

**Writing Genre progression overview 2021-22**

	<b>Narrative</b>	<b>Non fiction</b>	<b>Poetry</b>	<b>Playscript</b>
<b>KS1</b>	Irish Myth Story Adventure Science Fiction Traditional Tale Fable Traditional tale with a twist Legend	Biography Travel journal Recount Persuasive leaflet Non-chronological report Persuasive letter Postcard Lyrical explanation Instruction	List poem Rhyming poem Free verse Humorous poem	
<b>KS2</b>	Tragedy Story Traditional tale with a twist Romance Myth Traditional tale Suspense Adventure Comedy Science fiction Fantasy Mystery Ghost story Horror	Explanation Holiday brochure Instruction Non-chronological report Persuasive writing Newspaper report Script for a factual Speech Journal Persuasive letter Persuasive speech Balanced argument Diary Biography Recount Postcard	Poetry Narrative poem Rap	Playscript

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Traditional tale Story	Traditional tale with a twist Lyrical explanation	Story Instruction	Adventure Poetry	Fantasy Persuasive letter	Rap (16 days) Traditional Tale (6 days) Narrative
<b>Autumn 2</b>	List poem Recount	Persuasive letter Postcard	Traditional tale Poetry	Science fiction Story	Adventure Diary	Mystery Persuasive letter
<b>Spring 1</b>	Science fiction Travel journal	Free verse Adventure	Explanation Romance	Fantasy Persuasive writing	Balanced argument Narrative poem	Story Non-chronological report
<b>Spring 2</b>	Adventure Story	Non-chronological report Legend	Adventure Myth	Traditional Tale Newspaper report	Science fiction Speech	Romance Persuasive speech
<b>Summer 1</b>	Irish Myth Persuasive leaflet	Story Fable	Non-chronological report Tragedy	Adventure Playscript	Story Non-chronological report	Horror Speech
<b>Summer 2</b>	Biography Rhyming poem	Humorous poem Instructions	Holiday brochure Suspense	Mystery Script for factual tour	Journal Biography	Adventure Recount

## Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• How words can combine to make sentences</li> <li>• Separation of words with spaces</li> <li>• Introduction to <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences</li> <li>• Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters for names and for the personal pronoun I</li> <li>• Separation of words with spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to capital letters, full stops, <b>question marks</b> and <b>exclamation marks</b> to demarcate sentences</li> <li>• Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>• Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>• How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> <li>• Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Joining words and joining clauses using and</li> <li>• Capital letters for names and for the personal pronoun I</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> </ul>
<ul style="list-style-type: none"> <li>• How words can combine to make sentences</li> <li>• Separation of words with spaces</li> <li>• Introduction to <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences</li> <li>• Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Joining words and joining clauses using and</li> <li>• Capital letters for names and for the personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Joining words and joining clauses using and</li> </ul>	<ul style="list-style-type: none"> <li>• Joining words and joining clauses using and</li> <li>• Capital letters for names and for the personal pronoun I</li> </ul>

**Year 2**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<ul style="list-style-type: none"> <li>• Sentences organised chronologically indicated by time related words</li> <li>• Simple conjunctions and, but, then, so, when link clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Use full stops correctly. Use question marks correctly. Use exclamation marks correctly.</li> <li>• Subject/verb sentences e.g. I think... We want...</li> </ul>	<ul style="list-style-type: none"> <li>• Progressive form of verbs in the past and present tense.</li> <li>• Add 'es', 'ed' and 'ing' to verbs.</li> <li>• Add 'er' and 'est' to adjectives where no change is needed to root word.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject/verb sentences e.g. He was... They were... It happened...</li> <li>• Correct and consistent use of past and present tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct and consistent use of past and present tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Form nouns using suffixes and compounding.</li> <li>• Expanded noun phrases for description.</li> </ul>
<ul style="list-style-type: none"> <li>• Subordination – when, if, that, because</li> <li>• Coordination – or, and, but.</li> </ul>	<ul style="list-style-type: none"> <li>• Subordination – when, if, that, because</li> <li>• Coordination – or, and, but.</li> <li>• Some modal verbs introduced e.g. would, could, should.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech-like expressions in dialogue</li> <li>• Use simple adverbs e.g. quickly, slowly</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases for description.</li> <li>• Use simple adverbs e.g. quickly, slowly.</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases for description.</li> <li>• Subordination – when, if, that, because</li> <li>• Coordination – or, and, but.</li> <li>• Apostrophes for contractions. Possessive apostrophes for singular nouns.</li> <li>• Commas to separate items in lists.</li> </ul>	<ul style="list-style-type: none"> <li>• Imperative verbs are used to begin sentences.</li> <li>• Use simple adverbs e.g. slowly, quickly.</li> <li>• Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</li> </ul>

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using because, which, where etc.</li> <li>• Dialogue is realistic and conversational in style e.g. Well, I suppose...</li> <li>• Introduce inverted commas.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs used are specific for action e.g. rushed, shoved, pushed.</li> <li>• Adverbials e.g. When she reached home...</li> <li>• Expanded noun phrases e.g. two horrible hours</li> </ul>	<ul style="list-style-type: none"> <li>• Organised into paragraphs shaped around a key topic sentence.</li> <li>• Use of subheadings.</li> </ul>	<ul style="list-style-type: none"> <li>• Time and place are referenced to guide the reader through the text e.g. in the morning</li> <li>• Present perfect forms of verbs instead of 'the'</li> <li>• Choose appropriate adjectives.</li> <li>• Express time and cause (when, so, before, after, while, because)</li> </ul>	<ul style="list-style-type: none"> <li>• Organised into paragraphs shaped around a key topic sentence.</li> <li>• Use of subheadings</li> <li>• Correct and consistent use of past and present tense. .</li> </ul>	<ul style="list-style-type: none"> <li>• Organised into paragraphs shaped around a key topic sentence.</li> <li>• Use of subheadings.</li> </ul>
<ul style="list-style-type: none"> <li>• Organised into clear points denoted by time.</li> <li>• Some complex sentences using when, if, as etc.</li> <li>• Adverbials e.g. When the glue dries, attach the paperclip.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose appropriate adjectives.</li> <li>• Express time and cause (when, so, before, after, while, because)</li> </ul>	<ul style="list-style-type: none"> <li>• Organised into paragraphs e.g. When she arrived at the bear's house..</li> <li>• Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</li> </ul>	<ul style="list-style-type: none"> <li>• Correct and consistent use of past and present tense. .</li> <li>• Express time and cause; then, next, soon.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce inverted commas.</li> <li>• Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</li> </ul>	<ul style="list-style-type: none"> <li>• Form nouns using prefixes.</li> <li>• Nouns and pronouns used to avoid repetition.</li> </ul>

**Year 4**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<ul style="list-style-type: none"> <li>• Link between opening and resolution</li> <li>• Choose appropriate adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition avoided through using different sentence structures and ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures e.g. while, although, until</li> <li>• Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</li> </ul>	<ul style="list-style-type: none"> <li>• Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</li> <li>• Use inverted commas and other punctuation to indicate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</li> <li>• Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher....</li> </ul>
<ul style="list-style-type: none"> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> <li>• Choose appropriate adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs organised correctly to build up to key event</li> <li>• Comma after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Links between key ideas in the letter.</li> <li>• Paragraphs organised correctly into key ideas.</li> <li>• Standard English forms for verbs.</li> <li>• More complicated rhetorical questions e.g. haven't you always longed for a...?</li> </ul>	<ul style="list-style-type: none"> <li>• Links between key ideas in the newspaper. Who, what, where, when and why</li> <li>• Information is clear to orientate the reader. into key ideas.</li> <li>• All newspaper layout features included.</li> <li>• Bold eye-catching headline which includes alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• All playscript layout features included.</li> <li>• Use a wide range of conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures e.g. While we watched the sea-lion show...</li> <li>• Use embedded/relative clauses e.g. Penguins, which are very agile, ....</li> <li>• Include adverbs to show how often e.g. additionally, frequently, rarely.</li> </ul>

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</li> <li>Wide range of subordinate conjunctions e.g. whilst, until, despite.</li> </ul>	<ul style="list-style-type: none"> <li>Opening and resolution shape the story</li> <li>Structural features of narrative are included e.g. repetition for effect</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of subordinate conjunctions e.g. whilst, until, despite.</li> <li>Complex sentences that use well known economic expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs varied in length and structure.</li> <li>Pronouns used to hide the doer of the action e.g. it crept into the woods</li> <li>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</li> </ul>	<ul style="list-style-type: none"> <li>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</li> <li>Wide range of subordinate conjunctions e.g. whilst, until, despite.</li> </ul>	<ul style="list-style-type: none"> <li>Developed introduction and conclusion including elaborated personal response.</li> <li>Description of events are detailed and engaging</li> <li>Use modal verbs.</li> </ul>
<ul style="list-style-type: none"> <li>Paragraphs developed with prioritised information.</li> <li>View point is transparent for the reader.</li> <li>Persuasive statements are used to change the reader's opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptions of events are detailed and engaging.</li> <li>The information is organised chronologically with clear signals to the reader about time, place and personal response.</li> </ul>	<ul style="list-style-type: none"> <li>Change tense according to features of the genre.</li> <li>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs developed with prioritised information.</li> <li>View point is transparent for the reader.</li> <li>Emotive language used throughout to engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Developed introduction and conclusion using all the layout features.</li> <li>Description of the phenomenon is technical and accurate.</li> <li>Formal and technical language used throughout to engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Developed introduction and conclusion including elaborated personal response.</li> <li>Active and passive voice used deliberately to heighten engagement.</li> <li>Wide range of subordinate conjunctions e.g. whilst, until, despite.</li> </ul>

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>The story is well constructed and raises intrigue.</li> <li>Link ideas across a text using cohesive devices such as adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across a text using cohesive devices such as adverbials.</li> <li>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</li> </ul>	<ul style="list-style-type: none"> <li>The story is well constructed and raises intrigue.</li> <li>Choose appropriate adjectives</li> <li>Use a wide range of punctuation throughout the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue is used to move the action on who heighten empathy for central character</li> <li>Fronted adverbials used to clarify writer's position</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate ambiguity is set up in the mind of the reader until later in the text</li> <li>Viewpoint is well controlled and precise</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue is used to move the action on who heighten empathy for central character</li> </ul>
<ul style="list-style-type: none"> <li>Choose appropriate adjectives</li> <li>Use a wide range of conjunctions.</li> <li>Change tense according to features of the genre.</li> </ul>	<ul style="list-style-type: none"> <li>Letter well-constructed that answers the reader's questions.</li> <li>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</li> </ul>	<ul style="list-style-type: none"> <li>The writer understands the impact and thinks about the response.</li> <li>Information is prioritised according to importance and a frame of response set up for the reply.</li> <li>Sentence length and type varied according to purpose</li> </ul>	<ul style="list-style-type: none"> <li>Arguments are well constructed that answer the reader's questions.</li> <li>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</li> <li>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across a text using cohesive devices such as adverbials.</li> <li>The writer understands the impact or the emotive language and thinks about the response.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length and type varied according to purpose.</li> <li>Complex noun phrases used to add detail</li> <li>Prepositional phrases used cleverly. e.g. In the event of a fire...</li> </ul>