

Genre Progression Document

	Narrative	Poetry	Instructions	Explanation text	Recount	Non-chronological Report	Persuasion	Discussion
Reception	Attempt to write own texts that show understanding of features typically found in books read Retell aspects of well – known stories e.g. Once upon a time. / I'll puff and I'll puff	Listens to and joins in with poems. Experiments with pairs of rhyming words. Attempts to write simple phrases in the style of a known poem.	Write lists of instructions linked to actions or procedures	Write labels and captions for simple /diagrams	Use experience of simple recounts as a basis for shared composition with an adult	Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations e.g. when being a dinosaur detective, a child wrote a report on fossils for the dinosaur museum	Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, "Please don't touch, Please don't break my model	
Year 1	Write own version of a familiar story using a series of sentences to sequence events. Write complete stories with a simple structure: beginning – middle – end , decide where it is set, include good and bad characters and use ideas from reading for some incidents and events.		Write simple instructions in clear sentences, using a new line for each new instruction and numbers to sequence into the correct order. Use time adverbials to sequence and order instructions	Write a series of simple sentences to explain a simple , process based on first hand experience in the form of questions and answers	Write simple first person recounts linked to events of interest or to personal experience using a simple structure that uses basic sequential words (first, then, next..) and is organised into chronological order	Assemble sentences of information on a subject from their own experience using the first person. This should include a short sequence of informative points that are linked together with the possible use of line breaks to separate ideas.	Write in clear sentences that use persuasive phrases to persuade others to do something Ideas grouped together for similarity	
Year 2	Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe	Use simple repeating phrases or lines Use similes Organise ideas using ambitious vocabulary May use rhyme for effect. Begin to vary sentence length for effect.	Write detailed instructions using precise language and subject specific vocabulary to improve the instruction. Use time adverbials to sequence instructions. Use commands with imperative verbs Use captions, pictures, diagrams and labels	Write a series of extended sentences to explain a process or how something works ensuring that content is clearly sequenced using headings to separate information	Write a detailed recount about personal experiences of others, in role (real and fiction) that includes a wide range of phrases that supports chronology and includes headings to separate information	Report information on a subject, set out under headings with some additional detail given. This will include a short sequence of informative points with some ideas grouped together. It will include a simple opening and closing statement	Create simple posters to persuade others to do something using simple adjectives It will include a brief introduction and conclusion Main ideas will be organised into groups and written in the present tense	Explore different views and viewpoints through a simple discussion text. Write sentences in support of something and one against the same thing recognising that both are 'right' dependent upon viewpoint Simple text structure includes brief introduction stating issue, points of view and concluding sentence

	her eyes.							Clear division between sections of writing
Year 3	Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time Include description of a typical setting and characters. Use written dialogue to move the plot on.		Begin with a clear title and opening statement/introduction Emphasis on the sequencing of events (numbers, commands, bullet points, adverbials) Carefully selected language and vocabulary to add precision to the instructions Use noun phrases to specify	Write a sectioned explanation that includes a brief introduction and conclusion. Main ideas should be clearly organised into groups using headings and subheadings to aid presentation and guide the reader	Write detailed recounts based on a personal experience that include relevant, additional detail that adds interest It will include an introductory statement followed by a sequence of ideas arranged around themes and a concluding statement	Write information on a particular topic or event that includes a clear introduction and is organised into paragraphs . Development and detail in each section will provide more interest for the reader	Present a persuasive point of view in the form of an advert, linking points together and selecting style and vocabulary appropriate to the reader Clear introduction using a rhetorical question to engage the reader Paragraphs used as a way to group related material Sub-headings used to help organise the texts	Present the different viewpoints of a given issue that uses paragraphs to group related information (eg for and against) Includes an introduction to show why you are debating the issue Use of subheadings
Year 4	Plan and write a longer story where the central character faces a problem that needs to be resolved Develop settings using adjectives and figurative language to evoke time, place and mood. Include character descriptions designed to provoke sympathy or dislike in the reader	Has a clear opening/closing line Uses verses/ stanzas for effect Uses known structures as a model for own poems. Makes deliberate and precise vocabulary choices that will have an affect on the reader Variation in sentences and clauses for effect Uses similes and metaphors		Plan and compose an explanation text that includes all the necessary information about how and why things happen as they do. Ideas should be organised into paragraphs e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader.	Write a third person recount in the form of a newspaper report that includes an opening paragraph (Develop the 5W's) followed by a sequence of paragraphs that are arranged around a theme and a concluding statement	Write a detailed report that includes a clear introduction and a conclusion . Links should be made between sentences that help to navigate the reader from one idea to the next. Paragraphs should be organised correctly into key ideas. Sub-headings are used to organise information.	Write a convincing letter that directly persuades the audience, including a clear, detailed introduction and conclusion Points should be sequenced cohesively across paragraphs Organised paragraphs More complex rhetorical questions Formal/ informal language Correct use of past and present tense	Present a detailed balanced argument through the confident use of paragraphs to organise ideas Includes an introduction to show why you are debating the issue and a final paragraph to summarise. Includes a personal stance on the issue being discussed.
Year 5	Plan and write complete stories Adapt for narratives that do not have linear chronology,			Plan and compose an expanded explanation text that is organised into detailed paragraphs and uses	Plan and compose a formal account based on a significant person. It should have: An introduction and	Plan and compose a thorough report on a familiar topic or event. Similar information	Present a well constructed argument using emotive language to present a clear point of view.	To plan and compose a text which presents a balanced view of an event/situation/response.

	e.g. parallel narratives. (e.g.) portray events happening simultaneously (Meanwhile...); ; Experiment with the order of chapters or paragraphs to achieve different effects. r. Develop characterisation			further organisational and presentational devices to structure the text and guide the reader (eg. headings, bullet points, underlining)	conclusion including elaborated personal response , a description of events that is detailed and engaging. Time, place and personal response. Include the writer's perspective and be organised chronologically with clear signals to the reader .	should be grouped together into clear paragraphs . The introduction paragraph should provide a clear sense of purpose and a closing paragraph should sum up the report. New sections / paragraphs should be clearly indicated eg using subheadings, bullet points, introductory phrases Main points in paragraphs should be supported by relevant detail/vocabulary	Confident use the following persuasive devices: <i>noun phrases, rhetorical questions, deliberate ambiguities</i> Information prioritised according to the writer's point of view showing variation in sentence length and type according to purpose. Structured paragraphs linked with adverbials Change tense according to features of the text	Clear opening and closing paragraphs Paragraphs are clearly identifiable with some attempts at creating transitions between them Wide range of connective devices to structure argument in sentences and link paragraphs Simple evidence , to support each point of view, is given on some occasions
Year 6	Plan and write an extended story Describe a setting 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.	Shows cohesion through verses Stanzas are sized for effect Varies the length of lines for effect e.g. atmosphere/ pace. Uses similes, metaphors and personification . Uses active or passive voice as appropriate.		Plan and compose a formal expanded explanation of a more complex topic, such as a science experiment or an event in the news. Organisational devices should include: headings, subheadings, columns, bullet points, diagrams or tables, to structure text The opening statement should sum up the viewpoint being presented. The closing statement should repeat and reinforces the original thesis	Plan and compose a detailed recount (based on research) using a form to suit a specific purpose and audience that answers the reader's questions. Adapt degrees of formality and informality to suit the form of the text Paragraphs should be carefully constructed in order of importance and include detail that maintains the reader's interest. Create cohesion across paragraphs using a wider range of cohesive devices.		Write a detailed argument for or against a particular issue that will include: An opening paragraph to introduce the topic/idea, Reasons to support the viewpoint using facts and evidence to support, Consistent use of the present tense and a conclusion to summarise and restate opinion.	To write a balanced report of a controversial issue that: Summaries fairly the contrasting views, Analyses strengths and weaknesses of different positions, Draws reasoned conclusions , Uses formal language as appropriate Clear and coherent use of paragraphs to organise the report