



Grade Ruan Progression in Writing Genres

Genre	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recount	<ul style="list-style-type: none"> - Informally recount incidents in own life to other children or adults and listen to others doing the same. - Write sentences to match pictures or sequences of pictures illustrating an event - Use experience of simple recounts as a basis for shared composition with an adult, such as retelling, substituting or extending, leading to simple and independent writing. 	<ul style="list-style-type: none"> - Describe incidents from their own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'. They can listen to other people's recounts and ask relevant questions. - Read personal recounts and begin to recognise generic structure, e.g ordered sequence of events, use time conjunctions like first, next, after and when. - Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. 		<ul style="list-style-type: none"> • planned in sections using conjunctions, adverbs and prepositions to sequence events • word choices and developed sentence structures to match recount texts • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Inverted commas can be used to punctuate direct speech, if appropriate 	develop sequential language organised into paragraphs <ul style="list-style-type: none"> • adverbs, adverbials and prepositions to sequence events • word choices and developed sentence structures to match recount texts • expanded noun phrases 	<ul style="list-style-type: none"> - Identify the key features of recounted texts, including introduction to set the scene, chronological sequence, varied yet consistent use of past tense verbs, supporting illustrations, degree of formality adopted and use of a range of conjunctions. - Use formal language when recounting orally. Write recounts based on the same subject, such as a trip, for two contrasting audiences. 	
Explanation Texts	<ul style="list-style-type: none"> - Talk about why things happen and how things work, ask questions and speculate. - Listen to someone explaining a process and ask questions. - Give oral explanations e.g. their or another's motives; why and how they made a construction 	<ul style="list-style-type: none"> - Read captions, pictures and diagrams on wall displays and in books that explain a process. - Draw pictures to illustrate a process and use the picture to explain the process orally. 	<ul style="list-style-type: none"> • consistent use of present tense • questions used to form titles • question marks used to denote questions (Y1) • conjunctions e.g. so...because to explain 	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • consistent use of present tense • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • heading and subheadings used to aid presentation 	fronted adverbials <ul style="list-style-type: none"> • paragraphs to organise ideas • cohesion through the use of nouns and pronouns 	<ul style="list-style-type: none"> • indicate degrees of possibility using adverbs and modal verbs • layout devices to provide additional information and guide the reader • cohesion within paragraphs using adverbials • relative clauses used to add further information • parenthesis to add to the clarification of technical words 	<ul style="list-style-type: none"> • planned in sections using conjunctions, adverbs and prepositions to sequence events • word choices and developed sentence structures to match recount texts • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Inverted commas can be used to punctuate direct



Grade Ruan Progression in Writing Genres

							speech, if appropriate
Information Texts	Distinguish between writing and drawing and write labels for pictures and drawings Attempt writing for different purposes, using different forms: lists, stories and instructions	<ul style="list-style-type: none"> • concept of a sentence • capital letters and end marks • word choices • labels and captions 	<ul style="list-style-type: none"> • present tense • opening questions • concluding exclamatory sentence • subordinating and coordinating conjunctions to join information and give reasons • adverbs 	<ul style="list-style-type: none"> • planned into sections • headings • sub-headings • conjunctions to join information and give reasons • present perfect tense • word choices to match information texts 	<ul style="list-style-type: none"> • cohesion through a variety of devices within and across paragraphs • relative clauses with commas and brackets to add information • structured paragraphs linked with adverbials • indicate degrees of possibility using modal verbs and adverbs 	<ul style="list-style-type: none"> • cohesion through a variety of devices within and across paragraphs • relative clauses with commas and brackets to add information • structured paragraphs linked with adverbials • indicate degrees of possibility using modal verbs and adverbs 	<ul style="list-style-type: none"> • cohesion through a wider variety of devices • layout devices including headings, sub-headings, columns, bullets and tables to structure texts • semi-colons for items in a list and colons to introduce lists • sustained levels of formality demonstrated through sentence and word choices in different pieces of different levels of formality • the identification of different structures typical of informal and formal writing e.g. the use of the subjunctive and the use of question tags • hyphens used to avoid ambiguity
Persuasion	Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in specific ways (e.g. pictures of food that make them want to eat things). Watch and listen when one person is trying to	Read posters, pictures, captions and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they are trying to do it. Through games and role play, begin to explore what it	<ul style="list-style-type: none"> • written in present tense • rhetorical questions • effective use of noun phrases 	<ul style="list-style-type: none"> • introduction to paragraphs as a way to group related material • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • use of present perfect form of verbs 	<ul style="list-style-type: none"> • cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition • expanded noun phrases • persuasive writing features (e.g. DAFOREST) • modal verbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • evaluating the contrast between formal and informal persuasive texts • cohesion through choice of techniques • expanded noun phrases • persuasive writing features 	Advanced persuasive text <ul style="list-style-type: none"> • adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text • passive voice • subjunctive form to hypothesise • cohesion across paragraphs using a



Grade Ruan Progression in Writing Genres

	persuade another to do something or go somewhere, recognising what is happening. Give oral explanations of their or another's motives; why or how they can persuade or be persuaded.	means to persuade or be persuaded and what different methods might be effective.				<ul style="list-style-type: none"> modal verbs and adverbs to position the argument structured paragraphs linked with adverbials commas to avoid ambiguity 	wider range of cohesive devices including conjunctive adverbs <ul style="list-style-type: none"> persuasive writing features hyphens to avoid ambiguity
Instructions	<p>Listen to and follow single instructions. As a next step, listen to and follow a series of two or three instructions. Give oral instructions to others when playing. Read and follow simple classroom instructions on labels, with additional pictures or symbols. Attempt to write instructions on labels, for instance in a role play area.</p>	<ul style="list-style-type: none"> concept of a sentence basic sequencing of sentences capital letters and end marks word choices correct past tense form labels and captions 	<ul style="list-style-type: none"> developed sequencing with subordinating and coordinating conjunctions to join information and give reasons adverbs of time to sequence and to add detail commas to separate items in a list 	<ul style="list-style-type: none"> commas to separate items in a list sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with 'top tip' headings and subheadings to aid presentation time, place and cause expressed using conjunctions, adverbs or prepositions 	<ul style="list-style-type: none"> 5 clearly sequenced parts cohesion through the use of nouns and pronouns fronted adverbials 	<ul style="list-style-type: none"> 5 clearly sequenced parts parenthesis can be used to add additional advice relative clauses to add further information modal verbs to suggest degrees of possibility layout devices to provide additional information and guide the reader 	
Discussion	Experience and recognise that others sometimes think, feel and react differently from themselves. Talk about how they and others might respond differently to the same thing, e.g. like a particular picture or story when someone else doesn't. Give oral explanations e.g. their or another's	Through talk and role play explore how others might think, feel and react differently to themselves and from each other. Explore, through reading, stories where characters might think, feel and react differently from themselves and from each other.	Through reading and in life situations, recognise that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios, e.g. that the wolf would see the story of Little Red Riding Hood different to herself. Explore different views and viewpoints.	Through reading, explore how different views might be expressed/explained/justified e.g. the different views of characters in a particular book, the different view of people writing to a Newspaper. Through role play and drama, explore how different views might be expressed/	<ul style="list-style-type: none"> consistent use of present tense – recap from Y2 present perfect form of verbs – recap from Y3 effective use of noun phrases paragraphs to organise ideas adverbials e.g. therefore, however... heading and subheadings used to aid presentation – recap from Y3 	<ul style="list-style-type: none"> cohesion within paragraphs using adverbials layout devices to provide additional information and guide the reader modal verbs to indicate degrees of possibility 	<ul style="list-style-type: none"> cohesion through a wider variety of devices adverbials for cohesion modal verbs and adverbs to position the arguments advanced language chosen to represent both arguments appropriate levels of formality applied well-structured arguments



Grade Ruan Progression in Writing Genres

	preferences, e.g. what they like to eat and why.			explained/justified e.g. the views of people in a simulated 'real life' situation.			<ul style="list-style-type: none"> language involved with evaluation and viewpoints included use of semi-colons and colons to control sentence structure passive voice subjunctive form to hypothesise
Non-chronological reports - Grammarsaurus	<p>Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (What does she like to eat? Does she have a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else.</p> <p>In shared writing, read information books and look at/re-read the books independently. Experiment with writing labels, captions and sentences for pictures and drawings in a variety of play, exploratory and role play situations.</p>	co-ordinating conjunctions, rhetorical questions, adverbials of place, commas for a list, question marks, subheadings pictures and captions expanded noun phrases	Commands, subordinating conjunctions, co-ordinating conjunctions, commas for a list, apostrophes for possession (GDS), subheadings present progressive (if not historical) comparative and superlative, tense switch, rhetorical questions, question marks	Expanded noun phrases, present perfect tense, subordinating conjunctions, co-ordinating conjunctions, commas for a list, apostrophes for possession, commas after fronted adverbials (Y4), commas for clauses (Y4), subheadings, expanded noun phrases, tense switch, rhetorical questions, question marks			rhetorical questions, subordinating conjunctions, adverbials of time, relative clauses, adverbials of place, passive voice (Y6), present perfect tense, colons (Y6), parentheses, apostrophes for possession, subheadings present perfect tense, passive voice (Y6), conjunctive adverbs, co-ordinating conjunctions, subjunctive mood/form (Y6) tense switch, rhetorical questions.
Narrative	Turn stories into plays using puppets, toys, costumes and props; imagine and re-create roles;	Generic text structure • simple narratives and retellings are	Generic text structure As Year 1, plus: • they are simply developed as either	Generic text structure • narratives and retellings written in first or third person	Generic text structure As Year 3, plus: • dialogue is used to convey	Generic text structure As Year 4, plus: • narratives are told sequentially and	Generic text structure As Year 5, plus: • assured and conscious control is



Grade Ruan Progression in Writing Genres

	<p>retell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in retelling and play. Attempt own writing for various purposes, using features of different forms including stories.</p>	<p>told/ written in first or third person</p> <ul style="list-style-type: none"> • simple narratives are told/ written in past tense • events are sequenced to create texts that make sense • main participants are human or animal • simple narratives use typical characters, settings and events whether imagined or real • 'story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing 	<p>good or bad characters</p> <ul style="list-style-type: none"> • language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. 	<ul style="list-style-type: none"> • narratives and retellings written in past tense, and occasionally in the present tense • events sequenced to create chronological plots through the use of adverbials and prepositions • descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • dialogue begins to be used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc 	<p>characters' thoughts and to move the narrative forward</p> <ul style="list-style-type: none"> • language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc. 	<p>non-sequentially (e.g. flashbacks) through the use of adverbials and preposition</p> <ul style="list-style-type: none"> • descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language 	<p>used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this</p>
	<p>Story features</p> <ul style="list-style-type: none"> • concept of a sentence • basic sequencing of sentences • capital letters and end marks • correct past tense form • written in the third person conjunctions to join ideas 	<p>Story features</p> <ul style="list-style-type: none"> • verbs chosen for effect • past tense and introduction to progressive past tense • adverbs of time to sequence events • adverbs for additional detail • basic noun phrases 	<p>Story features</p> <ul style="list-style-type: none"> • 5 clear sections (T4W boxing up format) • conjunctions, adverbs and prepositions to sequence events or to mark changes in setting • dialogue including direct speech 	<p>Story features</p> <ul style="list-style-type: none"> • sequence organised into paragraphs using fronted adverbials to indicate changes in time or place • different orders of sequences • fronted adverbials as single words, phrases and clauses to create cohesion 	<p>Story features</p> <ul style="list-style-type: none"> • cohesion through a variety of devices • links within and between paragraphs with adverbials • past perfect tense to link events • action, dialogue and description used to move events forward 	<p>Story features</p> <ul style="list-style-type: none"> • cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) • sustained register with well-rounded ending • atmosphere and mood created through effective word choice, sentence structure 	



Grade Ruan Progression in Writing Genres

			<ul style="list-style-type: none"> • singular possessive apostrophe • apostrophe for contraction • simple co-ordinating and subordinating conjunctions • exclamation sentences • comparable adjectives • commas to separate items in a list 	<ul style="list-style-type: none"> • past perfect tense • prepositional phrases for settings • noun phrases • verbs and adverbs chosen for effect cohesion created, and repetition avoided through the use of nouns and pronouns 	<ul style="list-style-type: none"> • expanded noun phrases • dialogue including direct speech to show character • develop characters through dialogue and action • standard forms of verb inflections used instead of local spoken forms • apostrophes for plural possession • past progressive and present perfect 	<ul style="list-style-type: none"> • relative clauses with commas and dashes used for additional detail including omitted relative pronouns • modal verbs to suggest degrees of possibility • adverbs of possibility 	<ul style="list-style-type: none"> and literary devices • shifts in formality • past perfect tense to link events, including past perfect progressive • action, dialogue and description used to move events forward • subjunctive form to hypothesise • colons, semi-colons and dashes used to separate and link ideas
Poetry	<p>Children can: Join in with class rhymes and poems Copy actions Enjoy making up funny sentences and playing with words; Look carefully at experiences and choose words to describe; Make word collections or use simple repeating patterns.</p>	<p>Children can: Perform in unison, following the rhythm and keeping time; Imitate and invent actions. 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.</p>	<p>Children can: Perform individually or together, speaking clearly and audibly; Use actions and sound effects to add to the poem's meaning. 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.</p>	<p>Children can: 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. 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.</p>	<p>Children can: Vary volume and pace and use appropriate expression when performing; Use actions, sound effects, musical patterns and images to enhance a poem's meaning. 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.</p>	<p>Children can: Vary pitch, pace, volume, expression and use pauses to create impact; Use actions, sounds, musical patterns, images and dramatic interpretation. Invent nonsense words and situations and experiment with unexpected word combinations; Use carefully observed details and apt images to bring subject matter alive; Avoid cliché in own writing; Write free verse; Use or invent different repeating patterns; Attempt different rhyme for humour</p>	<p>Children can: 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. 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</p>



Grade Ruan Progression in Writing Genres

							match meaning and own voice.
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