



English

Writing Genre Progression Pathways

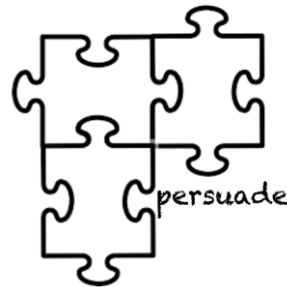
Writing for the Reader....



Story
Poem
Rhymes
Play



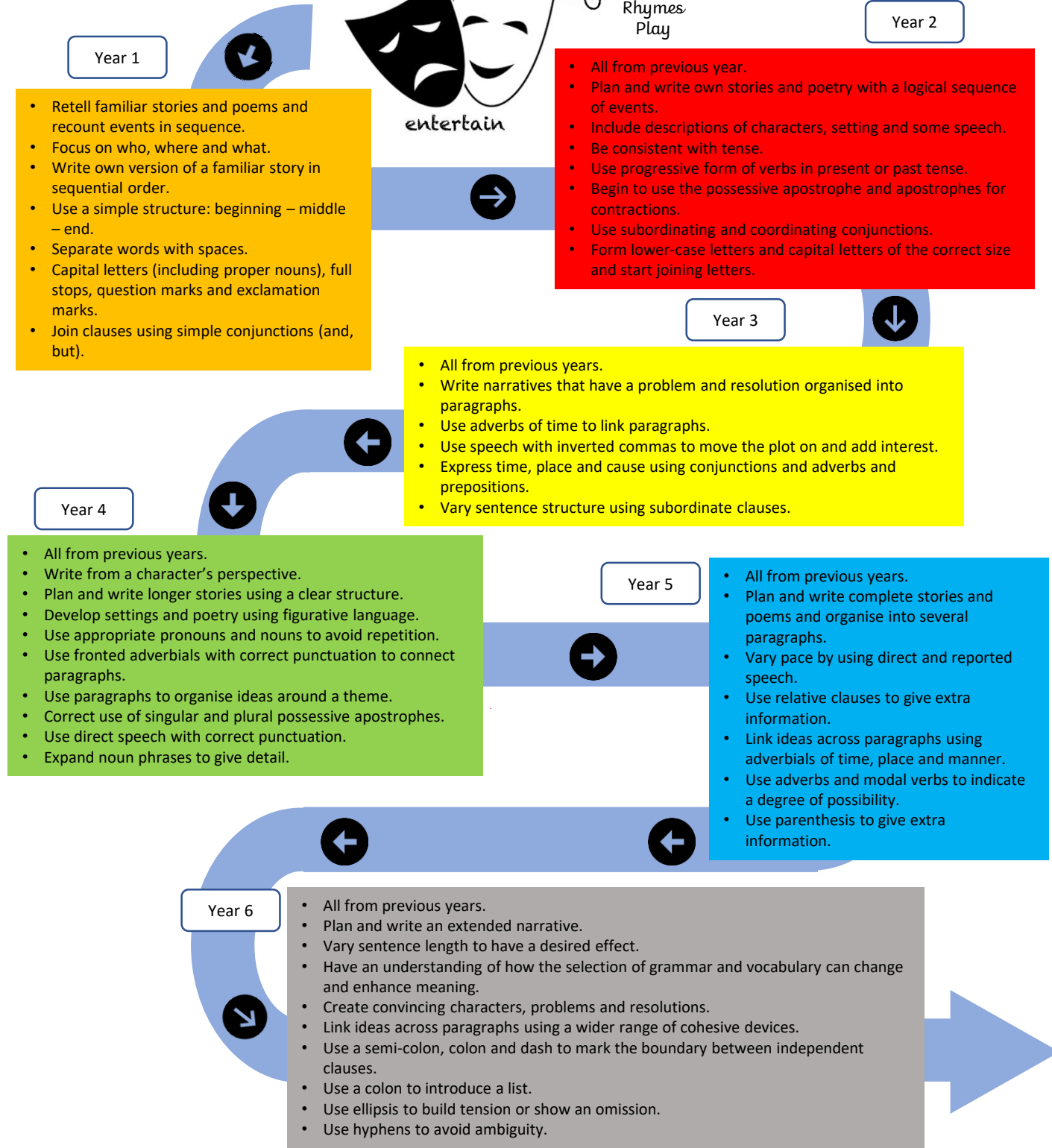
Instruction
Report



Persuasive
Discussion



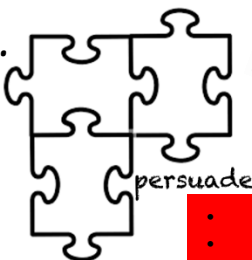
Recount
Explanation



Terminology	<div>Year 1</div> <div>Letter, capital letter word, singular, Plural, sentence punctuation, full stop, question mark, exclamation mark</div>	<div>Year 2</div> <div>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb verb tense (past, present) apostrophe for possession, comma.</div>	<div>Year 3</div> <div>Preposition, imperative verb, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, apostrophe for omission.</div>	<div>Year 4</div> <div>Determiner pronoun, Possessive pronoun, adverbial apostrophe for omission and possession, verb tense (past, present, future)</div>	<div>Year 5</div> <div>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</div>	<div>Year 6</div> <div>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</div>
	Build upon and use terminology from previous years					

Writing for the Reader....

Discussion/
Persuasion Texts



- E.g. Newspaper article
- Poster
- Speech
- Debate
- Leaflet

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).

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 view.
- 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 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 3

Year 5

- 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 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.)

Terminology

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 years



E.g. Non-chronological report
Chronological report
Double page spread
Display Board

Year 1

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.

Write to describe the subject by doing the following:

- 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 4

Year 3

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.

Write to describe the subject by doing the following:

- All from previous years.
- 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 5

Year 6

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.

Terminology

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.

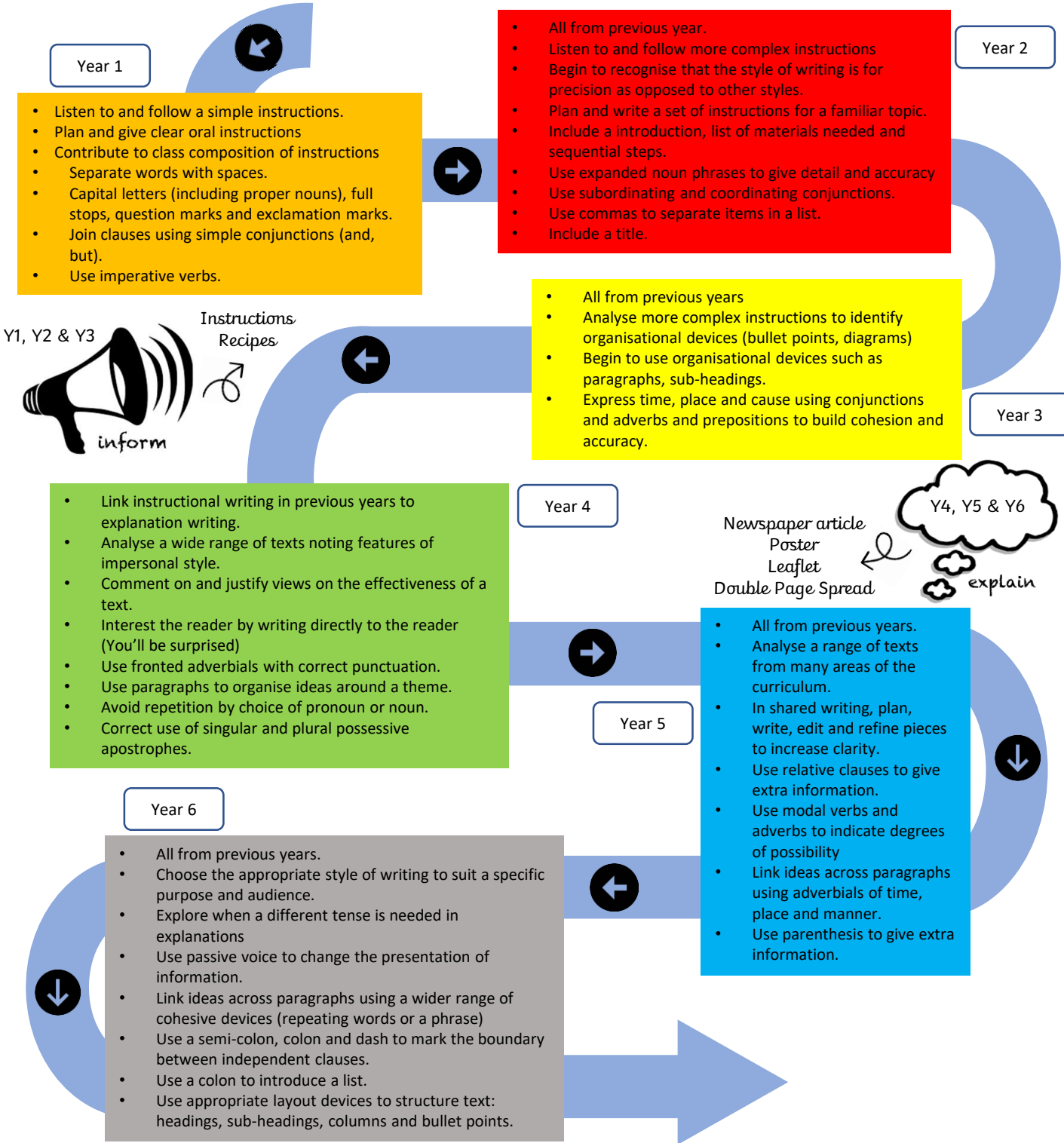
Year 6

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

Build upon and use terminology from previous years

Writing for the Reader....

Instruction/Explanation Texts



Terminology

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter, capital letter word, singular, Plural, sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb verb tense (past, present) apostrophe for possession, comma.	Preposition, imperative verb, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, apostrophe for omission.	Determiner pronoun, Possessive pronoun, adverbial apostrophe for omission and possession, verb tense (past, present, future)	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

Build upon and use terminology from previous years

Writing for the Reader....

Recount Texts



Diary
Newspaper article
Biography
Autobiography

Year 1

Year 2

- 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.

- 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.

- All from previous years
- 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 adverbs and prepositions to build cohesion and accuracy.

Year 4

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.

Terminology

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 years