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2020-2021

Sytchampton Endowed Primary School

Writing Genre Progression Document

Several thin, curved grey lines originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

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Text Genre - Writing Progression Document

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Whole School Text Genre Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Traditional and fairy tales Stories with predictable and patterned language	Traditional tales Stories with repetitive patterns or structures Stories by the same author Stories from other cultures Fantasy	Traditional stories Stories set in familiar settings Stories by the same author Traditional tales with a twist Animal Adventure Stories	Adventure and Mystery Myths and Legends Stories with familiar settings Dialogue and plays	Stories with a historical setting Stories which raise issues or dilemmas Stories set in an imaginary world (fantasy) Stories from other cultures Narrative writing from different viewpoints Play scripts	Fables, Myths and Legends Stories from other cultures Significant authors Classic fiction Film narrative and playscripts	Detective/Crime Science Fiction Stories with flashbacks/time shifts Classic Fiction/Novel as a theme
Recount	Recounts of personal experiences	Recounts of personal experiences	Recount of historical events/diary (different viewpoint)	Focus is now on applying Recount to Biographies and Newspapers			
Biography	All about me poster with labels and captions			Autobiography		Biography	Biography (Historical Context)
Newspapers		Wanted poster			Newspapers		Newspapers
Instruction	Simple repetitive instructions (cooking/treasure hunt)	Recipe – simple instructions in numbered order	Instructions with key features (e.g. Title, List of things you will need, bullet points, numbers, time connectives)	Focus moves to Explanation			
Explanation	Labels, lists and captions			Explanation of how something works	Explanation Text	Explanation	
Non-Chronological Reports	Labels, lists and captions	Simple non-chronological report	Non-chronological reports (Include key text features and language structures)		Non-chronological report		Information booklet incorporating a range of text types (Hybrid text)

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Persuasion				Persuasive advert of poster	Sales pitch or Article	Radio or TV broadcast	Persuasive Leaflet
Balanced Argument				Discussion – for and against	Discussion/debate	Formal debate and report	
Letters	Letter to Santa	Invitations Informal letters Postcards	Formal letters	Formal – Letters of complaint		Formal Letters informal letters – different viewpoints	
Poetry	Nursery Rhymes Language play	Use the senses Poems for learning by heart Traditional rhymes	Poems with a structure e.g. riddles Poems on a theme Shape poetry/calligrams Pattern and Rhyme	Performance Poetry Language play Poems on a theme Rhyming and rhyming couplets	kennings Cinquain Poetry on a theme	Poems with figurative language Poems with a structure e.g. haiku, limericks Classic Narrative Poetry	Poems Free Verse Poems with imagery

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Narrative							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Text Types	Traditional tales Stories with repetitive patterns or structures	Traditional tales Stories with repetitive patterns or structures Stories by the same author Stories from other cultures Fantasy	Traditional stories Stories set in familiar settings Stories by the same author Traditional tales with a twist Animal Adventure Stories	Adventure and Mystery Myths and Legends Stories with familiar settings Dialogue and plays	Stories with a historical setting Stories which raise issues or dilemmas Stories set in an imaginary world (fantasy) Stories from other cultures Narrative writing from different viewpoints Play scripts	Fables, Myths and Legends Stories from other cultures Significant authors Classic fiction Film narrative and playscripts	Detective/Crime Science Fiction Stories with flashbacks/time shifts Classic Fiction/Novel as a theme
Text Level	<p>Use phonic knowledge to write ways that match spoken sounds.</p> <p>Able say out loud what they are going to write about composing a sentence orally before writing it, using story language such as, Once upon a time.</p> <p>Write simple labels/captions</p> <p>Sequencing sentences to form short narratives some children may by starting to use story language.</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key events</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central characters</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>
Sentence Level	Simple repetitive sentences, starting with a pronoun e.g. He went home	Simple sentences, starting with a pronoun and a verb e.g. He went home	Subject/verb sentences e.g. He was... They were... It happened...	Simple, compound sentences with extra description.	Variation in sentence structures e.g. while, although, until	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p>

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	Simple connectives are used to construct simple sentences e.g. and.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Simple and compound sentences Simple connectives and, but, then, so, or, when, because link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field	Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose... Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home... Expanded noun phrases e.g. two horrible hours	Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,.... Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking	engagement. e.g. the ring was removed from the drawer Wide range of subordinate connectives e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls Repetition is used for effect e.g. the boys ran and ran until they could run no more.	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions... Figurative language used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag
Word Level	<p>Noun Use of nouns in a sentence (doesn't have to know what a noun is)</p> <p>Adjective Use of adjectives in a sentence (doesn't have to know what an adjective is)</p> <p>Time connective/conjunctions Use of simple time connectives (Once upon a time) in a sentence (doesn't have to know what a connective is)</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p>

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		Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, Fronted adverbials Comma after fronted adverbials.	Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials	Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number	Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.
Vocabulary development	Reception ambitious vocabulary used Adjectives e.g. old, little, big, small, quiet Pronouns: I, she, he, they. Determiners the a my your an this that his her their some all Prepositions: up down in into out to onto Time connectives: first, then, next Once upon a time, one day, happily ever after	Year 1 ambitious vocabulary used Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue. Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this. Prepositions: up, down, in, into, out, to, onto Adverbs e.g. luckily, unfortunately, fortunately Time connectives: first, then, next Once upon a time, one day, happily ever after	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Year 5 ambitious vocabulary used	Year 6 ambitious vocabulary used.
Punctuation	Beginning to use spaces to separate words. Finger spaces Full stops	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly.	Introduce possessive apostrophes for plural nouns. Use inverted commas and other punctuation to indicate direct speech	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Secure dialogue punctuation, including split dialogue.	Consolidate all previous learning. Brackets Dashes Colons Semi colons	Use a wide range of punctuation throughout the writing for deliberate effect.

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	Capital letters	Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists. Introduce inverted commas				
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Recount							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Text Types	Recounts of personal experiences	Recounts of personal experiences	Recount of historical events/diary (different viewpoint)	Focus moves to applying Recount to Biographies and Newspapers			
Text Level	<p>Use phonic knowledge to write ways that match spoken sounds.</p> <p>Able say out loud what they are going to write about composing a sentence orally before writing it</p> <p>Write simple labels/captions</p> <p>Sequencing sentences to form short narratives mainly in the correct order.</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw... Main ideas organized in groups.</p> <p>Ideas organized in chronological order using connectives that signal time.</p>				
Sentence Level	<p>Simple sentences using determiners or pronouns e.g. I went to the park.</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger.</p>				

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Word Level	<p>Noun Use of nouns in a sentence (doesn't have to know what a noun is)</p> <p>Adjective Use of adjectives in a sentence e.g. tall giant (doesn't have to know what an adjective is)</p> <p>Time connective/conjunctions Use of simple time connectives (first, then) in a sentence (doesn't have to know what a connective is)</p>	<p>Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular.</p> <p>Verbs Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Conjunctions Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'</p>	<p>Noun Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description.</p> <p>Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>				
Vocabulary development	First, Then, Next, Finally	First, Next, After, Finally, The best part was, The worst part was, I liked, I didn't like	Afterwards, After that, When, Suddenly, Just then, Next Much, later, I found it interesting, when I found it boring, when I didn't expect,				
Punctuation	<p>Beginning to use spaces to separate words.</p> <p>Finger spaces</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p>				

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	<p>Full stops</p> <p>Capital letters</p>	<p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>	<p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p>Introduce inverted commas</p>				
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Biography							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Text Types	'All about me' poster			Autobiography		Biography	Biography (Historical Context)
Text Level	<p>Use phonic knowledge to write ways that match spoken sounds.</p> <p>Able say out loud what they are going to write about composing a sentence orally before writing it</p> <p>Write simple labels/captions</p> <p>Sequencing sentences to form short narratives all about me.</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Written in first person. Focused on individual or group participants e.g. I, we</p>			<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>		<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
Sentence Level	<p>Simple repetitive sentences, starting with a pronoun e.g. We went to the park. We went on the swing</p> <p>Simple connectives are used to construct simple sentences e.g. and.</p>			<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.</p>		<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p>

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							<p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a</p>
Word Level	<p>Determiners Use of determiners in a sentence (the, a, my, his, her).</p> <p>Noun Use of nouns in a sentence (doesn't have to know what a noun is)</p> <p>Adjective Use of adjectives in a sentence e.g. tall giant (doesn't have to know what an adjective is)</p>			<p>Noun Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>		<p>Noun Locate and identify expanded noun phrases</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is.</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using</p>

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						Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number	cohesive devices such as adverbials.
Vocabulary development	Is, the, a, my, your, an, this, that, his, her, their, he, she, they, I			During his/her early life... Soon afterwards... Sometimes he... Strangely... One of the most remarkable facts about... His/her greatest achievement was...		In (insert year) at the age of.....he/she... The time came for... In his/her later years... Once he/she had... Nobody is sure why... In spite of... His/Her lasting legacy is that...	They are unusually, They are rarely, They are never.. They are very... Generally, Be careful if you, Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than Half Less than half...
Punctuation	Beginning to use spaces to separate words. Finger spaces Full stops Capital letters			Introduce possessive apostrophes for plural nouns. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech		Consolidate all previous learning. Brackets Dashes Colons Semi colons	Use a wide range of punctuation throughout the writing for deliberate effect.

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Newspaper Reports							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Text Types		Wanted poster			Newspapers		Newspapers
Text Level		<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over. Beginning describes what happened</p>			<p>Clear introduction and conclusion.</p> <p>links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included. Bold eye-catching headline which includes alliteration.</p>		<p>Newspapers well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>
Sentence Level		Simple connectives are used to construct simple sentences e.g. and, but, then, so.			<p>Variation in sentence structures e.g. While the witness was distracted... As the police arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>		<p>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.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident...</p>

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							<p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>
Word Level		<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular.</p> <p>Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.</p>			<p>Noun Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is.</p> <p>Fronted adverbials Comma after fronted adverbials.</p>		<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>

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Vocabulary development		On Monday... The accident... People felt... Angry Upset First, Next, After, When, Then, So, But, It was...			John Smith (64), a retired community officer said... Within minutes... The school confirmed that... She claimed that.. He continued by informing us that... Police were...		The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasized... Tragic... Crisis situation Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...
Punctuation		Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions			Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech		Use a wide range of punctuation throughout the writing.

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Instructions							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Text Types	Simple instructions linked personal experiences	Recipe – simple instructions in numbered order	Instructions with key features (e.g. Title, List of things you will need, bullet points, numbers, time connectives)				
Text Level	<p>Use phonic knowledge to write ways that match spoken sounds.</p> <p>Able say out loud what they are going to write about composing a sentence orally before writing it</p> <p>Write simple labels/captions</p> <p>Sequencing sentences to form short narratives- mainly in the correct time sequence.</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>				
Sentence Level	<p>Simple sentences using Imperative verbs such as go, look, wash, mix.</p> <p>Some use of time connectives/conjunctions- First, Next</p>	<p>Use of time connectives/conjunctions such as First, then, next, After, After that, Finally.</p> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Imperative verbs are used to begin sentences.</p> <p>Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick.</p>				

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		<p>Imperative verbs start sentences e.g. spread, slice, cut.</p> <p>Sentences do not include pronouns and are written impersonally</p>					
Word Level	<p>Noun Use of nouns in a sentence (doesn't have to know what a noun is)</p> <p>Time connective/conjunctions Use of simple time connectives (first, then) in a sentence (doesn't have to know what a connective is)</p>	<p>Noun What a noun is.</p> <p>Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular.</p> <p>Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Noun Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description.</p> <p>Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>				
Vocabulary development	First, Then, Next, Finally	1, 2, 3, 4, 5 First, Next, Then, After, After that, Finally, Cut, Move, Fold, Stir Colour, Paint	First of all, To start with, Firstly, Lastly, Finally,				

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			Carefully, Gently, Slowly, Softly,				
Punctuation	Beginning to use spaces to separate words. Finger spaces Full stops Capital letters	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.				

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Explanation							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Text Types	Labels, Captions, diagrams based around life cycle or something similar.			Explanation of how something works	Explanation Text (someone wants to understand a process)	Explanation (someone wants to understand a process or events)	
Text Level	<p>Series of logical words/simple explanatory steps/sentences.</p> <p>Use phonic knowledge to write words that match spoken sounds.</p> <p>Able say out loud what they are going to write about composing a sentence orally before writing it</p> <p>Write simple labels/captions</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p>			<p>Series of logical- often chronological-explanatory steps.</p> <p>Paragraphs revolve around the topic.</p>	<p>Series of logical- often chronological-explanatory steps.</p> <p>First paragraph beginning with a rhetorical question, e.g, So, why are they now extinct?</p> <p>Paragraphs revolve around the topic.</p> <p>Often illustrated by diagrams to aid understanding.</p>	<p>Series of logical- often chronological-explanatory steps.</p> <p>Begin with a hook- rhetorical question.</p> <p>Paragraphs usually beginning with a topic sentence, e.g, It is a well-known fact that, up until a few hundred years ago, dragons roamed England. So, why are they now extinct?</p> <p>Build up explanation paragraph to paragraph (This led to this...led to this,etc).</p> <p>Final comment about why this explanation matters (So that is why...)</p> <p>Often illustrated by diagrams to aid understanding.</p>	
Sentence Level	Simple sentences, starting to use time connectives such as first, then, next, after, etc. E.G., First I saw a caterpillar. Then I saw a cocoon.			<p>Formal Language</p> <p>Present tense</p> <p>Generalisation (Most, Many, All, A few, The Vast Majority)</p>	<p>Formal Language</p> <p>Present tense</p> <p>Casual sentence signposts to link explanations (Owing to the fact that, This can be</p>	<p>Formal Language</p> <p>Present tense</p> <p>Casual sentence signposts to link explanations (Owing to the fact that, This can be</p>	

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				<p>Descriptive language to illustrate key points- remote moorlands, clearly visible.</p> <p>Technical vocabulary relating to the text e.g. extinct, experts, moorlands, camouflage, bounty hunters</p>	<p>explained by, Another reason why, Experts think that the main reason...).</p> <p>Generalisation (Most, Many, All, A few, The Vast Majority)</p> <p>Descriptive language to illustrate key points- remote moorlands, clearly visible.</p> <p>Technical vocabulary relating to the text e.g. extinct, experts, moorlands, camouflage, bounty hunters</p> <p>Beginning to use short and long sentences to engage the reader.</p>	<p>explained by, Another reason why, Experts think that the main reason...).</p> <p>Generalisation (Most, Many, All, A few, The Vast Majority)</p> <p>Tentative language to refer to unproven theories (Did that really happen?)</p> <p>Detail to help understand points (often in form of information).</p> <p>Descriptive language to illustrate key points- remote moorlands, clearly visible.</p> <p>Technical vocabulary relating to the text e.g. extinct, experts, moorlands, camouflage, bounty hunters</p> <p>Short and long sentences to engage the reader.</p>	
Word Level	<p>Noun Use of nouns in a sentence (doesn't have to know what a noun is)</p> <p>Time connective/conjunctions Use of simple time connectives (first, then) in a sentence (doesn't have to know what a connective is)</p>			<p>Noun Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause</p>	<p>Noun Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p>	<p>Noun Locate and identify expanded noun phrases</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p>	

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				<p>(when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is.</p> <p>Fronted adverbials Comma after fronted adverbials.</p>	<p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is.</p> <p>Fronted adverbials Comma after fronted adverbials.</p> <p>Adverbials of time, place and number</p>	
Vocabulary development	First, Then, Next, After, After that, Finally.			At first, Before, During, After, At an earlier time, At a later time, Finally, When, Because, So, Since, Most, Many, All,	At first, Before, During, After, At an earlier time, At a later time, Finally, When, Because, So, Since, Therefore, This allows, This enables, ... was caused by ...,Most Many, All, A few,	At first, Before, During, After, At an earlier time, At a later time, Finally, When, Because, So, Since, Therefore, This allows, This enables, ... was caused by ..., consequently, ... resulted from ..., Owing to the fact that... This can be explained by... Another reason why... Most, Many, The vast majority, Usually, Occasionally	
Punctuation	<p>Beginning to use spaces to separate words.</p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>			<p>Introduce possessive apostrophes for plural nouns.</p> <p>Commas after fronted adverbials.</p> <p>Commas after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>	<p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p>	

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Non-Chronological Reports							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Text Types	Labels, Captions, Diagrams	Simple non-chronological report	Non-chronological reports (Include key text features and language structures)		Non-chronological report		Information booklet incorporating a range of text types (Hybrid text)
Text Level	<p>Use phonic knowledge to write ways that match spoken sounds.</p> <p>Able say out loud what they are going to write about composing a sentence orally before writing it</p> <p>Write simple labels/captions</p> <p>Sequencing sentences to form short narratives to give information about an animal.</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaur's nest... Dinosaurs were...</p>	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... .</p> <p>Main ideas organized in groups.</p>		<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p>		<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
Sentence Level	<p>Simple repetitive sentences, starting with a determiner (a the, some, all) e.g. A lion lives in Africa.</p> <p>Simple connectives are used to construct simple sentences e.g. and.</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.</p>		<p>Variation in sentence structures e.g. While the eggs hatch female penguins ... Use embedded/relative clauses e.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>		<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p>

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					<p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writ</p>		<p>Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>
Word Level	<p>Determiners Use of determiners in a sentence (the, a, my, his, her, some, all).</p> <p>Noun Use of nouns in a sentence (doesn't have to know what a noun is)</p> <p>Adjective Use of adjectives in a sentence e.g. tall giant (doesn't have to know what an adjective is)</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.</p>		<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is.</p>		<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>

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					Fronted adverbials Comma after fronted adverbials.		
Vocabulary development	some, the, all, a, they	___ are... ___ is... They are... The different... This is a ___ There are ___ These can be grouped ___	They like to, They can, It can, Like many, I am going to, There are two sorts of, They live in, The ___ have but the ___ have ___		This report will the following Information, Usually, Normally, Even though, Despite the fact, As a rule		They are unusually, They are rarely, They are never.. They are very... Generally, Be careful if you, Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less then half...
Punctuation	Beginning to use spaces to separate words. Finger spaces Full stops Capital letters	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.		Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech		Use a wide range of punctuation throughout the writing.

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Persuasion							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Text Types				Persuasive advert or poster	Sales pitch or Article	Radio or TV broadcast	Persuasive Leaflet
Text Level				<p>Clear introduction. Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organize texts.</p>	<p>Clear introduction and conclusion. Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading Topic sentences</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>
Sentence Level				<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p> <p>Start sentences with verbs e.g. imagine, consider, enjoy.</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the</p>

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						Persuasive statement are used to change the readers opinion. E.g. you will never need to...	phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout...
Word Level				<p>Noun Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is.</p> <p>Fronted adverbials Comma after fronted adverbials.</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is.</p> <p>Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
Vocabulary development				Surely, Obviously, Clearly, Don't you think... Firstly, Secondly, Thirdly, My own view is, My last point is, My	I believe that, It seems to me that, It is clear that, Is it any wonder that, Furthermore, As I see it, Tremendous, Implore you to consider,	It strikes me that, There is no doubt that, I am convinced that, It appears, In my opinion, Surely only a fool would consider, In addition,	It appears that... There can be no doubt that.. It is critical.. Fundamentally... How can anyone believe this to be true? Does anyone

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				final point is, Imagine, Consider, Enjoy	Extremely significant, Inevitably, Finally In conclusion, In summary, The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?	Furthermore, Moreover, My evidence to support this is, On balance.. Just think how... Now you can... For the rest of your life... Unbelievable Outrageous, Incredible	really believe that? As everyone knows I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal, Unique, Unmissable, You will be... Don't.. Take a moment to... Isn't it time to...? Worried about...
Punctuation				Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	Consolidate all previous learning. Brackets Dashes Colons Semi colons	Use a wide range of punctuation throughout the writing.

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Balanced Argument							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Text Types				Discussion – for and against	Discussion/debate	Formal debate and report	
Text Level				<p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading Topic sentences</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both view points are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	
Sentence Level				<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs could/might</p> <p>Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative</p> <p>clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>More complicated rhetorical questions e.g. Have you ever considered the impact of...?</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved,</p>	

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						<p>which was nothing short of a miracle.</p> <p>Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</p>	
Word Level				<p>Noun Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is.</p> <p>Fronted adverbials Comma after fronted adverbials.</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is.</p> <p>Fronted adverbials Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>	

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Vocabulary development				<p>I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is.... It is clear that...</p>	<p>This piece of writing will... ...feel convinced... I intend to... On the other hand... In addition... It is surprising that... On balance... Finally I would like to add... My next point concerns... Furthermore, Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...</p>	<p>It strikes me that... My intention is to... To do this I will... As I see it... It appears to me... Naturally... It is precisely because.... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...</p>	
Punctuation				<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>	<p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p>	

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Letters							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Text Types	Letter to Santa	Invitations Informal letters Postcards	Formal letters	Formal – Letters of complaint		Formal Letters informal letters – different viewpoints	
Text Level	Use phonic knowledge to write ways that match spoken sounds. Able say out loud what they are going to write about composing a sentence orally before writing it Sequencing sentences to form short narratives to give information. Re-reading what they have written to check that it makes sense	Ideas grouped in sentences in time sequence	Brief introduction and conclusion. Written in the past tense. Main ideas organized in groups. Using sequencing techniques – time related words.	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.		Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader.	
Sentence Level	Simple sentences using the pronoun I.	Sentences using simple pronouns and connectives.	Subject/verb sentences e.g. I think... We want... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.		Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of	

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						their courageous efforts, all the passengers were saved, which was nothing short of a miracle.	
Word Level	<p>Noun Use of nouns in a sentence (doesn't have to know what a noun is)</p> <p>Adjective Use of adjectives in a sentence e.g. green car (doesn't have to know what an adjective is)</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular.</p> <p>Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'</p>	<p>Noun Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Noun Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon</p>		<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is.</p> <p>Fronted adverbials Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>	
Vocabulary development	To, from, I, like	Dear, From, I, like, I, went, I saw, It was, My favourite, They were, There was, Next,	And, then, but, so, when, Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully, Later, Afterwards, After that	While, if, as, when, I would like to inform you that... It has come to my attention		I appreciate... Whilst we were waiting... Your concern... Until this is resolved... Despite speaking to the duty manager... This is	

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		Then, First, After, but, so, when	Eventually I would like to... We felt...	that... Thank you for... I hope that...,		a disgrace... Unfortunately... Many other people also... I am delighted to inform you that...	
Punctuation	Beginning to use spaces to separate words. Finger spaces Full stops Capital letters	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.		Consolidate all previous learning. Brackets Dashes Colons Semi colons	

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Poetry							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts							
Text Types	Nursery Rhymes	Use the senses Poems for learning by heart Traditional rhymes	Poems with a structure e.g. riddles Poems on a theme Shape poetry/calligrams Pattern and Rhyme	Performance Poetry Language play Poems on a theme Rhyming and rhyming couplets	kennings Cinquain Poetry on a theme	Poems with figurative language Poems with a structure e.g. haiku, limericks Classic Narrative Poetry	Poems Free Verse Poems with imagery
Text Level	<p>Performing Performing rhymes and poems, including from other cultures</p> <p>Performing poems with repeated phrases</p> <p>Creating Create poems/rhymes with repeated phrases and include actions or funny sentences</p> <p>Adding words/phrases/captions to images</p> <p>Generate rhyming words/phrases</p> <p>Use a scaffolding frame for creating poems</p> <p>Analysing Consider having a poem/rhyme each week to</p>	<p>Performing Performing rhymes and poems, including from other cultures</p> <p>Performing poems with repeated phrases (create and include actions).</p> <p>Creating Group performance poetry with repeated patterns or lines.</p> <p>List poems</p> <p>Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc.</p> <p>Adding words/phrases/captions to images</p> <p>Generate rhyming words/phrases.</p>	<p>Performing Contemporary and classic poetry Lyrics (contractions) Poems with repeated patterns and patterned structure Simple raps</p> <p>Creating Creating Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive</p> <p>Poems that include commands</p> <p>List poems</p> <p>Calligram words/phrases</p> <p>Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc.</p> <p>Explore effective/innovative language choices</p>	<p>Performing Perform a range of poems exploring intonation, tone, volume and actions.</p> <p>Consider the impact of the above on the listener</p> <p>Creating • 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>Analysing Read/discuss a range of poems and discuss</p> <p>- Types of poems they are and how you know.</p> <p>- Structure of the poem</p>	<p>Performing Perform narrative poems. Explore different voices for narrator and characters.</p> <p>Perform free verse poems</p> <p>Creating • 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 form</p> <p>Analysing Read/discuss a range of poems and discuss</p> <p>- Types of poems they are and how you know.</p>	<p>Performing Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience</p> <p>Creating • 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 repeating patterns; attempt different forms, including rhyme for humour</p> <p>Analysing Analysing Poetry reviews</p> <p>The above could include: Connections/devices used/structure/themes and conventions/memorable</p>	<p>Performing Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience</p> <p>Creating use language imaginatively to create surreal, surprising, amusing and inventive poetry; • use simple metaphors and personification/similes to create poems based on real or imagined experience; • select pattern or form to match meaning and own voice</p> <p>Analysing Analysing Poetry reviews Poetry analysis Recommendations</p> <p>The above could include: Connections/devices</p>

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	learn/enjoy. Talk about their favourite poem and why.	Use a scaffolding frame for creating poems All the above could be created as a shared/group write Consider having a poem/rhyme each week to learn/enjoy Analysing Analysing Poem review: likes/dislikes/puzzles/patterns	Jokes/riddles/nonsense sentences/puns/humorous words and phrases/tongue twisters (jokes could link to work on homophones) Alliterative sentences Innovated patterned structures Analysing Analysing Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation	- Purpose of the poem Poems could be sorted into different forms. Are they easy to sort or are some ambiguous? Summarise poems	- Structure of the poem - Purpose of the poem	part/effect on reader/messages from the poem giving reasons Summarise poems	used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons Summarise poems
Sentence Level	Simple sentences/words Expanded noun phrases to describe and specify [for example, the blue butterfly]	Sentences with different forms: statement, question, Expanded noun phrases to describe and specify [for example, the blue butterfly]	Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify [for example, the blue butterfly] - The present and past tenses correctly and consistently including the progressive form	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) Conjunctions, adverbs and prepositions to express time and cause Paragraphs (verses) as a way to group related material Expanded noun phrases	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) Conjunctions, adverbs and prepositions to express time and cause Indicate possession by using the possessive apostrophe with plural nouns Paragraphs (verses) as a way to group related material Expanded noun phrases	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features Layout devices
Word Level	Noun Use of nouns in a sentence (doesn't have to know what a noun is) Adjective Use of adjectives in a sentence e.g. green car	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular.	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in

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	(doesn't have to know what an adjective is)	<p>Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'</p>	<p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon</p>	<p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is.</p> <p>Fronted adverbials Comma after fronted adverbials.</p>	<p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is.</p> <p>Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
Vocabulary development	Rhyme, rhythm, repetition	Rhyme, rhythm, verse/chorus, pattern, syllables, language play-repetition, Imaginary, onomatopoeia,	Rhyme, rhythm, verse/chorus, pattern, syllables, language play-repetition, simile, Imaginary, synonym, onomatopoeia,	Rhyme, rhythm, verse/chorus, pattern, syllables, figurative language, language play-repetition, simile, Imaginary, metaphor, personification, synonym, onomatopoeia,	Rhyme, rhythm, verse/chorus, pattern, syllables, figurative language, language play-repetition, simile, Imaginary, metaphor, personification, synonym, rhyming couplets, onomatopoeia, metaphor.	Rhyme, rhythm, verse/chorus, pattern, syllables, figurative language, language play-repetition, simile, Imaginary, metaphor, personification, synonym, rhyming couplets, onomatopoeia, oxymoron, metaphor, free verse, rhymed verse, blank verse,	Rhyme, rhythm, verse/chorus, syllables, pattern, figurative language, language play- repetition, simile, metaphor, Imagery, personification, synonym, rhyming couplets, onomatopoeia, oxymoron, consonance, hyperbole, metaphor, stanza, free verse, rhymed verse, blank verse, prose poetry, assonance,
Punctuation	Leaving spaces	<p>Leaving spaces</p> <p>- Capital letters for names of people, places, days of week and the I</p>	<p>Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) –</p>	<p>Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive)</p>	- Indicate possession by using the possessive apostrophe with plural nouns	- using semi-colons, colons or dashes to mark boundaries between independent clauses	Indicate grammatical and other features (as appropriate) by:

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				- Paragraphs (verses) as a way to group related material	- Paragraphs (verses) as a way to group related material	- using a colon to introduce a list - using commas to clarify meaning or avoid ambiguity in writing	- using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list
--	--	--	--	--	--	--	--