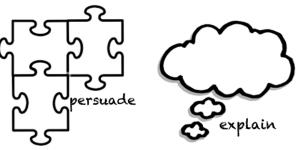


EnglishWriting Genre Progression Pathways

Writing for the Reader....







Story Poem Rhymes Play

Instruction Report

Persuasive Discussion

Recount Explanation

Year 1



- Retell familiar stories and poems and recount events in sequence.
- Focus on who, where and what.
- Write own version of a familiar story in sequential order.
- Use a simple structure: beginning middle
- Separate words with spaces.
- Capital letters (including proper nouns), full stops, question marks and exclamation
- Join clauses using simple conjunctions (and, but).



Year 2

Narratives

- All from previous year.
- Plan and write own stories and poetry with a logical sequence of events.
- Include descriptions of characters, setting and some speech.
- Be consistent with tense.
- Use progressive form of verbs in present or past tense.
- Begin to use the possessive apostrophe and apostrophes for contractions.
- Use subordinating and coordinating conjunctions.
- Form lower-case letters and capital letters of the correct size and start joining letters.

Year 3



All from previous years.

entertain

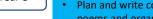
- Write narratives that have a problem and resolution organised into paragraphs.
- Use adverbs of time to link paragraphs.
- Use speech with inverted commas to move the plot on and add interest.
- Express time, place and cause using conjunctions and adverbs and prepositions.
- Vary sentence structure using subordinate clauses.



Year 4

- All from previous years.
- Write from a character's perspective.
- Plan and write longer stories using a clear structure.
- Develop settings and poetry using figurative language.
- Use appropriate pronouns and nouns to avoid repetition.
- Use fronted adverbials with correct punctuation to connect
- Use paragraphs to organise ideas around a theme.
- Correct use of singular and plural possessive apostrophes.
- Use direct speech with correct punctuation.
- Expand noun phrases to give detail.

Year 5



Plan and write complete stories and poems and organise into several paragraphs.

All from previous years.

- Vary pace by using direct and reported speech.
- Use relative clauses to give extra information.
- Link ideas across paragraphs using adverbials of time, place and manner.
- Use adverbs and modal verbs to indicate a degree of possibility.
- Use parenthesis to give extra information.



Year 6

- All from previous years.
- Plan and write an extended narrative.
- Vary sentence length to have a desired effect.
- Have an understanding of how the selection of grammar and vocabulary can change and enhance meaning.
- Create convincing characters, problems and resolutions.
- Link ideas across paragraphs using a wider range of cohesive devices.
- Use a semi-colon, colon and dash to mark the boundary between independent clauses.
- Use a colon to introduce a list.
- Use ellipsis to build tension or show an omission.
- Use hyphens to avoid ambiguity.

Year 1

Letter, capital letter word, singular, Plural, sentence punctuation. full stop, question mark, exclamation mark

Year 2

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb verb tense (past, present) apostrophe for possession, comma.

Year 3

Preposition, imperative verb, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel. vowel letter, inverted commas, apostrophe for

omission.

Year 4

Determiner pronoun, Possessive pronoun, adverbial apostrophe for omission and possession. verb tense (past, present, future)

Year 5

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

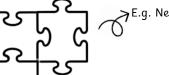
Year 6

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Year 1



- Explore suitable adverts, posters etc. to recognise the purpose of persuasion.
- Role play persuading in a shop setting.
- Write basic letters or posters with the purpose to persuade (A letter to______
 - Separate words with spaces.
- Capital letters (including proper nouns), full stops, question marks and exclamation marks.
- Join clauses using simple conjunctions (and, but).



persuade

>E.g. Newspaper article Poster Speech

Debate

Leaflet

Discussion/ Persuasion Texts

Year 2

All from previous year.

- Explore a range of persuasive texts and understand some of the features they include.
- Evaluate basic texts and comment on how effective it is.
- Write persuasively linked to topic, season or current experiences.
 - Include an opening statement that presents a persuasive point of
- Use expanded noun phrases to give detail and accuracy
- Use subordinating and coordinating conjunctions.
- Use commas to separate items in a list.
- Consistent use of tense.



- All from previous years
- Read and evaluate a wider range of persuasive texts to identify all of the features used.
- Write persuasively and begin to link points together with an appropriate style and choice of vocabulary.
- Have several reasons to persuade and begin to group in paragraphs related material.
- Express time, place and cause using conjunctions and adverbs and prepositions to build cohesion and accuracy.
- Where appropriate, give a customer review using inverted commas.



Year 3

Year 5

Year 4

- All from previous years.
- Analyse and evaluate a wider range of persuasive texts giving basic justifications to why it is effective or not.
- Distinguish between texts which try to persuade and those that try to inform.
- Begin to recognise and use some of the figurative language used to persuade (hyperbole, similes, alliteration).
- Expand noun phrases to persuade.
- Use fronted adverbials with correct punctuation.
- Use paragraphs to organise ideas around a theme and give a closing statement that reinforces the opening statement.
- Correct use of singular and plural possessive apostrophes.
- Give customer reviews with accurate punctuation.
- Year 6
- All from previous years.
- Analyse examples or own writing to identify possible objections and decide how best to counter these.
- Choose the appropriate style of writing to suit a specific purpose.
- Use passive voice to change the presentation of information.
- Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase)
- Use a semi-colon, colon and dash to mark the boundary between independent clauses.
- Use a colon to introduce a list.
- Consider and justify appropriate layout devices (bullet points, tables, etc.)



- All from previous years.
- Read other persuasive examples (newspaper reports etc.) to compare the purpose (deliberate ambiguity, bias etc.)
- Draft and write individual, group and class persuasive extended texts for real purposes.
- Support the purpose with diagrams, graphs, data etc.
- Use relative clauses to give extra information.
- Use modal verbs and adverbs to indicate degrees of possibility (should, surely)
- Link ideas across paragraphs using adverbials of time, place and manner.
- Use parenthesis to give extra information.



Year 1

Letter, capital letter word, singular, Plural, sentence punctuation, full stop, question mark, exclamation mark

Year 2

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb verb tense (past, present) apostrophe for possession, comma.

Year 3

Preposition, imperative verb, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, apostrophe for

omission.

Year 4

Determiner pronoun, Possessive pronoun, adverbial apostrophe for omission and possession, verb tense (past, present, future)

Year 5

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

Year 6

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Build upon and use terminology from previous year

Year 1





E.g. Non-chronological report

Chronological report

Double page spread

Display Board

Report Texts

Year 2

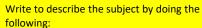
Write sentences to describe certain aspects of the subject by doing the following:

- Separate words with spaces.
- Capital letters (including proper nouns), full stops, question marks and exclamation marks
- Join clauses using simple conjunctions (and, but).



Write sentences to describe the subject by doing the following:

- All from previous year.
- Begin to recognise that the style of writing is for precision as opposed to other styles.
- Begin to use the possessive apostrophe.
- Use subordinating and coordinating conjunctions.
- Form lower-case letters and capital letters of the correct size and start joining letters.
- Include some subject specific vocabulary.



- All from previous years.
- Use of short statement at the start of each paragraph to introduce new topic.
- Begin to include language of comparison and contrast (Using –er and –est suffixes).
- Include subject specific vocabulary.
- Begin to use organisational devices such as headings and sub-headings.
 - Express time, place and cause using conjunctions and adverbs and prepositions.



Year 3

Year 4

Write to describe the subject by doing the following:

- All from previous years.
- Correct use of subject verb agreements
- Use subordinate and coordinating conjunctions to support moving between general to more specific information.
- Use appropriate pronouns and nouns to avoid repetition.
- Use fronted adverbials with correct punctuation
- Use paragraphs to organise ideas around a theme.
- Correct use of singular and plural possessive apostrophes.



Year 5

Write to describe the subject by doing the following:

- All from previous vears
- Use relative clauses to give extra information.
- Link ideas across paragraphs using adverbials of time, place and manner.
- Use adverbs and modal verbs to indicate a degree of possibility.
- Use parenthesis to give extra information.



Write to describe the subject by doing the following:

- All from previous years.
- Use the passive voice to avoid personalisation and maintain the level of formality.
- Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase, formal conjunctions)
- Use a semi-colon, colon and dash to mark the boundary between independent clauses.
- Use a colon to introduce a list.
- Use layout devices such as bullet points to list information and structure text.



Year 1

Letter, capital letter word, singular, Plural, sentence punctuation, full stop, question mark, exclamation mark

Year 2

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb verb tense (past, present) apostrophe for possession, comma.

Year 3

Preposition,
imperative verb,
conjunction,
word family,
prefix clause,
subordinate
clause,
direct speech,
consonant,
consonant letter,
vowel,
vowel letter,
inverted commas,

apostrophe for

omission.

Year 4

Determiner pronoun, Possessive pronoun, adverbial apostrophe for omission and possession, verb tense (past, present, future)

Year 5

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

Year 6

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Build upon and use terminology from previous year

Instruction/Explanation Texts

Year 1

- Listen to and follow a simple instructions.
- Plan and give clear oral instructions
- Contribute to class composition of instructions
- Separate words with spaces.
- Capital letters (including proper nouns), full stops, question marks and exclamation marks.
- Join clauses using simple conjunctions (and,
- Use imperative verbs.





All from previous year.

sequential steps.

- Analyse more complex instructions to identify
- Begin to use organisational devices such as

Listen to and follow more complex instructions

Begin to recognise that the style of writing is for

Plan and write a set of instructions for a familiar topic.

Use expanded noun phrases to give detail and accuracy

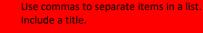
Include a introduction, list of materials needed and

Use subordinating and coordinating conjunctions.

precision as opposed to other styles.

Express time, place and cause using conjunctions and adverbs and prepositions to build cohesion and accuracy.

Year 2





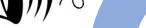
- organisational devices (bullet points, diagrams)
- paragraphs, sub-headings.

Year 3



Instructions Recipes





- Link instructional writing in previous years to explanation writing.
- Analyse a wide range of texts noting features of impersonal style.
- Comment on and justify views on the effectiveness of a
- Interest the reader by writing directly to the reader (You'll be surprised)
- Use fronted adverbials with correct punctuation.
- Use paragraphs to organise ideas around a theme.
- Avoid repetition by choice of pronoun or noun.
- Correct use of singular and plural possessive apostrophes.

Year 4

Newspaper article Poster Leaflet



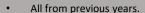
Double Page Spread



Year 5

- All from previous years.
- Analyse a range of texts from many areas of the curriculum.
- In shared writing, plan, write, edit and refine pieces to increase clarity.
- Use relative clauses to give extra information.
- Use modal verbs and adverbs to indicate degrees of possibility
- Link ideas across paragraphs using adverbials of time, place and manner.
- Use parenthesis to give extra information.

Year 6



- Choose the appropriate style of writing to suit a specific purpose and audience.
- Explore when a different tense is needed in explanations
- Use passive voice to change the presentation of
- Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase)
- Use a semi-colon, colon and dash to mark the boundary between independent clauses.
- Use a colon to introduce a list.
- Use appropriate layout devices to structure text: headings, sub-headings, columns and bullet points.



Determiner pronoun, Possessive pronoun. adverbial apostrophe for omission and possession. verb tense (past, present, future)

Year 4

Year 5

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

Year 6

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Year 1

Letter, capital letter word, singular, Plural, sentence punctuation. full stop, question mark, exclamation mark

Year 2

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb verb tense (past, present) apostrophe for possession, comma.

Year 3

Preposition,

imperative verb, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel. vowel letter, inverted commas, apostrophe for omission.

Year 1



- Describe from own experience in chronological order using basic sequencing words/phrases.
- Read personal recounts and begin to recognise structure (listed above)
- Write simple first person recount linked to personal experience.
- Separate words with spaces.
- Capital letters (including proper nouns), full stops, question marks and exclamation marks.
- Join clauses using simple conjunctions (and, but).
- Maintain past tense.



Diary
Newspaper article
Biography
Autobiography

Year 2

Recount Texts

- All from previous year.
- Collect a wider range of words/phrases to support sequencing.
- Create simple timelines to record order of events.
- Write recounts from personal experiences and from the perspective of others.
- Use expanded noun phrases to give detail and accuracy
- Use subordinating and coordinating conjunctions.
- Use commas to separate items in a list.
- Maintain past tense consistently.



- Watch or listen to third person recounts and identify the sequence of events.
- Use words to support chronology (specific timings)
- Use well-chosen verbs to add detail and description.
- Begin to use paragraphs to group related material.
- Write a concluding line the summarises the whole recount.
- Express time, place and cause using conjunctions and

 Express time, place and cause using conjunctions and adverbs and prepositions to build cohesion and accuracy. Year 3



- All from previous years.
- Explore and compare texts that recount the same event to evaluate their effectiveness.
- Explore how direct speech can be used in recounts (opening line or the summarising line)
- Use fronted adverbials with correct punctuation.
- Use paragraphs to organise ideas around a theme including a summary paragraph.
- Correct use of singular and plural possessive apostrophes.
- Maintain and manage switching between past and present tenses



Year 5

All from previous years.

- Analyse and Evaluate the effectiveness and formality of two contrasting recounts.
- Practise writing a recount with a word limit to increase accuracy..
- Decide whether a personal or impersonal writing style is appropriate for the intended purpose.
- Reflect the theme (positive/negative) of the recount by selecting appropriate words/phrases.
- Use relative clauses to give extra information.
- Link ideas across paragraphs using adverbials of time, place and manner.
- Use parenthesis to give extra information.

Year 6

- All from previous years.
- Choose the appropriate style of writing to suit a specific purpose.
- Use passive voice to change the presentation of information.
- Link ideas across paragraphs using a wider range of cohesive devices (repeating words or a phrase, formal conjunctions)
- Use a semi-colon, colon and dash to mark the boundary between independent clauses.
- Use a colon to introduce a list.
- Justify grammar, punctuation, formality and style of writing to give an intended purpose.



Year 1

Letter, capital letter word, singular, Plural, sentence punctuation, full stop, question mark, exclamation mark

Year 2

Noun,
noun phrase,
statement,
question,
exclamation,
command,
compound,
suffix,
adjective,
adverb, verb
verb tense (past,
present)
apostrophe for
possession,
comma.

Year 3

apostrophe for

omission.

Preposition,
imperative verb,
conjunction,
word family,
prefix clause,
subordinate
clause,
direct speech,
consonant,
consonant letter,
vowel,
vowel letter,
inverted commas,

Year 4

Determiner pronoun, Possessive pronoun, adverbial apostrophe for omission and possession, verb tense (past, present, future)

Year 5

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

Year 6

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Build upon and use terminology from previous years

