

## English

### Writing- Genre Progression

RECOUNT			
	KS1	LKS2	UKS2
	Year 1: <ul style="list-style-type: none"> <li>• Use some simple description</li> <li>• Write in 1st person based on experiences</li> <li>• Write in past tense</li> <li>• Begin to link events using and</li> <li>• Write events in order</li> </ul>	Year 3: <ul style="list-style-type: none"> <li>• Use a balance of description and opinion</li> <li>• Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. in the morning, before lunch</li> <li>• Use a range of past tense forms</li> <li>• Write in 1st person or 3rd person</li> <li>• Write an introductory paragraph</li> <li>• Write further paragraphs in chronological order</li> </ul>	Year 5: <ul style="list-style-type: none"> <li>• Engage reader through use of description, feelings and opinions</li> <li>• Create cohesion through use of a range of adverbs and adverbials</li> <li>• Write in consistent tense using a range of verb forms</li> <li>• Include the 5Ws – who, what, where, when, why and how – and conclude with a clear summary</li> </ul>
	Year 2: <ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Use consistent past tense</li> <li>• Include personal comments and own viewpoint</li> <li>• Order events with adverbs of time</li> </ul>	Year 4: <ul style="list-style-type: none"> <li>• Engage the reader through detailed description</li> <li>• Include eyewitness accounts as quotes using direct speech punctuation</li> <li>• Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle</li> <li>• Use a range of past tense forms</li> <li>• Write in 1st person or 3rd person</li> <li>• Write an introductory paragraph including the 5Ws – who, what, where, when, why and how</li> <li>• Use paragraphs to extend and sequence extended recounts</li> </ul>	Year 6: <ul style="list-style-type: none"> <li>• Select the appropriate style to engage the audience</li> <li>• Use direct and reported speech to express a range of viewpoints</li> <li>• Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation</li> <li>• Use verb tenses consistently and correctly</li> </ul> Biography / Autobiography Also include: <ul style="list-style-type: none"> <li>• Use real life facts, including dates and place names</li> <li>• Use thematic language specific to the subject</li> <li>• Use formal language appropriately</li> </ul>

## RECOUNT: DIARY

	KS1	LKS2	UKS2
	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Use some simple description</li> <li>• Write in 1st person based on experiences</li> <li>• Write in past tense</li> <li>• Begin to link events using and</li> <li>• Write events in order</li> <li>• Open with Dear Diary</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Use a balance of description and opinion</li> <li>• Use a variety of sentence forms including statements and exclamations</li> <li>• Use a range of past tense forms, including present perfect</li> <li>• Write in 1st person</li> <li>• Write an opening paragraph to set the scene</li> <li>• Finish with a personal comment about hopes or concerns for the future</li> </ul>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Engage reader through use of detail, description, feelings and opinions</li> <li>• Use adverbs and fronted adverbials e.g. with doubt in my mind, anxiously, afterwards</li> <li>• Use rhetorical questions to engage reader</li> <li>• Select the appropriate tense</li> </ul>
	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Write in 1st person</li> <li>• Use consistent past tense</li> <li>• Order events with adverbs of time</li> <li>• Include personal comments and own viewpoint</li> <li>• Set the scene with a clear opening and establish the context</li> <li>• Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!</li> </ul>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>• Engage the reader through detailed description</li> <li>• Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle</li> <li>• Use a range of past tense forms</li> <li>• Write an opening paragraph to share thoughts and feelings and to summarise the day</li> <li>• Finish with a personal comment about hopes or concerns for the future</li> </ul>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>• Use quotes from people to express feelings</li> <li>• Select the appropriate tense and use accurately e.g. shifts in time and flashbacks</li> <li>• Use an informal conversational style</li> <li>• Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation</li> </ul>

## RECOUNT: NEWSPAPER

	KS1	LKS2	UKS2
		<p>Year 3:</p> <p>Clear introduction</p> <ul style="list-style-type: none"> <li>• Organised into paragraphs denoted by time/place</li> <li>• Topical information included</li> <li>• Bold, eye-catching headline</li> <li>• 3rd person</li> <li>• Past tense</li> </ul>	<p>Year 5:</p> <p>Developed introduction</p> <ul style="list-style-type: none"> <li>• Paragraphs developed</li> <li>• Subheadings used as an organisational device</li> <li>• Formal language used throughout</li> <li>• Eyes witness quotations which are succinct and emotive</li> <li>• Conclusion – summing up and bring the story up to date e.g. Police are still investigating thoroughly for more answers.</li> <li>• Include a byline - reporter's name and job title</li> </ul>
	<p>Year 2</p> <p>Use past and present tense as appropriate throughout writing.</p> <ul style="list-style-type: none"> <li>• Use progressive forms of verbs e.g. the children were playing, I was hoping...</li> <li>• Use conjunctions for coordination and subordination e.g. we went to the park so we could play on the swings.</li> </ul> <p>Use of noun phrases e.g. some people, most dogs, blue butterflies to interest the reader</p>	<p>Year 4:</p> <p>Clear introduction (who, what, when, where, why, how)</p> <ul style="list-style-type: none"> <li>• Paragraphs organised correctly into key ideas</li> <li>• Written in columns</li> <li>• Bold, eye-catching headline which includes alliteration</li> <li>• Might include a photo with a caption</li> </ul>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>• Add details of the 5Ws throughout piece – who, what, where, when, why and how</li> <li>• Use quotes from people to provide opinions and information</li> <li>• Use passive voice for ambiguity</li> <li>• Use appropriate formality for intended audience</li> <li>• Write in third person</li> <li>• Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question</li> </ul>

## LETTERS

	KS1	LKS2	UKS2
	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Write in 1st person</li> <li>• Write simple sentences in sequence</li> <li>• Begin to link events using and</li> <li>• Use simple openings and closings e.g. dear, from</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Write in the 1st person</li> <li>• Use contractions e.g. I'm writing to you</li> <li>• Provide detail through use of prepositions to express time, place and cause</li> <li>• Choose sentence forms to address the reader directly</li> <li>• Vary tenses</li> <li>• Use layout features including a date, introductory paragraph and further paragraphs in order, suitable closing</li> </ul>	<p>Apply the features of recount, persuasion, information and explanation in the form of a letter.</p> <ul style="list-style-type: none"> <li>• Use features of formal letter writing e.g. address, yours sincerely, yours faithfully</li> </ul>
	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Use a range of sentence forms to address the reader</li> <li>• Write in 1st person</li> <li>• Include personal comments and own viewpoint</li> <li>• Use openings and closings e.g. dear, opening statement to state why we are writing, from</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Write in the 1st person</li> <li>• Use contractions e.g. I'm writing to you</li> <li>• Provide detail through use of prepositions to express time, place and cause</li> <li>• Choose sentence forms to address the reader directly</li> <li>• Vary tenses</li> <li>• Use fronted adverbials to introduce paragraphs</li> <li>• Use layout features including an address/date, introductory paragraph and further paragraphs in order, suitable closing</li> </ul>	<p>Apply the features of recount, persuasion, information and explanation in the form of a letter.</p> <ul style="list-style-type: none"> <li>• Use features of formal letter writing e.g. address, yours sincerely, yours faithfully</li> </ul>

## INFORMATION AND NON-CHRONOLOGICAL REPORTS

	KS1	LKS2	UKS2
	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Write simple sentences linked to the topic</li> <li>• Write in the present tense</li> <li>• Link ideas through subject or pronoun e.g. Bats are black. They fly at night</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal</li> <li>• Use description to compare and contrast e.g. bats are one of the smallest mammals</li> <li>• Write in present tense (except historic reports)</li> <li>• Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</li> </ul>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Use precise word choices</li> <li>• Select language to appeal to the reader</li> <li>• Use a formal tone</li> <li>• Provide well-developed factual information for the reader</li> <li>• Manipulate style for specific purpose and audience (hybrid texts)</li> <li>• Include a summarising statement</li> </ul>
	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Use specific vocabulary linked to the topic</li> <li>• Use facts from research</li> <li>• Write with clear and precise description</li> <li>• Write in the present tense</li> <li>• Use layout features e.g. title, subheadings, introduction, grouped information</li> </ul>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>• Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal</li> <li>• Use precision in technical vocabulary</li> <li>• Use description to compare and contrast e.g. bats are one of the smallest mammals</li> <li>• Write in present tense (except historic reports)</li> <li>• Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</li> </ul>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>• Use precise word choices</li> <li>• Select language to appeal to the reader</li> <li>• Clarify technical vocabulary</li> <li>• Use a formal tone</li> <li>• Adapt formality to suit purpose and audience</li> <li>• Use fronted adverbials e.g. also, additionally, usually, commonly</li> <li>• Provide well-developed factual information for the reader</li> <li>• Manipulate style for specific purpose and audience (hybrid texts)</li> <li>• Include a summarising statement</li> </ul>

## INSTRUCTIONS

	KS1	LKS2	UKS2
	<p>Year 1:</p> <ul style="list-style-type: none"> <li>• Write simple, clear sentences</li> <li>• Start sentences with a command</li> <li>• Keep to the correct order of the steps to be followed</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Use technical vocabulary</li> <li>• Talk to the reader and make the instructions sound easy</li> <li>• Use adverbs for time and manner e.g. first, next, finally, carefully</li> <li>• Use clear and concise command sentences</li> <li>• Present the text clearly e.g. sub-headings, bullet points, numbers</li> </ul>	<p>Year 5:</p> <p>Apply the features of instructional texts across other text types where appropriate</p>
	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Write simple, short sentences with some technical vocabulary</li> <li>• Use noun phrases to specify where needed e.g. pick up the large bowl</li> <li>• Use adverbs appropriately</li> <li>• Include negative commands e.g. never, don't</li> <li>• Begin with a clear title and opening statement</li> <li>• Write in chronological order using bullet points or numbered points</li> </ul>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>• Use technical vocabulary</li> <li>• Talk to the reader and make the instructions sound easy</li> <li>• Use adverbs for time and manner e.g. first, next, finally, carefully</li> <li>• Use clear and concise command sentences</li> <li>• Write an introduction and concluding statement to engage the reader</li> <li>• Present the text clearly e.g. sub-headings, bullet points, numbers</li> </ul>	<p>Year 6:</p> <p>Apply the features of instructional texts across other text types where appropriate</p>

## EXPLANATIONS

	KS1	LKS2	UKS2
		<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Use language to explain a process or how something works</li> <li>• Use some technical vocabulary</li> <li>• Use simple present tense</li> <li>• Use words/phrases to make sequential, causal or logical connections e.g. because, as a result</li> <li>• Use organisational features e.g. opening Statement, steps explained in logical order, diagrams and flowchart</li> </ul>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Use technical vocabulary and precis information</li> <li>• Use words/phrases to make sequential, causal or logical connections e.g. resulting in, consequently, in addition</li> <li>• Apply language from independent research</li> <li>• Use hypothetical language (if...then, might, when...)</li> <li>• Use rhetorical questions to talk directly to the reader</li> <li>• Adapt formality to suit purpose and audience</li> </ul>
		<p>Year 4:</p> <ul style="list-style-type: none"> <li>• Use language to explain a process or how something works</li> <li>• Use some technical vocabulary</li> <li>• Use simple present tense</li> <li>• Use words/phrases to make sequential, causal or logical connections e.g. because, as a result</li> <li>• Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart</li> </ul>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>• Use technical vocabulary and precis information</li> <li>• Use words/phrases to make sequential, causal or logical connections e.g. resulting in, consequently, in addition</li> <li>• Apply language from independent research</li> <li>• Use hypothetical language (if...then, might, when...)</li> <li>• Use rhetorical questions to talk directly to the reader</li> <li>• Adapt formality to suit purpose and audience</li> </ul>

## PERSUASION

	KS1	LKS2	UKS2
		<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Use persuasive language e.g. alliteration, repetition.</li> <li>• Write in logical order</li> <li>• Use 2nd person or 3rd person to talk directly to the reader</li> <li>• Select organisational features e.g. opening statement, sub-headings.</li> </ul>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Use persuasive language e.g. quotes, slogans, rhetorical questions</li> <li>• Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)</li> <li>• Create deliberate ambiguities (probably the best...in the world)</li> <li>• Directly appeal to the reader</li> <li>• Support points using persuasive examples and provide evidence</li> </ul>
		<p>Year 4:</p> <ul style="list-style-type: none"> <li>• Use persuasive language e.g. alliteration, repetition, rhetorical questions</li> <li>• Write in logical order</li> <li>• Use 2nd person or 3rd person to talk directly to the reader</li> <li>• Use short sentences to emphasise</li> <li>• Select organisational features e.g. opening statement, sub-headings, captions, strategically organised paragraphs, closing statement</li> </ul>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>• Use persuasive language e.g. quotes, slogans, rhetorical questions</li> <li>• Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)</li> <li>• Create deliberate ambiguities (probably the best...in the world)</li> <li>• Directly appeal to the reader</li> <li>• Support points using persuasive examples and provide evidence</li> <li>• Create authority through a formal style where appropriate e.g. letter to the council</li> <li>• Pre-empt reader objections e.g. you may disagree but...</li> </ul>



## NARRATIVE: VOCABULARY

	KS1	LKS2	UKS2
	Year 1: <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe a character</li> <li>• Include and describe the setting</li> </ul>	Year 3: <ul style="list-style-type: none"> <li>• Use small details to describe characters</li> <li>• Include a setting to create atmosphere</li> </ul>	Year 5: <ul style="list-style-type: none"> <li>• Develop and keep characters consistent through description</li> <li>• Develop settings through description and link this with the characters or plot</li> </ul>
	Year 2: <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> </ul>	Year 4: <ul style="list-style-type: none"> <li>• Use small details to describe characters and evoke a response</li> <li>• Use small details for time, place and mood</li> </ul>	Year 6: <ul style="list-style-type: none"> <li>• Use language carefully to influence the reader's opinion of a character, place or situation</li> </ul>

## NARRATIVE: SENTENCE/STRUCTURE

	KS1	LKS2	UKS2
	Year 1: <ul style="list-style-type: none"> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul>	Year 3: <ul style="list-style-type: none"> <li>• Sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>	Year 5: <ul style="list-style-type: none"> <li>• Vary story openings: start with dialogue, action or description</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to move action forward</li> </ul>
	Year 2: <ul style="list-style-type: none"> <li>• Sequence of events</li> <li>• Section story into beginning, middle and end</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>	Year 4: <ul style="list-style-type: none"> <li>• Sequence stories in different stages: introduction, build up, climax, resolution</li> <li>• Use paragraphs and use different ways to introduce paragraphs</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 1st or 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>	Year 6: <ul style="list-style-type: none"> <li>• Vary story structure: start with a flashback or dramatic event, use 2 narrators to tell a story from different perspectives</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood</li> </ul>

**POETRY**

KS1

LKS2

UKS2

Year 1:  
Poems to perform.  
Simple list poems.

Year 3:  
Poems to perform  
List poems with extended lines.  
Similes.  
Shape poetry.

Year 5:  
Poems to perform.  
Narrative poems. For example, The Highwayman by Alfred Noyes.

Year 2:  
Poems to perform.  
Calligrams.  
Poem based on simply structured  
Riddles

Year 4:  
Poems to perform.  
Similes and metaphor to create pictures with  
words.  
Poem based on a model, drawing on the above.

Year 6:  
Poems to perform.  
Personification.  
Use of imagery.  
Different poetic forms