruction of many species' habitats is not only damaging human life, but the very ecosystems that sustain us.* **Informal** ● Uses contractions e.g. *shouldn't, couldn't* ● Some of use of hyperbole (exaggeration) to convey feelings and reactions to events e.g. *It was the worst day ever!* ● Closing sentence in a diary e.g. *Anyway, I'm going to bed now.* ● Closing sentence in a letter finishes by talking to the reader e.g. *Can't wait to see you soon!* ● Conversation phrases and sentences to maintain a chatty tone e.g. *by the way, after all* ● Use of dashes rather than semi colons ● Higher level time fronted adverbials e.g. *Shortly after we arrived,* ● Some use of the present tense to convey current thoughts and feelings
Year 6 - Letters, recounts and diaries	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 5.
	● A consistent sense throughout the writing of the writer's feelings towards the events that have happened, and the people they have interacted with (emotions/thoughts may shift throughout) ● Consistent points of reflection throughout the writing ● Using a wide range of devices to build cohesion within and across paragraphs, bringing a whole piece together e.g. *As I have mentioned earlier, this continues to be an issue* ● Using expanded noun phrases to convey detailed information about individuals' personalities, and nouns related to the events. *E.g. The young, and apparently inexperienced, waiter dropped the main course all over my brand-new, linen shift dress.* ● Use of indirect speech to explain things that were said E.g. *We were then told that there were no more table available* ● A consistent tone is used towards the reader, of either chatty-ness or explaining something ● Using the perfect form of verbs to mark relationships of time and cause ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Using brackets, dashes or commas to indicate parenthesis ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Tense and person is appropriate to the narrative and remains consistent throughout ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately to explain events and have impact ● Range of vocabulary and description to avoid repetition **Formal** ● Uses expanded contractions e.g. *could not, should not* ● Formal conjunctions and connecting phrases e.g. *Furthermore, however, consequently, as a result,*

	● Limited use of personal pronouns I, we, my, us ● In letter writing, a correctly set out formal address, date and sign off ● In the main body, the letter makes a series of points, which are supported by evidence. These points should be in separate paragraphs. ● A sign off sentence, which points to what the reader should do next. e.g. *I hope you give these points some consideration.* ● Careful choice over appropriate sign off for a letter e.g. *Yours sincerely, faithfully,* ● Use of the semi colon (not dashes) to reflect the formality ● An increasing range of subject specific vocabulary to convey points e.g. *The destruction of many species' habitats is not only damaging human life, but the very ecosystems that sustain us.* **Informal** ● Uses contractions e.g. *shouldn't, couldn't* ● Independent use of hyperbole (exaggeration) to convey feelings and reactions to events e.g. *It was the worst day ever!* ● Closing sentence in a diary e.g. *Anyway, I'm going to bed now.* ● Closing sentence in a letter finishes by talking to the reader e.g. *Can't wait to see you soon!* ● Conversation phrases and sentences to maintain a chatty tone e.g. *by the way, after all* ● Use of dashes rather than semi colons ● Higher level time fronted adverbials e.g. *Shortly after we arrived,* ● Some use of the present tense to convey current thoughts and feelings

Newspapers - KS2	
Advisory Notes	- Newspapers can be themed around real and fictional events (as appropriate to the maturity and lived experiences of the class) - As newspapers require a particular tone of writing, and use of specific and often challenging grammatical devices, these are often most appropriate in KS2, once children have secured some of the grammar elements in Year 3 - Newspapers are not specifically in past tense, and will often shift tenses to convey meaning and possible future events/current feelings - Newspapers can shift tones of formality
End of Genre Outcomes for each Year Group	
Year 3	**Prior Knowledge -** Check that children can already: Write chronologically, using paragraphs to organise information Can punctuate direct speech with inverted commas Use of time related vocabulary Recognise first and third person forms
	● Paragraphing to separate opening paragraph from main body, which is then organised into events, quotes from eyewitnesses and then the final reflections on what might happen next ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Using the present perfect form of verbs to convey what has already happened ● Some shifting between present perfect, past and future tense (with adult support) ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition ● Using conjunctions, adverbs and prepositions to express time and cause ● Fronted adverbials to clearly convey timing and location of events ● Fronted adverbials have a comma following ● Indicating possession by using the possessive apostrophe with plural nouns ● Using and punctuating direct speech for eyewitness quotes, with inverted commas, capitalisation at the start of speech and punctuation to close. ● Reporting clauses which clearly convey who is speaking ● Use of third person consistently ● Journalistic words/phrases e.g. *Experts believe, sources point to, eyewitnesses report, reportedly, it then seemed* ● A catchy headline e.g. alliteration/rhyme ● Presented in columns (provided by teacher) ● Opening paragraph which explains who, what, where, when and why
Year 4	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 3.
	● Can research and note down some facts independently, when provided resources and planned opportunities by the teacher ● Each paragraph has an opening sentence, and sentences are in an appropriate order within a paragraph ● Reporting clauses which clearly convey who is speaking, and who that person is ● Paragraphing to separate opening paragraph from main body, which is then organised

	into events, quotes from eyewitnesses and then the final reflections on what might happen next ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Using the present perfect form of verbs to convey what has already happened ● Correctly shifting between present perfect, past and future tense (with adult support) ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition ● Using conjunctions, adverbs and prepositions to express time and cause ● Fronted adverbials to clearly convey timing and location of events ● Fronted adverbials have a comma following ● Indicating possession by using the possessive apostrophe with plural nouns ● Using and punctuating direct speech for eyewitness quotes, with inverted commas, capitalisation at the start of speech and punctuation to close. ● Reporting clauses which clearly convey who is speaking, and who that person is ● Use of third person consistently ● Journalistic words/phrases e.g. *Experts believe, sources point to, eyewitnesses report, reportedly, it then seemed* ● A catchy headline e.g. alliteration/rhyme, with reporter name, date and newspaper title ● Presented in columns ● Opening paragraph which explains who, what, where, when and why
Year 5	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 4 newspapers.
	● Can research and note down some facts independently, when provided resources and planned opportunities by the teacher ● Can adapt formality of the text to suit the style of the newspaper. For example, a report on WW2 would be more formal than a newspaper on a school play ● Each paragraph has an opening sentence, and sentences are in an appropriate order within a paragraph ● Using a wide range of devices to build cohesion within and across paragraphs ● Reporting clauses which clearly convey who is speaking, and who that person is ● Paragraphing to separate opening paragraph from main body, which is then organised into events, quotes from eyewitnesses and then the final reflections on what might happen next ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Using the present perfect form of verbs to convey what has already happened ● Correctly shifting between present perfect, past and future tense as necessary within the text ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition ● Using conjunctions, adverbs and prepositions to express time and cause ● Fronted adverbials to clearly convey timing and location of events ● Fronted adverbials have a comma following ● Indicating possession by using the possessive apostrophe with plural nouns ● Using and punctuating direct speech for eyewitness quotes, with inverted commas, capitalisation at the start of speech and punctuation to close. ● Reporting clauses which clearly convey who is speaking, and who that person is

	● Use of speech to convey the character/accent of the person ● Use of third person consistently ● Journalistic words/phrases e.g. *Experts believe, sources point to, eyewitnesses report, reportedly, it then seemed* ● A catchy headline e.g. alliteration/rhyme/puns, with reporter name, date and newspaper title ● Presented in columns ● Opening paragraph which explains who, what, where, when and why ● Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ● Using expanded noun phrases to convey complicated information concisely ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, to help convey details about people and places e.g. *Mrs Walker, who is a local resident, expressed her anger at the situation.* ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Using brackets, dashes or commas to indicate parenthesis ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately to tell the story and have impact ● Range of vocabulary and description to avoid repetition
Year 6	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 5 newspapers.
	● Can research and note down some facts independently, when provided resources and planned opportunities by the teacher ● Can adapt formality of the text to suit the style of the newspaper. For example, a report on WW2 would be more formal than a newspaper on a school play ● Each paragraph has an opening sentence, and sentences are in an appropriate order within a paragraph ● Using a wide range of devices to build cohesion within and across paragraphs ● Reporting clauses which clearly convey who is speaking, and who that person is ● Paragraphing to separate opening paragraph from main body, which is then organised into events, quotes from eyewitnesses and then the final reflections on what might happen next ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Using the present perfect form of verbs to convey what has already happened ● Correctly shifting between present perfect, past and future tense as necessary within the text ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition ● Using conjunctions, adverbs and prepositions to express time and cause ● Fronted adverbials to clearly convey timing and location of events ● Fronted adverbials have a comma following ● Indicating possession by using the possessive apostrophe with plural nouns ● Using and punctuating direct speech for eyewitness quotes, with inverted commas, capitalisation at the start of speech and punctuation to close. ● Reporting clauses which clearly convey who is speaking, and who that person is

	● Use of speech to convey the character/accent of the person ● Use of third person consistently ● Journalistic words/phrases e.g. *Experts believe, sources point to, eyewitnesses report, reportedly, it then seemed* ● A catchy headline e.g. alliteration/rhyme/puns, with reporter name, date and newspaper title ● Presented in columns ● Opening paragraph which explains who, what, where, when and why ● Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ● Using expanded noun phrases to convey complicated information concisely ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, to help convey details about people and places e.g. *Mrs Walker, who is a local resident, expressed her anger at the situation.* ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Using brackets, dashes or commas to indicate parenthesis ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately to tell the story and have impact ● Range of vocabulary and description to avoid repetition ● If biased, reflections from the reporter themselves e.g. *Not surprisingly to this reporter, the events from last night have caused widespread disturbance.* ● Some awareness of writing in a biased/unbiased manner

Explanations - KS2	
Advisory Notes	Explanations differ from instructions, in that they explain why something happens or how it works. Instructions use directional language with imperative verbs, whereas explanations are often written in the passive voice. As explanations can present a challenging tone of writing, they are best placed in KS2. KS1 may complete information texts on how something works, appropriate to their level. Children may write explanations about real life objects (e.g. pollination, how electricity works) and fictional, creative themes (e.g. why dragons are extinct). It may be useful to utilise flow charts and diagrams when planning to help children understand the stages in a process.
End of Genre Outcomes for each Year Group	
Year 3	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 2 writing. Can understand and explain the organisational features of texts e.g. subheadings and chronologically organised texts. Can write introductory and concluding sentences to begin and round off a piece of writing.
	● Use of an introductory paragraph or set of sentences ● Sentences are grouped by themes into paragraphs ● A clear title is used, with subheadings for the paragraphs ● Use of additional organisational features such as a diagram with labels ● Using the present perfect form of verbs in contrast to the past tense where necessary (e.g. dragons have been extinct for last 2000 years) ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition (using nouns perhaps sourced with support e.g. dragons, beast, species, animal) ● Using conjunctions, adverbs and prepositions to explain things to the reader e.g. When electricity travels, it requires a conductive material such as metal. ● Using fronted adverbials, with a comma following, to indicate time and cohesion ● Correct use of the forms 'a' or 'an'
Year 4	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 3 explanations.
	● Use of an introductory paragraph or set of sentences ● Sentences are grouped by themes into paragraphs, which have a clear structure within themselves e.g. an opening sentence ● A clear title is used, with subheadings for the paragraphs ● Use of additional organisational features such as a diagram with labels ● Using the present perfect form of verbs in contrast to the past tense where necessary (e.g. dragons have been extinct for last 2000 years) ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition (using nouns perhaps sourced with support e.g. dragons, beast, species, animal) ● Using conjunctions, adverbs and prepositions to explain things to the reader e.g. When electricity travels, it requires a conductive material such as metal. ● Using fronted adverbials, with a comma following, to indicate time and cohesion ● Correct use of the forms 'a' or 'an'

	● Some use of the passive voice, with adult support e.g. *Next the wires are connected to the cell, to create a complete circuit.* ● Some addressing of the reader e.g. *You'll be surprised to learn that dragon eggs are the size of an average 9 year old's head!* ● Tense and person is consistent across a piece of writing
Year 5	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 4 explanations.
	● Can complete research for their own explanations, using the necessary variety of sources .e.g. books, specific websites ● Identifying the audience for and purpose of the writing, selecting the appropriate form and being inspired by other similar writing as models for their own ● Awareness of the audience, and explaining something to a reader using stylistic language e.g. *So next time you see a pile of dead leaves in the autumn, you will understand the importance of leaving them in place for the hedgehogs.* ● Choosing a range of specific subject vocabulary, considering how their choices can help their writing have a sense of expertise ● Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, opening paragraph) ● Use of the present perfect tense ● Some use of passive voice, increasingly independently e.g. *When a person speaks into a telephone, the sound waves created by their voice enter the mouthpiece.* ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, as appropriate to add detail to the method ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Using brackets or commas to indicate parenthesis e.g. *One of the terrestrial planets (the name given to planets that you could stand on), Earth is the largest solid body in our solar system.* ● Parenthesis is used to add clarification of technical vocabulary e.g. *Oxygen (a gas found in air)* ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Using a colon to introduce a list *e.g. The interior of the Earth is made up of three key layers: the mantle, the outer core and the inner core.* ● Correct use of tense throughout ● Use of modal verbs to recommend e.g. *It should then be possible to…* ● Cohesion and flow is created within and across paragraphs using adverbials to add details for time, place and manner e.g. *therefore* ● Using a wide range of devices to build cohesion within and across paragraphs ● A range of sentence structures, including simple, compound and complex, used appropriately ● The above grammatical devices are used to enhance the writing as necessary, rather than a checklist to work through which does not add to the writing.
Year 6	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 5 explanations.
	● Can complete research for their own explanations, using the necessary variety of sources .e.g. books, specific websites ● Identifying the audience for and purpose of the writing, selecting the appropriate form and being inspired by other similar writing as models for their own

	● Adapt degrees of formality to suit the topic of the writing e.g. a scientific explanation will be more formal than a creative, fictional topic on dragons ● Awareness of the audience, and explaining something to a reader using stylistic language e.g. *So next time you see a pile of dead leaves in the autumn, you will understand the importance of leaving them in place for the hedgehogs.* ● Choosing a range of precise specific subject vocabulary, considering how their choices can help their writing have a sense of expertise ● Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, opening paragraph) ● Use of the present perfect tense ● Independent use of passive voice independently e.g. *oxygenated blood is carried away from the heart by the arteries to the rest of the body* ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, as appropriate to add detail to the method ● Using commas to clarify meaning or avoid ambiguity in writing ● Use of modal verbs to recommend e.g. *It should then be possible to…* ● Using hyphens to avoid ambiguity ● Using brackets or commas to indicate parenthesis e.g. *One of the terrestrial planets (the name given to planets that you could stand on), Earth is the largest solid body in our solar system.* ● Parenthesis is used to add clarification of technical vocabulary e.g. *Oxygen (a gas found in air)* ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Using a colon to introduce a list *e.g. The interior of the Earth is made up of three key layers: the mantle, the outer core and the inner core.* ● Correct use of tense throughout ● Cohesion and flow is created within and across paragraphs using adverbials to add details for time, place and manner e.g. *therefore* ● Using a wide range of devices to build cohesion within and across paragraphs ● A range of sentence structures, including simple, compound and complex, used appropriately ● The above grammatical devices are used to enhance the writing as necessary, rather than a checklist to work through which does not add to the writing.

<table>
<tr><th colspan="2">Persuasive Texts - KS2</th></tr>
<tr><td>Categories of persuasive texts</td><td>Letter writing (formal): to persuade, to complain, to discuss, emails, to review
For example: a letter to request for an additional playtime, a letter to apply for a job, an email to complain about a recent meal at a restaurant, an email which reviews a product
Brochure: to advertise, to inform and persuade, to invite, to campaign
For example: a brochure to advertise a trip to the National Railway Museum, a brochure which informs the reader about the impact of deforestations, an estate agent advertisement for a mansion house</td></tr>
<tr><td>Advisory Notes</td><td>- Persuasive texts are ones where the writer is attempting to engage the audience with a particular viewpoint or opinion
- Teachers should note that for formal letter writing, that progressions should be consulted as well.
- For brochure writing, it may be appropriate to also consult the non-chronological report progression and advisory teaching sequence
- It can be tricky for some children to write from points of view which they don't agree with, or don't have lived experiences with with. Teachers may find that researching the topics beforehand, drama, whole class discussion and debate is useful to support this.</td></tr>
<tr><th colspan="2">End of Genre Outcomes for each Year Group</th></tr>
<tr><td rowspan="2">Year 3</td><td>Prior Knowledge - Check that children:
Have already been exposed to a wide range of persuasive texts, and text types.
If completing formal letter writing, they need to have previously developed the skills in letter writing.</td></tr>
<tr><td>● Use of 'you' to talk directly to the reader (e.g. You will be booking your visit in no time after hearing all about our fabulous views!)
● Sentences are organised into paragraphs
● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition
● Using conjunctions, adverbs and prepositions to explain and convey information e.g. Throughout the course of your visit, you will experience Britain's finest locomotives and take a step back in time.
● Using fronted adverbials, with a comma following e.g. Frustratingly, we were not told upon arrival that you had run out of spaghetti bolognese.
● Indicating possession by using the possessive apostrophe with plural nouns
● Using a range of synonyms for overly used words e.g. 'great', 'big' to avoid repetition
● Use of adjectives and expanded noun phrases to convey information e.g. You will love our stunning scenery and our spacious pool, with local springwater
● Some use of devices such as alliteration to catch the reader's attention e.g. you will rave about our riveting railways!
Formal
● Uses expanded contractions e.g. could not, should not
● Formal conjunctions and connecting phrases e.g. Furthermore, however
● Limited use of personal pronouns I, we, my, us</td></tr>
</table>

	● A sign off sentence, which points to what the reader should do next. e.g. *I hope you give these points some consideration.* **Informal** ● Uses contractions e.g. *shouldn't, couldn't* ● Some of use of hyperbole (exaggeration) to convey anticipated feelings and reactions to events e.g. *You will be astounded!* ● Closing sentence finishes by talking to the reader e.g. *So book your visit today!*
Year 4	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 3.
	● Use of 'you' to talk directly to the reader (*e.g. You will be booking your visit in no time after hearing all about our fabulous views!*) ● Paragraphing for new topic, with subheadings for a brochure ● Some extra organisational devices as appropriate e.g. pictures/map and fact boxes for a brochure ● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition ● Use of rhetorical questions in letters ● Using conjunctions, adverbs and prepositions to explain and convey information e.g. *Throughout the course of your visit, you will experience Britain's finest locomotives and take a step back in time.* ● Using fronted adverbials, with a comma following e.g. *Frustratingly, we were not told upon arrival that you had run out of spaghetti bolognese.* ● Indicating possession by using the possessive apostrophe with plural nouns ● Using a range of synonyms for overly used words e.g. 'great', 'big' to avoid repetition ● Use of adjectives and expanded noun phrases to convey information e.g. *You will love our stunning scenery and our spacious pool, with local springwater* ● Some use of devices such as alliteration and catchy slogans to catch the reader's attention *e.g. you will rave about our riveting railways! This is not just any chocolate - this is Amazonian chocolate!* **Formal** ● Uses expanded contractions e.g. *could not, should not* ● Formal conjunctions and connecting phrases e.g. *Furthermore, however, consequently, as a result,* ● Limited use of personal pronouns I, we, my, us ● A sign off sentence, which points to what the reader should do next. e.g. *I hope you give these points some consideration.* **Informal** ● Uses contractions e.g. *shouldn't, couldn't* ● Some of use of hyperbole (exaggeration) to convey anticipated feelings and reactions to events e.g. *You will be astounded!* ● Closing sentence finishes by talking to the reader or reinforcing earlier statements e.g. *All the evidence shows that…Having seen all that we have to offer you, there can be no doubt that we are in fact the best museum in the UK!*
Year 5	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 4.
	● Using a wide range of devices to build cohesion within and across paragraphs, bringing

	a whole piece together e.g. *As I have mentioned earlier, this continues to be an issue* ● Using expanded noun phrases to convey detailed information about places and events. *E.g. rich, velvety chocolate, harvested from the heart of the Amazonian rainforest* ● Use of indirect speech to explain things that might have been said E.g. *We were then told that there were no more table available* ● A consistent tone is used towards the reader, of either chatty-ness or explaining something ● Using the perfect form of verbs to mark relationships of time and cause ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun *E.g. The beach, with its mile long stretch of golden white sand…* ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Using brackets, dashes or commas to indicate parenthesis ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately to explain events and have impact ● Range of vocabulary to avoid repetition ● Including more complex slogans, wordplay and humour, to convey some awareness of the reader *e.g. you will rave about our riveting railways! This is not just any chocolate - this is Amazonian chocolate!* **Formal** ● Uses expanded contractions e.g. *could not, should not* ● Formal conjunctions and connecting phrases e.g. *Furthermore, however, consequently, as a result,* ● Limited use of personal pronouns I, we, my, us ● A sign off sentence, which points to what the reader should do next. e.g. *I hope you give these points some consideration.* ● Careful choice over appropriate sign off for a letter e.g. *Yours sincerely, faithfully,* ● Use of the semi colon (not dashes) to reflect the formality ● An increasing range of subject specific vocabulary to convey points e.g. *The destruction of many species' habitats is not only damaging human life, but the very ecosystems that sustain us.* **Informal** ● Uses contractions e.g. *shouldn't, couldn't* ● Some of use of hyperbole (exaggeration) to convey feelings and reactions to events e.g. *The taste of this chocolate will transport you to another world* ● Conversation phrases and sentences to maintain a chatty tone e.g. *by the way, after all* ● Use of dashes rather than semi colons ● Some use of the present tense to convey current thoughts and feelings
Year 6	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 5.
	● Using a wide range of devices to build cohesion within and across paragraphs, bringing a whole piece together e.g. *As I have mentioned earlier, this continues to be an issue* ● Using expanded noun phrases to convey detailed information about places and events. *E.g. rich, velvety chocolate, harvested from the heart of the Amazonian*

	rainforest ● Use of indirect speech to explain things that might have been said E.g. *We were then told that there were no more table available* ● Use of the second person to appeal to the reader e.g. *This is just what you've been looking for* ● Including more complex slogans, wordplay and humour, to convey some awareness of the reader, including awareness of potential objections and how these can be overcome *e.g. I know that from the outside this may appear like a unkempt and rickety property, but I guarantee it has the potential become a state of the art mansion, with a little TLC!* ● To make formal and informal vocabulary choices, moving from generic statements to specific examples when key point sare being presented e.g. *The beds are soft; the chairs are specially made to support your back and all the rooms have a high-pile, thick carpet* ● Using the perfect form of verbs to mark relationships of time and cause ● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun *E.g. The beach, with its mile long stretch of golden white sand…* ● Using commas to clarify meaning or avoid ambiguity in writing ● Using hyphens to avoid ambiguity ● Using brackets, dashes or commas to indicate parenthesis ● Using semicolons, colons or dashes to mark boundaries between independent clauses ● Using adverbials to add details for time, place and manner ● A range of sentence structures, including simple, compound and complex, used appropriately to explain events and have impact ● Range of vocabulary to avoid repetition **Formal** ● Uses expanded contractions e.g. *could not, should not* ● Formal conjunctions and connecting phrases e.g. *Furthermore, however, consequently, as a result,* ● Limited use of personal pronouns I, we, my, us ● A sign off sentence, which points to what the reader should do next. e.g. *I hope you give these points some consideration.* ● Careful choice over appropriate sign off for a letter e.g. *Yours sincerely, faithfully,* ● Use of the semi colon (not dashes) to reflect the formality ● An increasing range of subject specific vocabulary to convey points e.g. *The destruction of many species' habitats is not only damaging human life, but the very ecosystems that sustain us.* ● Some use of the passive voice as appropriate for the text e.g. *It cannot be overstated that…* **Informal** ● Uses contractions e.g. *shouldn't, couldn't* ● Some of use of hyperbole (exaggeration) to convey feelings and reactions to events e.g. *The taste of this chocolate will transport you to another world* ● Conversation phrases and sentences to maintain a chatty tone e.g. *by the way, after all* ● Use of dashes rather than semi colons ● Some use of the present tense to convey current thoughts and feelings

<table>
<tr><th colspan="3">Poetry</th></tr>
<tr><td>Categories of poetry</td><td colspan="2">For categories and genres of poetry, please see Appendix A.

Purposes for poetry: to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise, to persuade etc. The purpose for poetry should be discussed with pupils.</td></tr>
<tr><td>Advisory Notes</td><td colspan="2">- Poetry is a useful genre, which will often be addressed within speaking and listening , and reading opportunities.
- Although the moderation and assessment opportunities relating to full text writing can be limited, poetry presents a valuable, creative opportunity.
- Poetry can often be used to enhance and gather vocabulary knowledge
- Suggested outcomes have been given in the right-hand column. These are not musts for each year group, but just ideas for outcomes and could be used to support a school with long-term planning in poetry. It would be up to an individual school to decide what is appropriate for each year group in their setting.</td></tr>
<tr><th colspan="3">End of Genre Outcomes for each Year Group</th></tr>
<tr><td></td><td>Vocab, Grammar and punctuation (assessment /moderation purposes)</td><td>Suggested Outcomes</td></tr>
<tr><td>EYFS</td><td colspan="2">● To continue a rhyming string</td></tr>
<tr><td rowspan="2">Year 1 Poetry</td><td colspan="2">Prior Knowledge -
Check that children can already:
Fulfil the outcomes in EYFS.</td></tr>
<tr><td>● Leaving spaces
● Joining words and clauses using and
● Capital letters for names of people, places, days of week and the I</td><td>Performing :
● Performing rhymes and poems, including from other cultures
● Performing poems with repeated phrases
● Create and include actions
Creating :
● Group performance poetry with repeated patterns or lines
● List poems
● Free verse: based on experiences/objects/places/feelings/curriculum links/senses etc.
● Adding words/phrases/captions to images
● Alliteration
● Generate rhyming words/phrases
● Use a scaffolding frame for creating poems
● All the above could be created as a shared/group write</td></tr>
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<tr><td></td><td></td><td>

- Consider having a poem/rhyme each week to learn/enjoy

</td></tr>
<tr><td rowspan="2">Year 2
Poetry</td><td colspan="2">Prior Knowledge - Check that children can already:
Fulfil the outcomes in Year 1.</td></tr>
<tr><td>

- Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive)
- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- The present and past tenses correctly and consistently including the progressive form
- Subordination (using when, if, that, or because)
- Co-ordination (using or, and, or but)

</td><td>

Performing :

- Contemporary and classic poetry
- Lyrics (contractions)
- Poems with repeated patterns and patterned structure
- Question and answer poems
- Simple raps

Creating :

- Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive
- Poems that include commands
- List poems
- Question and answer poems
- Calligram words/phrases
- Free verse: based on experiences/objects/places/feelings/curriculum links/senses etc.
- Explore effective/innovative language choices
- Jokes/riddles/nonsense sentences/puns/humourous words and phrases/tongue twisters (jokes could link to work on homophones)
- Alliterative sentences
- Innovated patterned structures

Analysing :

- Poem review: likes/dislikes/puzzles/patterns
- Consider publication and presentation

</td></tr>
<tr><td rowspan="2">Year 3/4
Poetry</td><td colspan="2">Prior Knowledge - Check that children can already:
Fulfil the outcomes in Year 2.</td></tr>
<tr><td>

- Use a wider range of conjunctions, including when, if, because, although
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect)
- Conjunctions, adverbs and prepositions to express time and

</td><td>

Performing :

- Perform a range of poems exploring intonation, tone, volume and actions
- Consider the impact of the above on the listener
- Perform narrative poems. Explore different voices for narrator and characters.

</td></tr>
</table>

	cause ● Indicate possession by using the possessive apostrophe with plural nouns ● Paragraphs (verses) as a way to group related material ● Expanded noun phrases	● Perform free verse poems Creating : ● Narrative poems ● Free verse poems ● List poems ● Conversation poems ● Haiku ● Kennings ● Calligrams ● Special effects: similes, metaphors, personification etc. Song lyrics (apostrophes) Analysing : ● Read/discuss a range of poems and discuss ● Types of poems they are and how you know. ● Structure of the poem ● Purpose of the poem ● Poems could be sorted into different forms. Are they easy to sort or are some ambiguous? ● Summarise poems ● Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have
Year 5/6 Poetry	**Prior Knowledge -** Check that children can already: Fulfil the outcomes in Year 3/4.	
	● Use expanded noun phrases to convey complicated information concisely ● Use modal verbs or adverbs to indicate degrees of possibility ● Indicate grammatical and other features (if appropriate) by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list ● Layout devices	Performing : ● Perform and read aloud a wide range of poems. ● Consider intonation, tone and volume to show meaning to the audience ● Perform own composition using appropriate intonation, volume, and movement so that meaning is clear. Creating : ● Blackout poems ● Structured grammar poem ● Use figurative language: similes, metaphors, personification etc. ● Free verse based on themes/issues etc. ● Ballads ● Cinquain ● Comic verse

		● Concrete poems ● Exploring and using unusual/surprising word combinations ● Kennings ● Model verb poems (if only) ● Consider layout and presentation Analysing : ● Poetry reviews ● Poetry analysis/recommendations ● The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons ● Summarise poems

Advisory Progression of a Unit of Work - Narratives

Immerse, Vocabulary & Skills, Writing and Editing

Key Stage 1	Suggested Activities - Narratives
Immerse & Analyse - Children to gain an understanding of the purpose and feel of a genre.	Children are 'hooked' in with a practical/imaginative activity which related to the topic of writing, and/or the genre.
	Children are exposed to high quality texts from the genre/topic of writing, to discuss themes and familiar experiences in their lives which may relate to the text.
	Children articulate the steps/outline of the text they will write e.g. drama for storytelling/character outlining/hot-seating characters/freeze frames/digital captures of images or sounds.
	Complete a success criteria, which outlines the features of a genre - this may be appropriate to do after KS1 children have seen sufficient examples/models of the text.
Vocabulary & Skills - Children are inspired to write, and equipped with the language and devices they will need to plan and draft their own narrative.	Learning and playing with vocabulary e.g. activities where children make word banks from stories they have heard and seen/shades of meaning scales/annotated and labelled character and setting images.
	Reorganisation of the story outline e.g. using pictures and visual clues to map it out, which may then go on the class working wall.
	Explicit teaching of new grammar skills which are used within the text type e.g. SPAG lesson on question marks and exclamation marks.
Writing and Editing	**Planning -** Teacher can select appropriate planning format e.g. story mountain/pictures and captions.
	Planning - Teacher to 100% model how the collation of information and ideas informs the planning. This should include modelling planning using notes at each section of the plan. Planning is used as a scaffold in preparation for the independent writing. Each stage of the plan is explicitly modelled by the teacher, before the children write each section. This may become more independent in Year 2.
	Drafting - Teacher explicitly models writing a draft narrative using the plan and notes and all the associated thought processes. This is done section by section, with teacher-led, then whole-class/paired-work, then independent-work.
	Editing and Redrafting - Teacher to model evaluating their own work after each section. This is done section by section, with teacher-led, then whole-class/paired-work, then independent-work.
	Editing and Redrafting - Teacher explicitly models how to reread and check a sentence for errors.
Independent Writing	Children should write independently at every part of the process.

	Children can then 'publish' their work in best handwriting to create a finished product, which showcases their writing.

Key Stage 2	**Suggested Activities - Narratives**
Immerse & Analyse - Children to gain an understanding of the purpose and feel of a genre.	Children are 'hooked' in with a practical/imaginative activity which related to the topic of writing, and/or the genre.
	Children complete a success criteria, which relates to a example of the genre and sign posts the reasoning for including particular features - this can be referred to during the course of a unit.
	Children are exposed to high quality texts from the genre/topic of writing, to discuss themes, points of vocabulary and grammar the author has used and organisation of the text as a whole.
	Children articulate the steps/outline of the text they will write e.g. drama for storytelling/outline of a story in terms of 7 types of stories/character outlining/hot-seating characters/freeze frames/digital captures of images or sounds.
Vocabulary & Skills - Children are inspired to write, and equipped with the language and devices they will need to plan and draft their own narrative.	Gathering and sourcing a range of vocabulary to support description and events within their narrative e.g. shades of meaning scales/annotated diagrams of characters and creatures within a narrative/listing of word choices/use of thesaurus' and dictionaries to source new words.
	Research and recording of information relating to characters, creatures, settings in time and place, and events e.g. research on WW2 trenches, listing Ancient Egyptian tools
	Studying and playing with original text e.g. cloze activities where children alter vocabulary from existing text using their ideas, reading and writing of poetry to gather new vocabulary, and to record their own ideas in a creative manner.
	Explicit teaching of new grammar skills which are used within the text type e.g. SPAG lesson on direct speech punctuation.
Write - Children are explicitly shown how to plan, draft and edit each stage of their narrative. They have extensive opportunities to apply this themselves.	**Planning -** Teacher can select appropriate planning format e.g. story mountain/boxed up plan
	Planning - Teacher to 100% model how the collation of information and ideas informs the planning. This should include modelling note taking. Children to create their own plan for the story with the relevant notes at each story stage. Children should use vocabulary and language skills from prior lessons e.g. listing openers for each paragraph/adverb choices for character actions/speech ideas/adjective suggestions/punctuation opportunities.
	Drafting - Teacher explicitly models each paragraph from the plan and all the associated thought processes. It can be useful to leave room for improvement for editing later on!
	Drafting - Children to draft their own versions of each paragraph

	Editing and Redrafting - Teacher to model evaluating their own work after each paragraph.
	Editing and Redrafting - Teacher explicitly models how to read through a text and edit for different purposes e.g. slow reading for spelling/quicker reading for flow/listening for repetition. This can be done as a lesson in itself.
Independent Writing	Children should be given regular opportunities within the process to build their independence e.g. moving away from heavily relying on the teacher model.
	At the end of the plan, draft and edit cycle, children should now independently plan, draft and edit their own narrative, which varies from the modelled story. E.g. A Greek Myth on Medusa alters to A Greek Myth with a minotaur.
	Children can then 'publish' their work in best handwriting/type it up to create a finished product, which showcases their writing.

Advisory Progression of a Unit of Work - Non-Fiction - Non-Chronological and Information texts/reports, Instructions and explanations

Immerse, Vocabulary & Skills, Writing and Editing

Key Stage 1	Suggested Activities - Non-Fiction - Non-Chronological and Information texts/reports, Instructions and explanations
Immerse & Analyse - Children to gain an understanding of the purpose and feel of a genre.	Children are 'hooked' in with a practical/imaginative activity which is related to the topic of writing - this may include videos/school trips and visits. If writing instructions, children may do the activity e.g. how to make a honey sandwich
	Children are exposed to high quality texts from the genre/topic of writing, to discuss themes and familiar experiences/existing knowledge in their lives which may relate to the text.
	Children may act out or practically engage with the sequence of events, or relevant aspects of the topic.
	Complete a success criteria, which outlines the features of a genre - this may be appropriate to do after KS1 children have seen sufficient examples/models of the text.
Vocabulary & Skills - Children are inspired to write, and equipped with the language and devices they will need to plan and draft their own narrative.	Create questions that will help form the structure of the text *e.g. Where do tigers live? What do tigers eat? What do I need to make a honey sandwich? What steps are included in making a honey sandwich?*
	Learning and playing with vocabulary e.g. activities where children make word banks from information they have heard and seen/annotated and labelled diagrams and images.
	Reorganisation of the text outline and information e.g. using pictures and visual clues to map it out, which may then go on the class working wall.
	Explicit teaching of new grammar skills which are used within the text type e.g. SPAG lesson on questions and question marks.
Writing and Editing	**Planning -** Teacher can select appropriate planning format e.g. templates
	Planning - Teacher to 100% model how the collation of information and ideas informs the planning. This should include modelling planning using notes at each section of the plan. Planning is used as a scaffold in preparation for the independent writing. Each stage of the plan is explicitly modelled, including answering the subheading questions, by the teacher, before the children write each section. This may become more independent in Year 2.
	Drafting - Teacher explicitly models writing a draft non-chronological report using the plan and notes and all the associated thought processes. This is done section by section, with teacher-led, then whole-class/paired-work, then independent-work.
	Editing and Redrafting - Teacher to model evaluating their own work after each section. This is done section by section, with teacher-led, then whole-class/paired-work, then independent-work.

	Editing and Redrafting - Teacher explicitly models how to reread and check a sentence for errors.
Independent Writing	Children should write independently at every part of the process.
	Children can then 'publish' their work in best handwriting to create a finished product, which showcases their writing.

Key Stage 2	**Suggested Activities - Non-Fiction - Non-Chronological and Information texts/reports, instructions and explanations**
Immerse & Analyse - Children to gain an understanding of the purpose and feel of a genre.	Children are 'hooked' in with a practical/imaginative activity which related to the topic of writing e.g. school trips/videos/drama
	Children complete a success criteria, which relates to a example of the genre and sign posts the reasoning for including particular features - this can be referred to during the course of a unit. This should include a sense of the components of the text come together to form a full piece.
	Children are exposed to high quality texts from the genre/topic of writing, to discuss themes, points of vocabulary and grammar used and organisation of the text as a whole.
Vocabulary & Skills - Children are inspired to write, and equipped with the language and devices they will need to plan and draft their own narrative.	Gathering and sourcing a range of subject-specific vocabulary to support their writing e.g. use of thesaurus' and dictionaries to source new words.
	Children complete the relevant subject research - this may be a mixture of independent research and teacher-led curriculum lessons e.g. electricity in science
	Studying and playing with original text e.g. cloze activities where children alter vocabulary from existing text using their ideas, reading and writing of poetry to gather new vocabulary, and to record their own ideas in a creative manner.
	Explicit teaching of new grammar skills which are used within the text type e.g. SPAG lesson on direct speech punctuation.
Write - Children are explicitly shown how to plan, draft and edit each stage of their narrative. They have extensive opportunities to apply this themselves.	**Planning -** Teacher can select appropriate planning format e.g. template/boxed up plan Note - teachers should make sure that any templates do not remove the opportunity for children to independently make decisions on which organisational devices they will use.
	Planning - Teacher to 100% model how the collation of information and ideas informs the planning. This should include modelling note taking (however, UKS2 children should move to being more independent with research and note taking). Children to create their own plan for the story with the relevant notes at each story stage. Children should use vocabulary and language skills from prior lessons e.g. listing openers for each paragraph/adverb choices for character actions/speech ideas/adjective suggestions/punctuation opportunities.
	Drafting - Teacher explicitly models each paragraph from the plan and all the associated thought processes. It can be useful to leave room for improvement for editing later on!

	Drafting - Children to draft their own versions of each paragraph/section
	Editing and Redrafting - Teacher to model evaluating their own work after each paragraph.
	Editing and Redrafting - Teacher explicitly models how to read through a text and edit for different purposes e.g. slow reading for spelling/quicker reading for flow/listening for repetition. This can be done as a lesson in itself.
Independent Writing	Children should be given regular opportunities within the process to build their independence e.g. moving away from heavily relying on the teacher model.
	At the end of the plan, draft and edit cycle, children should now independently plan, draft and edit their own piece of writing, which varies from the modelled text. E.g. A non-chronological report on London moves to a non-chronological report on a different UK city of the child's choice.
	Children can then 'publish' their work in best handwriting/type it up to create a finished product, which showcases their writing.

Advisory Progression of a Unit of Work - Non-Fiction - Diaries, Letters and Recounts

Immerse, Vocabulary & Skills, Writing and Editing

Key Stage 1	Suggested Activities - Non-Fiction - Diaries, Letters and Recounts
Immerse & Analyse - Children to gain an understanding of the purpose and feel of a genre.	Children are 'hooked' in with a practical/imaginative activity which is related to the topic of writing - this should include real life letters, thank you cards, invitations and postcards. These could also be brought in from home, so there is a real purpose for writing
	Children are exposed to high quality texts from the genre/topic of writing, to discuss themes and familiar experiences/existing knowledge in their lives which may relate to the text.
	Discussion of children's own thoughts and feelings relating to the letters/cards and relevant events
	Complete a success criteria, which outlines the features of a genre - this may be appropriate to do after KS1 children have seen sufficient examples/models of the text.
Vocabulary & Skills - Children are inspired to write, and equipped with the language and devices they will need to plan and draft their own.	Learning and playing with vocabulary and format of the text e.g. activities where children reorder simple letters and act them out
	Explicit teaching of new grammar skills which are used within the text type e.g. SPAG lesson on questions and question marks.
	If a recount, reorganisation of the text outline and information e.g. using pictures and visual clues to map it out, which may then go on the class working wall.
Writing and Editing	**Planning -** Teacher can select appropriate planning format e.g. templates, timelines or picture and captions
	Planning - Teacher to 100% model how initial ideas informs the planning. This should include modelling planning using notes at each section of the plan. Planning is used as a scaffold in preparation for the independent writing. This may become more independent in Year 2.
	Drafting - Teacher explicitly models writing a draft letter/recount using the plan and notes and all the associated thought processes. This is done section by section, with teacher-led, then whole-class/paired-work, then independent-work.
	Editing and Redrafting - Teacher to model evaluating their own work after each section. This is done section by section, with teacher-led, then whole-class/paired-work, then independent-work.
	Editing and Redrafting - Teacher explicitly models how to reread and check a sentence for errors.
Independent Writing	Children should write independently at every part of the process.

	Children can then 'publish' their work in best handwriting to create a finished product, which showcases their writing.

Key Stage 2	**Suggested Activities - Non-Fiction - Diaries, Letters and Recounts**
Immerse & Analyse - Children to gain an understanding of the purpose and feel of a genre.	Children are 'hooked' in with a practical/imaginative activity which related to the topic of writing e.g. school trips/videos/drama/objects
	Children complete a success criteria, which relates to a example of the genre and sign posts the reasoning for including particular features - this can be referred to during the course of a unit. This should include a sense of the components of the text come together to form a full piece.
	Children are exposed to high quality texts from the genre/topic of writing, to discuss themes, points of vocabulary and grammar used and organisation of the text as a whole.
Vocabulary & Skills - Children are inspired to write, and equipped with the language and devices they will need to plan and draft their own narrative.	Gathering and sourcing a range of subject-specific vocabulary to support their writing e.g. use of thesaurus' and dictionaries to source new words.
	Children complete the relevant subject research - this may be a mixture of independent research and teacher-led curriculum lessons e.g. electricity in science
	Studying and playing with original text e.g. cloze activities where children alter vocabulary from existing text using their ideas, reading and writing of poetry to gather new vocabulary, and to record their own ideas in a creative manner.
	Explicit teaching of new grammar skills which are used within the text type e.g. SPAG lesson on direct speech punctuation.
Write - Children are explicitly shown how to plan, draft and edit each stage of their narrative. They have extensive opportunities to apply this themselves.	**Planning -** Teacher can select appropriate planning format e.g. template/boxed up plan Note - teachers should make sure that any templates do not remove the opportunity for children to independently make decisions on which organisational devices they will use.
	Planning - Teacher to 100% model how the collation of information and ideas informs the planning. This should include modelling note taking (however, UKS2 children should move to being more independent with research and note taking). Children to create their own plan for the story with the relevant notes at each story stage. Children should use vocabulary and language skills from prior lessons e.g. listing openers for each paragraph/adverb choices for character actions/speech ideas/adjective suggestions/punctuation opportunities.
	Drafting - Teacher explicitly models each paragraph from the plan and all the associated thought processes. It can be useful to leave room for improvement for editing later on!
	Drafting - Children to draft their own versions of each paragraph/section
	Editing and Redrafting - Teacher to model evaluating their own work after each paragraph.

	Editing and Redrafting - Teacher explicitly models how to read through a text and edit for different purposes e.g. slow reading for spelling/quicker reading for flow/listening for repetition. This can be done as a lesson in itself.
Independent Writing	Children should be given regular opportunities within the process to build their independence e.g. moving away from heavily relying on the teacher model.
	At the end of the plan, draft and edit cycle, children should now independently plan, draft and edit their own diary/letter/recount which varies from the modelled text. E.g. A letter applying to be a dragon slayer moves to being a giant slayer.
	Children can then 'publish' their work in best handwriting/type it up to create a finished product, which showcases their writing.

Advisory Progression of a Unit of Work - Non-Fiction - Newspapers

Immerse, Vocabulary & Skills, Writing and Editing

Key Stage 2	Suggested Activities - Nonfiction - Newspapers
Immerse & Analyse - Children to gain an understanding of the purpose and feel of a genre.	Children are 'hooked' in with a practical/imaginative activity which related to the topic of writing e.g. school trips/videos/drama/objects/a particular problem or event/a 'crime' scene! This may also include 'interviewing' witnesses and gathering 'evidence' e.g. photos and incident slips. It may also be relating to a book that children are reading.
	Children complete a success criteria, which relates to a example of the genre and sign posts the reasoning for including particular features - this can be referred to during the course of a unit. This should include a sense of the components of the text come together to form a full piece.
	Children are exposed to high quality texts from the genre/topic of writing, to discuss themes, points of vocabulary and grammar used and organisation of the text as a whole.
Vocabulary & Skills - Children are inspired to write, and equipped with the language and devices they will need to plan and draft their own narrative.	Gathering and sourcing a range of subject-specific vocabulary to support their writing e.g. use of thesaurus' and dictionaries to source new words, gathering journalistic vocabulary
	Children complete the relevant subject research - this may be a mixture of independent research and teacher-led curriculum lessons e.g. WW2 experiences of evacuees
	Studying and playing with original text e.g. cloze activities where children alter vocabulary from existing text using their ideas, reading and writing of poetry to gather new vocabulary, and to record their own ideas in a creative manner.
	Explicit teaching of new grammar skills which are used within the text type: shifting of tenses, direct speech, fronted adverbials of time and place, finding the best order for the opening paragraph who, what, where, when and why
Write - Children are explicitly shown how to plan, draft and edit each stage of their narrative. They have extensive opportunities to apply this themselves.	**Planning -** Teacher can select appropriate planning format e.g. template/boxed up plan Note - teachers should make sure that any templates do not remove the opportunity for children to independently make decisions on which organisational devices they will use. Children create a timeline of the events within their newspaper report so they are clear on the sequencing of the text as a whole.
	Planning - Teacher to 100% model how the collation of information and ideas informs the planning. This should include modelling note taking (however, UKS2 children should move to being more independent with research and note taking). Children to create their own plan for the story with the relevant notes at each stage. Children should use vocabulary and language skills from prior lessons e.g. listing openers for each paragraph/speech ideas/adjective suggestions/punctuation opportunities.
	Drafting - Teacher explicitly models each paragraph from the plan and all the associated thought processes. It can be useful to leave room for improvement for editing later on!

	Note that sometimes the harder paragraphs can fall later on in a text e.g. quotes from eyewitnesses.
	Drafting - Children to draft their own versions of each paragraph/section
	Editing and Redrafting - Teacher to model evaluating their own work after each paragraph.
	Editing and Redrafting - Teacher explicitly models how to read through a text and edit for different purposes e.g. slow reading for spelling/quicker reading for flow/listening for repetition. This can be done as a lesson in itself.
Independent Writing	Children should be given regular opportunities within the process to build their independence e.g. moving away from heavily relying on the teacher model.
	At the end of the plan, draft and edit cycle, children should now independently plan, draft and edit their own newspaper which varies from the modelled text. E.g. a newspaper from one point in a story can the move on to a later point in the story
	Children can then 'publish' their work in best handwriting/type it up to create a finished product, which showcases their writing.

Appendix A - Poetry Forms

Poetic forms and devices	
Alliteration	This is when words that start with the same sound are used repeatedly in a phrase or sentence.
Assonance	This is the repetition of a vowel sound within nearby words.
Blackout poem	This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem.
Ballad	A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme.
Calligram	This is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poems.
Cinquain	A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables, Line 2: 4 syllables, Line 3: 6 syllables, Line 4: 8 syllables, Line 5: 2 syllables
Comic Verse	There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader.
Concrete poem	A poem that is written in the shape of the words on the page match the subject of the poem.
Couplet	Two lines of a poem that have the same rhythm and rhyme.
Free verse	Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative.
Haiku	This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables, Line 2: 7 syllables, Line 3: 5 syllables
Kennings	A kenning describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors.
Limerick	A five line comic verse where the 1st, 2nd and 5th line rhyme with each other and the 3rd and 4th line rhyme with each other.

List poem	A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat… Things that… Words and phrases are often repeated. It may or may not rhyme.
Metaphor	This is when something is described as being the same as an unrelated object. They are often used to create effects and images.
Narrative	A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.
Onomatopoeia	This is a word that describes it sound.
Personification	This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind.
Quatrain	A stanza with four lines where usually alternate lines rhyme.
Question and Answer	This is structured as a dialogue between two people and often follows the structure of a question followed by an answer.
Rap	This is a musical vocal delivery involve rhythm and rhyme.
Riddle	This is generally presented as a puzzle to be solved. They may often have clues to an unknown object or person.
Simile	When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind.
Structured grammar poem	A poem that follows a specific grammar structure. Children can then use this structure to create their own poem.
Tongue twister	Short poems or lines that are hard to say because they use a lot of similar sounds.