Writing Progression Document

Key Stage 1 to Key Stage 2

(2022-2023)

At St. Edmund's we recognise the importance of studying the English language. Excellent reading, writing and spoken language skills will equip our pupils to compose their ideas and thoughts more concisely, fluently, and produce high quality outcomes. In turn, these skills and knowledge will support children in to be successful in all other areas of the curriculum, and give them the opportunity to independently improve their own lives beyond school.

Oracy and reading given a high priority in our school. Our primary aim for English is to promote high standards of language and literacy by giving pupils a strong, secure command of the spoken and written word, and to develop their love of literature.

We aim for our pupils to:

➢ Write easily, fluently and with good understanding
➢ Understand the audience, purpose and features of writing
➢ Write for a range of purposes and audiences
➢ Develop the habit of reading widely and often, for both pleasure and information and use this to inform and influence their writing
➢ Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
➢ Appreciate our rich and varied literary heritage and use this to inform their writing
➢ Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Narrative Skills Progression

Purpose: The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthral an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another.

Features:

- Opening (including setting and character description, build up, complication, resolution and ending
- First or third person
- Usually past tense
- Often chronological
- Connectives to convey time and shifts in attention (e.g. meanwhile)
- Dialogue
- verbs used to describe actions, thoughts and feelings
- Language effects used to create impact on reader, e.g. adverbs, adjectives, precise nouns, expressive verbs, metaphors, similes etc.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Oral	Retell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) *then, next* etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.	Retell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.	Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama.	Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.	Plan and tell stories to explore narrative viewpoint, (e.g.) retell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener.	Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.

Writing	Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3 rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn't believe her eyes.*	Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1 st or 3 rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.	Plan complete stories by identifying stages in the telling: introduction – build-up/climax or conflict resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) *Sometime later…, Suddenly…, Inside the castle…*; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.	Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously *(Meanwhile…)*; extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.	Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) *start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives;* use the paragraph structure of nonlinear narratives as a model for own writing; plan and write extended narrative.
Structure	Identify the beginning, middle and end in stories and use familiarity with	Identify the sequence: opening – something	Consolidate understanding of sequential story	Develop understanding of story structure:	Recognise that story structure can vary in different types of story	Identify story structures typical to particular fiction genres;

	this structure to make predictions about story endings; recall the main events.	happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.	structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense.	recognise the stages of a story: introduction – Build-up climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth.	and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, 'time slip'.	recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily.
Character	Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on;	Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story;	Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about character's actions, demonstrating empathy or offering alternative solutions to a problem;	Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected;	Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) *in response to particular experiences or over time*, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature.	Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. *in parody;*

Setting	Settings can be familiar or unfamiliar and based on real life or fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings.	Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.	Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension.	Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings.	Different types of story can have typical settings. Real life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will affect the way that characters behave or the plot unfolds.	Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they affect the characters and events; recognise that authors use language carefully to influence the reader's view of a place or situation.
Dialogue	Notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud.	The way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. *sighed, shouted, joked.*	Analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue.	Explore the relationship between what characters say and what they do – do they always reveal what they are thinking?	Continue to explore the relationship between what characters say and what they do – do they always reveal what they are thinking?	Recognise that authors can use dialogue at certain points in a story to, (e.g.) *explain plot, show character and relationships, convey mood or create humour.*
Narrator	Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator.	Begin to understand elements of an author's style, e.g. books about the same character or common themes;	Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters.	Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) *do you agree with the way that the problem was solved?* Understand that the author or director creates characters to provoke a response in the reader, (e.g.) *sympathy, dislike;* discuss whether the narrator has a distinctive 'voice' in the story.	Authors have particular styles and may have a particular audience in mind; discuss the author's perspective on events and characters, (e.g.) *the consequences of a character's mistakes – do they get a second chance? ;* author's perspective and narrative viewpoint is not always the same note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events.	Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) *a different character takes over the storytelling, the story has 2 narrators* – talk about the effect that this has on the story and the reader's response.

Poetry Skills Progression

Purpose: Like many art forms, poetry could be said to have little purpose and yet every culture has song, rhyme or poetry as an essential aspect of its cultural inheritance because it goes to the heart of language, thought and who we are as human beings. Usually poetry matters most to the writer and then the reader. It may be written specifically to entertain but often will be written in order to preserve and celebrate experience. Poetry helps us to create, or recreate, imagined or real experiences that are deeply felt. Reading poems and making our own poems challenges, surprises, enriches and comforts. Early poetic utterance emerges with the discovery of the power of sounds and words. Very young children play with sounds, rhythms and enjoy inventing words. As they grow up, children enjoy rhymes, inventing new combinations of words, riddles and other forms of word play. Such early language playfulness lies at the heart of poetry. Children also soon discover that language has the power to recreate experience. Poetry helps us to explain ourselves to the world and the world to ourselves – capturing something of
the essence of the experience as well as our response. Children should listen to, speak, read and write poetry for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Poem Types:
- collage or list poem
- free verse
- shape poems (free verse in a shape)
- short patterned poems, for example, haiku, cinquain, kennings
- borrow or invent own pattern, for example, pairs of lines
- simple rhyming form, for example, rap

Features

- sound effects – repetition, alliteration, onomatopoeia, rhythm, rhyme;
- visual effects – simile (like/as), personification, metaphor;
- selection of powerful nouns, adjectives and verbs;
- surprising word combinations;
- use of repetition and repeated patterns for effect

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Effect	Discuss own response and what the poem is about;	Talk about own views, the subject matter and possible meanings;	Describe the effect a poem has and suggest possible interpretations;	Describe poem's impact and explain own interpretation by referring to the poem;	Discuss poet's possible viewpoint, explain and justify own response and interpretation;	Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes
Language	Talk about favourite words or parts of a poem;	Comment on which words have most effect, noticing alliteration;	Discuss the choice of words and their impact, noticing how	Comment on the use of similes and expressive language to create	Explain the use and	Explain the impact of figurative and expressive

			the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes;	images, sound effects and atmosphere;	Effects of language choices such as onomatopoeia and metaphor; comment on how this influences meaning; explore imagery including personification;	language, including metaphor;
pattern	Notice the poem's pattern	Discuss simple poetry patterns	Explain the pattern of different simple forms	Discuss the poem's form and suggest the effect on the reader	Compare different forms and describe impact	Comment on poems' structures and how these influence meaning
Creating	Invent impossible ideas, e.g. magical wishes; observe details of first hand experiences using the senses and describe; list words and phrases or use a repeating pattern or line.	Experiment with alliteration to create humorous and surprising combinations make adventurous word choices to describe closely observed experiences; create a pattern or shape on the page; use simple repeating phrases or lines as models	Invent new similes and experiment with word play; use powerful nouns, adjectives and verbs; experiment with alliteration; write free verse; borrow or create a repeating pattern	Use language playfully to exaggerate or pretend; use similes to build images and identify clichés in own writing; write free verse; use a repeating pattern; experiment with simple forms	Invent nonsense words and experiment with unexpected word combinations; avoid cliché in own writing; write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour	Use language imaginatively to create surreal, surprising, amusing and inventive poetry; use simple metaphors and personification to create poems based on real or imagined experience; select pattern or form to match meaning and own voice
Performing	Perform in unison, following the rhythm and keeping time; imitate and invent actions	Perform individually or together; speak clearly and audibly; use actions and sound effects to add to the poem's meaning	Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect; use actions, voices, sound effects and musical patterns to add to a performance	Vary volume, pace and use appropriate expression when performing; use actions, sound effects, musical patterns and images to enhance a poem's meaning	Vary pitch, pace, volume, expression and use pauses to create impact; use actions, sound effects, musical patterns, images and dramatic interpretation	Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form; use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT

Non-Chronological Report Skills Progression

Purpose: Report texts describe the way things are. They help readers understand and envisage the item/s being described by categorising information, for example under appearance, climate. They usually therefore have a logical structure rather than a temporal structure i.e. they are non-chronological. Reports are used to create precise and detailed information 'pictures'. Most reports aim to be objective but the selection of information included in a report can create bias.

Like all text types, variants of reports can occur and they can be combined with other text types. Reports are found in all areas of the curriculum but are found particularly in subjects such as science, history and geography.

Structure:
- The structure of a report text is often (but not always):
- an opening, general classification, for example *sparrows are birds*
- more technical classification (optional), for example *their Latin name is...*
- a description of the phenomenon, including some or all of its:
- qualities, e.g. *birds have feathers*
- parts and their function, for example, *The beak is...*
- habits/behaviour or uses, for example, *They nest in...*

Language features
- written in the third person, present tense, for example*. they nest*
- non-chronological
- written to include passive voice
- focused on generic subjects: *sparrows in general, not Sam the sparrow*
- descriptive language, including the language of comparison and contrast , for precision, not to create an effect or emotion

Year 2	Year 3	Year 4	Year 5	Year 6
After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations.	The following are introduced in year 3 and then repeated and consolidated in year 4. Analyse a number of report texts and note their function, form and typical language features: · introduction · use of short statement to introduce each new item · language (specific and sometimes technical) to describe and differentiate · impersonal language		Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a mind map is appropriate for representing the information.	Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject.

Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. *There are two sorts of x...; They live in x...; the As have x..., but the B's* etc. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present , and categorise ideas.	· mostly present tense Teacher demonstrates research and notetaking techniques using information and ICT texts on a subject and using a mind map to organise the information. Analyse broadcast information to identify presentation techniques and notice how the language used signals change. Teacher demonstrates how to write non-chronological report using notes in a mind map; draws attention to importance of subject verb agreements with generic participants (e.g.) *family is….,people are…* Write own report independently based on notes from several sources.	Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs. Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different nonfiction text types.

Persuasion Skills Progression

Purpose:
- To argue a case from a particular point of view
- To attempt to convince the reader/listener

Persuasive texts (both oral and written) usually involve carefully and strategically, selecting and organising information – often as a series of major points, each of which may require elaboration (explanation, evidence and/or examples) – and have the specific intention of encouraging the reader into a particular way of seeing or understanding things. This intention may, however, sometimes be covert. Such texts generally make use of devices like vocabulary choice, rhetorical questions and even simple psychology in order to influence the reader (e.g. *Any sensible person can see that...*).They often also combine other modes of communication (e.g. visual images) with written text in order to achieve the desired effect on their audience.

Like all text types, variants of persuasion can occur and they can be combined with other text types. Persuasion is not always necessarily a distinct text-type in its own right, and elements of persuasive writing can be found in many different texts, both on paper or on screen.

Structure:

The structure of a persuasive text is often (but not always):
- Thesis – an opening statement, for example, *vegetables are good for you*
- *A*rguments: often in the form of point plus elaboration, for example, *they contain vitamins. vitamin c is vital for…*
- Reiteration: summary and re-statement of the opening position, for example *We have seen that… so …*

Features:

- Written in simple present tense
- Focus mainly on generic participants, for example, vegetable, not a particular vegetable
- Mainly logical connectives, rather than connectives which signal time, for example *this shows, however, because*
- A movement usually from the generic to the specific

Year 3	Year 4	Year 5	Year 6
Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used. Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. Use writing frames if necessary to back up points of view with illustrations and examples	Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words, using more formal language appropriately. Present a point of view both orally and in writing,) linking points persuasively and selecting style and vocabulary appropriate to he listener/reader; begin to explore how ICT other use of multimodality might support this. Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if…, then'; 'on the other hand…'; 'finally'; 'so'	Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact From reading, to collect and investigate use of persuasive devices such as words and phrases, rhetorical questions, pandering, condescension, concession Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.	Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: – the expression, sequence and linking of points – providing persuasive examples, illustration and evidence – pre-empting or answering potential objections – appealing to the known views and feelings of the audience Orally and in writing, construct effective persuasive arguments: – using persuasive language techniques to deliberately influence the listener. – developing a point logically and effectively – supporting and illustrating points persuasively – choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. Use reading to: – investigate conditionals, e.g. using if…then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition – build a bank of useful terms and phrases for persuasive argument

Recount Skills Progression (Including Newspaper and Biography)

Purpose: Recounts are the most common kind of texts we encounter and create. Their primary purpose is to retell events. They are the basic form of many story telling texts and in non-fiction texts they are used to create factual accounts of events (either current or historical). Recounts can entertain and/or inform.

Like all text types, variants of recounts can occur and they can be combined with other text types. For example, newspaper 'reports' on an event often consist of a recount of the event plus elements of explanation or other text types. Children should listen to, speak, read and write recount texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Generic Structure:

- Headline and Bi-line (Newspaper only)
- Orientation – scene setting opening, Often using the 5Ws – Who, What, Where, When and Why
- Events – recount of the events as they occurred, for example, *I saw a vase...* these events may be elaborated on by adding, for example, descriptive details
- Reorientation – a closing statement: *When I got back, I told my mum (*with elaboration in more sophisticated texts) This can be in the present tense in Newspaper and biography, bringing the reader up to speed on what is happening now.

Features:

- Written in the past tense, e.g. I went (with the exception of re-orientation further up the school)
- Chronological order, using connectives that signal time, for example, then, next, after, meanwhile
- Focused on individual or group participants, for example, in first person: I, we, or third person: he, she, they
- Details of specific people, places and objects

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The following are introduced in year 1 and then repeated and consolidated in year 2		The following are introduced in year 3 and then repeated and consolidated in year 4.		Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. 'As he was running away he noticed...'	Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person.
Describe incidents from own experience in an audible voice using sequencing		Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events.			
Words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions.		Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.			Distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.
Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when.*				Degree of formality adopted depending on audience and purpose and	
Write simple first person recounts linked to topics of interest/study or to personal experience, using the		Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as *meanwhile, following, afterwards* and including			⬜⬜

language of texts read as models for own writing, maintaining consistency in tense and person..	detail expressed in ways which will engage the reader *Girls with swirling hijabs danced to the….* ▯▯ Write recounts of other people's lives in the form of biographies.	Use of connectives developed Write recounts based on the same subject for two contrasting audiences such as a close friend and an unknown reader. Apply recount skills to both Newspapers and biographies – noting how the language may change with the purpose.	When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate.

Explanation Skills Progression

Purpose:
- To explain the processes involved in natural and social phenomena, or to explain how something works.
- Explanation text is generally one in which a process is being explained, not just described. An explanation generally answers 'how' or 'why' questions and includes causes, motives or reasons. Like all text types, variants of explanatory texts can occur and they can be combined with other text types. Children should listen to, speak, read and write explanation texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Structure:

The structure of an explanation text is often (but not always):
- Title starting with 'How' or 'Why'
- A general statement to introduce the topic, for example, *in the autumn some birds migrate*
- A series of logical steps explaining how or why something occurs, for example *because hours of daylight shorten…*
- Steps continue until the final state is produced or the explanation is complete

Features:

- Written in simple present tense, for example, *many birds fly south*
- Use connectives that signal time, for example, *then, next, several months later*
- Use causal connectives, for example *because, so, this causes*
- Use of passive voice
- Use of illustrations and diagrams
- Organised into paragraphs with sub-headings

Year 4	Year 5	Year 6
Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms ⬚⬚ Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.	Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then,	Build on the features practiced in years 4 and 5. Choose the appropriate form of writing and style to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.

Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing. 🔲🔲 After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.	might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.	

Instructions Skills Progression

Purpose: Instructions, rules and procedures aim to ensure something is done correctly and a successful outcome achieved. If there is a process to be undertaken this is given in the order in which it needs to be undertaken to achieve a successful outcome usually a series of sequenced steps. Like all text types, variants of instructions can occur (they may for example be pictorial rather than text based) and they can be combined with other text types. Instructions are found in all areas of the curriculum but are found particularly in subjects such as ICT and Design and Technology. Children should listen to, speak, read and write instructional/procedural texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Structure:

The structure of an instruction text is often (but not always):
- Title often beginning 'How to ...'
- Goal – a statement of what is to be achieved, e.g. how to make a sponge cake. Often linked with persuasive techniques to tantalise the reader *e.g. Have you ever wanted to bake a cake that makes your mouth water?*
- Materials/equipment needed, listed in order, e.g. 2 eggs, flour
- Sequenced steps to achieve the goal, e.g. cream the sugar and butter.
- Often diagrams or illustrations

Features:

- Written in the imperative*, e.g. sift the flour* or 2nd person *e.g first you put …*
- In chronological order, using time connectives *e.g. first, next*
- Use of numbers, alphabet or bullet points and colour to signal order
- Use of adverbs and adjectives for precision – *e.g measure carefully*
- Success Criteria *e.g. you know the cake is cooked fully if the knife comes out clean*

Year 2	Year 3	Year 4
Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: · statement of purpose, list of materials or ingredients, sequential steps,	Read and follow instructions. Give clear oral instructions to members of a group. Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.	In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.

· direct/imperative language · use of adjectives and adverbs limited to giving essential information · emotive/value-laden language not generally used As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game	Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. Write clear written instructions using correct register and devices to aid the reader.	Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).