



## Torkington Genre Progression

The aim of this document is to support staff when introducing a genre of writing to the children to ensure that there is a secure and progressive coverage across school (see genre coverage document and LTM)

- The text types are split into 4 purposes for writing: to entertain, to inform, to persuade and to discuss. Within these 4 areas the children will apply a range of skills across a variety of text types which all have the same purpose.
- To support this document, there is a checklist of features (see writing folder) for each text type to use when identifying features with the children (NB not all examples of texts will include all of the listed features but it gives an overview of the features to look out for)
- The text features have then been split into a framework which is progressive across school so that each time a child explores and writes a in the style of particular text type they build upon the features and skills that they have already been exposed to. These skills have been split to ensure that they are age appropriate.
- When exploring and teaching a genre please:
  - o refer to the checklist of features to gain an overview of the text type (see checklist in Writing folder)
  - o look at the previous skills that the children should have been taught (however please note that not every text type is taught every year so you may need to teach some text based skills from the previous year group in some cases – refer to the genre coverage document to identify when a text type was last taught) to identify the new skills that the children need to be taught in order to move their learning on within that text type (this may involve skills text based skills from previous year groups)
  - o remember the children need to include all of the text features up to their year group so if you are teaching Year 4, the children need to include the text features from previous year group in addition to the new text features.
- The document also outlines word, sentence and punctuation skills which the children will need to be taught and use to effectively write at the ARE within that text type.



## Writing for a Purpose: To Entertain

Text Type: Descriptions, Writing in Role. To create an image in the reader's mind using descriptive devices and imagination



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features		<ul style="list-style-type: none"> <li>Time Sequenced</li> <li>Differentiate between past and present as appropriate</li> </ul>		<ul style="list-style-type: none"> <li>Detailed Description</li> <li>Paragraphs/sections to organise in time sequence</li> </ul>		<ul style="list-style-type: none"> <li>Detailed Description</li> <li>Paragraphs to organise the text in time sequence</li> </ul>	
Grammar Skills (Word Classes, Sentences Structure and Punctuation)		<p>Adverbials: first, then, next, after, later, the next day etc...</p> <ul style="list-style-type: none"> <li>Exclamation sentences where appropriate e.g. What big eyes you have, Grandma!</li> <li>Finger spaces between words</li> <li>Capital letters and full stops to mark sentences</li> <li>Capital letters for proper nouns</li> <li>Work shows evidence of vocabulary used for effect e.g. the dark forest</li> </ul>	<p>Conjunctions: and, but, so, or, when, if, because</p> <ul style="list-style-type: none"> <li>Use of noun phrases which add detail to the description e.g. very old grandma, brave woodcutter</li> <li>Multiclaue sentences – using conjunctions to join two clauses together</li> <li>Exclamation marks</li> <li>Apostrophes for contractions (can't)</li> </ul>	<p>Nouns and pronouns to avoid repetition and for clarity and precision</p> <ul style="list-style-type: none"> <li>Expanded noun phrases to add detail and description (the dark gloomy cupboard under the stairs)</li> <li>Subordinate clauses to add detail or context using the conjunction: when, if, because, although</li> <li>Use of apostrophes for possession including plural nouns</li> <li>Full punctuation for direct speech included inside of inverted commas (Mum asked, "Will you be home for tea?")</li> </ul>	<ul style="list-style-type: none"> <li>Fronted Adverbials: soon, meanwhile, as, carefully, without a thought, after a moment etc...</li> <li>Commas after fronted adverbials</li> <li>Subordinate clauses to add detail or context using the conjunction: when, if, because, although, while, as, until, once, after</li> </ul>	<ul style="list-style-type: none"> <li>Adverbials: silently, within moments, all night, nearby, under the treetops, -ing openers, -ed openers</li> <li>Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</li> <li>Subordinate clauses to add detail or content, including in various positions</li> <li>Relative clauses (with a range of relative pronouns)</li> <li>A wide range of sentence structures to create interest</li> <li>Brackets</li> <li>Dashes</li> </ul>	<ul style="list-style-type: none"> <li>Colons</li> <li>Semi Colons</li> </ul>



## Writing for a Purpose: To Entertain

### Text Type: Story Writing. To entertain using imaginative ideas



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features	<ul style="list-style-type: none"> <li>Orally during shared reading</li> <li>Beginning or ending language discussed</li> <li>Explore characters and setting</li> <li>Discuss main events</li> </ul>	<ul style="list-style-type: none"> <li>Beginning or ending signalled e.g. One day, Happily ever after</li> <li>Attempt at third person e.g. The wolf was hiding</li> <li>Written in the appropriate tense (mainly consistent) e.g. Goldilocks was....Jack is</li> </ul>	<ul style="list-style-type: none"> <li>Sentences organised chronologically by time related words e.g. next, finally</li> <li>Connections between sentences</li> <li>Plan and write a 3 part story</li> </ul>	<ul style="list-style-type: none"> <li>Time and place are referenced e.g. In the morning, Later that day, Meanwhile etc...</li> <li>Text organised into paragraphs</li> <li>Cohesion is strengthened through relationships between characters e.g. Jack, His, His Mother, Her etc...</li> </ul>	<ul style="list-style-type: none"> <li>Link between opening and resolution</li> <li>Link between sentences</li> <li>Paragraphs organised correctly building up to the event/climax</li> </ul>	<ul style="list-style-type: none"> <li>Sequence of plot may be disrupted for effect e.g. a flashback</li> <li>Opening and resolution shape the story</li> <li>Use of repetition for effect</li> <li>Paragraphs varied in length and structure</li> <li>Pronouns used to create suspense e.g. It crept into the woods</li> <li>Plan and write a 5 part story</li> </ul>	<ul style="list-style-type: none"> <li>The story is well structured and raises intrigue</li> <li>Dialogue is used to move the action on</li> <li>Deliberate ambiguity is set up in the mid of the reader</li> </ul>
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li>Capital letters full stops</li> <li>Fingers spaces</li> <li>Phonetically plausible attempts at words</li> <li>Story language</li> </ul>	<ul style="list-style-type: none"> <li>Use of nouns</li> <li>Use of verbs including simple past tense –ed</li> <li>Verbs used for a specific action e.g. rushed, shoved, pushed, barged etc...</li> <li>Use of adjectives</li> <li>Join ideas using and</li> <li>Simple, single clause sentences starting with a pronoun and verb e.g. He went home.</li> <li>Finger spaces, full stops, capital letters, exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>Progressive form of verbs</li> <li>Correct and consistent use of past and present tense</li> <li>Use of conjunctions: and, but, so, or, when, if, because</li> <li>Use of adverbs</li> <li>Use of nouns and expanded noun phrases</li> <li>Subject/verb agreement</li> <li>Questions marks</li> <li>Apostrophes for contractions and possessions (singular e.g. The girl's book)</li> <li>Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>Nouns and pronouns used to avoid repetition</li> <li>Present perfect forms of verbs</li> <li>Choose appropriate adjectives</li> <li>Subordinating conjunctions: when, if, because, although</li> <li>Sentences with added description</li> <li>Tense consistent – past tense for narration, present for dialogue</li> <li>Expanded noun phrases e.g. two horrible hours</li> <li>Adverbials e.g. When they reached home</li> <li>Possessive apostrophe for plural nouns</li> <li>Inverted commas for speech</li> </ul>	<ul style="list-style-type: none"> <li>Correct and consistent use of tense</li> <li>Adverbs which express time and cause</li> <li>Noun phrases expanded by modifying adjectives and prepositional phrases</li> <li>Use of adverbial phrases - fronted adverbials followed by a comma</li> <li>Variation in sentence structures</li> <li>Adverbs to show how often or to add subtlety</li> <li>Subordinating conjunctions: when, if, because, although, while, as, until, once, after</li> <li>Full speech punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs</li> <li>Conjunctions: when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even, though, though, since</li> <li>Adverbials of time, place, manner and number</li> <li>Parenthesis (brackets, dashes and commas)</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across the text using cohesive devices</li> <li>Change tense if appropriate</li> <li>Colons and semicolons</li> </ul>



## Writing for a Purpose: To Inform

### Text Type: Instructions, Recipes. Instructs the reader on how to make or do something



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features	<ul style="list-style-type: none"> <li>• Simple title e.g. Chocolate Cake, Snakes and Ladders.</li> <li>• Numbered instruction and diagrams as appropriate</li> <li>• Instructions start on a new line</li> <li>• List of equipment ingredients and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Simple title e.g. Chocolate Cake, Snakes and Ladders.</li> <li>• Numbered instruction and diagrams as appropriate</li> <li>• Present tense</li> <li>• Usually 2nd person (impersonal) e.g. you</li> </ul>	<ul style="list-style-type: none"> <li>• Title outlines the goal using 'How to...' e.g. How to make a chocolate Cake, How to play Snakes and Ladders.</li> <li>• Equipment list, without a subheading, listed horizontally, using 'you will need' and commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Brief introduction, summarising the product/game e.g. Snakes and Ladders is a board game which has been around for centuries.</li> <li>• Equipment list, with a sub-heading, listed horizontally, using commas in a list.</li> </ul>	<ul style="list-style-type: none"> <li>• Brief introduction, summarising the product/game e.g. Snakes and Ladders is a board game which has been around for centuries.</li> <li>• Equipment list, with a sub-heading, listed vertically using bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, summarising the product/game including some expansion which may include humour/show flair e.g. Snakes and Ladders is a board game which has been around for centuries – even your parents will have heard of it!</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment list, with sub-heading, listed vertically using bullet points and a colon to introduce the list.</li> <li>• Diagram or illustration to support instructions</li> </ul>
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li>• Imperative verbs (actions to support understanding)</li> <li>• Capital letters full stops</li> </ul>	<ul style="list-style-type: none"> <li>• Simple command sentence beginning with an imperative verb e.g. Cut along the dotted line.</li> <li>• Use of 'and' to link two ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Command sentence beginning with an imperative verb with adverbs to add detail e.g. Cut along the dotted line carefully.</li> <li>• Adverbials such as: First, Later, Next, After, Then, Finally</li> <li>• Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: and, but, so, or, when, if, because</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions beginning with an imperative verb with fronted adverbials to add detail e.g. When the fold is in place cut along the dotted line.</li> <li>• Subordinating conjunctions: when, if, because, although</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions beginning with an imperative verb with fronted adverbials to add detail using a comma after the adverbial e.g. When the fold is in place, cut along the dotted line.</li> <li>• Precautionary advice and/or tips and suggestions are used to add detail e.g. Be careful not to whisk too hard or the cream will turn into butter or best served with a dollop of whipped cream.</li> <li>• Subordinating conjunctions: when, if, because, although, while, as, until, once, after</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs/modal verbs to suggest alternative options within the instruction e.g. perhaps an alternative topping could be used.</li> <li>• Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</li> </ul>	<ul style="list-style-type: none"> <li>• Use modifiers to intensify, quantify and/or add precision e.g. an exceptionally strong bowl is needed in order to hold the heavy mass of the mixture.</li> </ul>



**Writing for a Purpose: To Inform**  
**Text Type: Recount, Diary Entry, Autobiography, Biography. Retelling events from the past, in time order**



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features		<ul style="list-style-type: none"> <li>• Opening sentence – who and what</li> <li>• Ideas grouped together in time sequence</li> <li>• First person (third for an biography)</li> <li>• Past Tense • Focused on individual or group participants</li> </ul>	<ul style="list-style-type: none"> <li>• Brief introduction and conclusion</li> <li>• Main ideas grouped • Chronological order using adverbials of time</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction • Organised into paragraphs about key events</li> <li>• A closing statement summarising the overall impact</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction and conclusion</li> <li>• Elaboration is used to reveal the writer’s emotions and responses</li> </ul>	<ul style="list-style-type: none"> <li>• Developed introduction and conclusion</li> <li>• Description of events are detailed and engaging</li> <li>• Chronologically organised with clear signals about time, place and personal response</li> <li>• Reveals the writer’s perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Well -structured and answers the reader’s questions</li> <li>• Writer understands the impact and thinks about the response to what is written</li> </ul>
Grammar Skills (Word Classes, Sentences Structure and Punctuation)		<ul style="list-style-type: none"> <li>• Simple sentences • Ideas joined using ‘and’</li> </ul>	<ul style="list-style-type: none"> <li>• Simple adverbs e.g. quickly, slowly etc...</li> <li>• Simple noun phrases e.g. large tiger</li> <li>• Adverbials such as: First, Later, Next, After, Then, Finally</li> <li>• Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: and, but, so, or, when, if, because</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded sentences</li> <li>• Subordinating conjunctions: when, if, because, although</li> <li>• Adverbials e.g. When we arrived....</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures using a range of conjunctions: when, if, because, although, while, as, until, once, after</li> <li>• Adverbs to show how often: additionally, frequently, rarely etc...</li> <li>• Sentences build from general to more specific</li> <li>• Emotive language e.g. fabulous, memorable, inspired me to ....</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length varied for effect</li> <li>• Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</li> <li>• Relative clauses (correctly punctuated</li> <li>Adverbials: Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</li> <li>• Brackets or dashes</li> </ul>	<ul style="list-style-type: none"> <li>• Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Active and passive voice e.g. Giraffes left the enclosure</li> <li>• Wide range of punctuation including colons and semi colons</li> <li>• Complex noun phrases e.g. The fragile eggs were slowly removed from the mother hen</li> </ul>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features		<ul style="list-style-type: none"> <li>Title identifying what the text is about</li> <li>Ideas grouped together by similarity</li> <li>Third person</li> <li>Written in the appropriate tense (usually present)</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction stating a general description of the chosen subject/topic</li> <li>Main ideas organised in groups</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction</li> <li>Organised into paragraphs shaped around a key topic</li> <li>Use of subheadings</li> <li>Conclusion</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion</li> <li>Links between sentences help to navigate the reader from one idea to the next</li> <li>Paragraphs organised correctly into key ideas</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Developed introduction and conclusion</li> <li>Description of the topic is technical and accurate</li> <li>Formal language used throughout</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Well-constructed and answers all of the reader's questions</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>
Grammar Skills (Word Classes, Sentences Structure and Punctuation)		<ul style="list-style-type: none"> <li>Simple sentences</li> <li>Ideas joined by 'and'</li> </ul>	<ul style="list-style-type: none"> <li>Simple adverbs e.g. quickly, slowly etc...</li> <li>Simple noun phrases e.g. large tiger</li> <li>Adverbials such as: First, Later, Next, After, Then, Finally</li> <li>Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: and, but, so, or, when, if, because</li> </ul>	<ul style="list-style-type: none"> <li>Expanded sentences</li> <li>Subordinating conjunctions: when, if, because, although</li> <li>Adverbials e.g. When the caterpillar makes a cocoon...</li> </ul>	<ul style="list-style-type: none"> <li>Variation in sentence structures using a range of conjunctions: when, if, because, although, while, as, until, once, after</li> <li>Adverbs to show how often: additionally, frequently, rarely etc...</li> <li>Sentences build from general to more specific</li> <li>Technical vocabulary to show the writer's expertise</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied for effect</li> <li>Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</li> <li>Relative clauses (correctly punctuated e.g. Penguins, which are agile, glide underwater</li> <li>Brackets or dashes</li> </ul>	<ul style="list-style-type: none"> <li>Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>Active and passive voice e.g. Giraffes left the enclosure</li> <li>Wide range of punctuation including colons and semi colons</li> <li>Complex noun phrases e.g. The fragile eggs were slowly removed from the mother hen</li> </ul>



# Writing for a Purpose: To Inform

## Text Type: Letter



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features	<p>Reading and sharing letters</p> <p>Postcard/message</p>	<ul style="list-style-type: none"> <li>•Dear...From....</li> <li>• Ideas grouped in time sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Brief introduction and conclusion</li> <li>• Main ideas organised in groups</li> <li>• Sequenced by time related words</li> <li>•Appropriate greeting and sign off</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction</li> <li>• Points about the issue/theme</li> <li>• Organised into paragraphs denoted by time/place</li> <li>• Topic related sentences</li> <li>• Sender's address in the top right hand corner</li> <li>• Date that the letter is written (under the sender's address)</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of formal or informal greeting (Name/Miss/Mrs/Mr/Sir/Madam etc...)</li> <li>• Paragraphs organised correctly into key ideas</li> <li>• Distinguish the difference between 'Yours faithfully' and 'Yours sincerely'</li> <li>• Use the appropriate sign off</li> <li>• An awareness of informal/formal style</li> </ul>	<ul style="list-style-type: none"> <li>• Recipient's address in the top left hand corner</li> <li>• A conclusion, including any expectations, closing remarks and final words?</li> </ul>	<ul style="list-style-type: none"> <li>• As previous</li> <li>• The ability to use the appropriate features of both formal and informal letters</li> </ul>
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li>•Capital letters full stops</li> <li>• Fingers spaces</li> <li>•Phonetically plausible attempts at words</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences using simple pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Simple adverbs e.g. yesterday, today</li> <li>• Simple noun phrase e.g. red shoes</li> <li>• Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: and, but, so, or, when, if, because</li> <li>• Consistent use of tense</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded sentences</li> <li>• Subordinating conjunctions: when, if, because, although</li> <li>• Adverbials e.g. it was scary in the tunnel, we played after tea</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures using a range of conjunctions: when, if, because, although, while, as, until, once, after</li> <li>• Adverbs to show how often: additionally, frequently, rarely etc...</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length varied for effect</li> <li>• Conjunctions: when, if, because, although, while, as, until, once, after</li> <li>• whenever, wherever, before, despite, even though, though, since</li> <li>• Modal verbs</li> <li>• Relative clauses (correctly punctuated</li> <li>Adverbials: Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</li> <li>• Brackets or dashes</li> </ul>	<ul style="list-style-type: none"> <li>• Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Fronted adverbials used to clarify writer's position e.g. as a consequence of your actions....</li> <li>• Active and passive voice e.g. Unfortunately, the care chair were broken</li> <li>• Wide range of punctuation including colons and semi colons</li> </ul>



	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features	<ul style="list-style-type: none"> <li>Title showing what the text is about often using how or why</li> <li>General statement to introduce the topic</li> <li>Chronological order</li> <li>Present tense</li> <li>Third person</li> <li>Causal conjunctions (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Title showing what the text is about often using 'how or why' (question)</li> <li>Opening paragraph introduces the process</li> <li>Causal conjunctions (age appropriate)</li> <li>Stages of the process clearly broken down</li> </ul>		<ul style="list-style-type: none"> <li>Causal conjunctions (age appropriate)</li> <li>Diagrams to add/support information with labels</li> <li>Formal tone</li> <li>Conclusion linking back to the opening</li> <li>Glossary of technical vocabulary</li> </ul>	
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li>Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: and, but, so, or, when, if, because</li> </ul>	<ul style="list-style-type: none"> <li>Expanded sentences</li> <li>Subordinating conjunctions: when, if, because, although</li> <li>Adverbials of time e.g. First, Then, Next, Finally etc...</li> </ul>	<ul style="list-style-type: none"> <li>Variation in sentence structures using a range of conjunctions: when, if, because, although, while, as, until, once, after</li> <li>Technical vocabulary to show the writer's expertise</li> <li>Cause and effect sentences explaining how one event leads to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied for effect</li> <li>Conjunctions: when, if, because, although, while, as, until, once, after</li> <li>whenever, wherever, before, despite, even though, though, since</li> <li>Relative clauses (correctly punctuated e.g. Veins are blood vessels which transport deoxygenated blood back to the heart</li> <li>Brackets or dashes</li> </ul>	<ul style="list-style-type: none"> <li>Passive voice e.g. The oxygenated blood is transported around the body.</li> <li>Wide range of punctuation including colons and semi colons</li> </ul>



## Writing for a Purpose: To Inform Text Types Newspaper Article



	Year 3	Year 4	Year 5	Year 6
Text Features	<ul style="list-style-type: none"> <li>• Clear introduction</li> <li>• Organised into paragraphs denoted by time/place</li> <li>• Topical information included</li> <li>• Bold, eye-catching headline</li> <li>• 3rd person</li> <li>• Past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction (who, what, when, where, why, how)</li> <li>• Paragraphs organised correctly into key ideas</li> <li>• Written in columns</li> <li>• Bold, eye-catching headline which includes alliteration</li> <li>• Might include a photo with a caption</li> </ul>	<ul style="list-style-type: none"> <li>• Developed introduction</li> <li>• Paragraphs developed</li> <li>• Subheadings used as an organisational device</li> <li>• Formal language used throughout</li> <li>• Eyes witness quotations which are succinct and emotive</li> <li>• Conclusion – summing up and bring the story up to date e.g. Police are still investigating thoroughly for more answers.</li> <li>• Include a byline - reporter’s name and job title</li> </ul>	<p>As previous</p> <ul style="list-style-type: none"> <li>• Headlines include puns</li> </ul>
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<p>Simple sentences with expanded description</p> <ul style="list-style-type: none"> <li>• Subordinating conjunctions: when, if, because, although</li> <li>• Adverbs to express time e.g. then, next, soon</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures using a range of conjunctions: when, if, because, although, while, as, until, once, after</li> <li>• Adverbs to show how often: additionally, frequently, rarely etc...</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length varied for effect</li> <li>• Conjunctions: when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even, though, though, since</li> <li>• Brackets or dashes</li> <li>• Multiclausal 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</li> </ul>	<ul style="list-style-type: none"> <li>• Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Fronted adverbials used to clarify writer’s position e.g. as a consequence of the accident...</li> <li>• Active and passive voice to heighten engagement</li> <li>• Wide range of punctuation including colons and semi colons</li> </ul>



## Writing for a Purpose: To Persuade



**Text Types: Adverts, Articles, Letters, Brochure/Leaflet, Speech** Makes a case for a particular point of view with the aim to convince the reader

	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features	<ul style="list-style-type: none"> <li>• Use of 2nd person</li> <li>• Positive language and powerful verbs for description to create persuasion</li> <li>• Use of colour and images for advertising (to stand out)</li> <li>• Present Tense</li> <li>• Create simple signs, posters, adverts or leaflets to persuade others to do, think or buy something</li> </ul>	<ul style="list-style-type: none"> <li>• Use of 2nd person</li> <li>• An opening statement - Often begin with a question e.g. Do you know how good vegetables are for you?</li> <li>• Planned repetition – to reinforce point/idea</li> <li>• Facts and Statistics</li> <li>• Positive language and powerful verbs for description to create persuasion</li> <li>• Use of colour and images for advertising (to stand out)</li> <li>• Argue and give reasons e.g. They contain vitamins. Vitamin C is vital for ....</li> <li>• Present Tense</li> </ul>		<ul style="list-style-type: none"> <li>• As previously</li> <li>• Personal Pronouns</li> <li>• One paragraph for each argument/point</li> <li>• Short sentence for emphasis e.g. This has to stop! Vote for change!</li> <li>• Emotive language throughout to engage the reader</li> <li>• Hyperbole (used to exaggerate, intensify and emphasise different points in your writing - it is not meant to be taken literally!) The décor is to die for! The NHS care was out of this world!</li> <li>• Conclusion .... to get people on side/agree</li> <li>• Use bold and capital letters to add emphasis</li> <li>• Catchy names and slogans</li> </ul>	
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li>• Imperative verbs to convey urgency e.g. Buy it today! Listen very carefully...</li> <li>• Rhetorical questions to engage the reader e.g. Do you want to have an amazing day out?</li> <li>• ?! for rhetorical questions and exclamatory Sentences</li> <li>• Noun phrases to add detail and description</li> <li>• Use the present tense, including the present progressive form of verbs.</li> <li>• Use comparative and superlative adjectives for persuasive effect.</li> <li>• Use co-ordinating conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the present tense, including the present progressive form and present perfect forms of verb.</li> <li>• Use a range of sentence types, including rhetorical questions using the second person to appeal to the reader e.g. Have you ever wanted to have longer playtimes?</li> <li>• Use noun phrases which are expanded by a range of adjectives, including comparatives, and determiners for persuasive effect.</li> <li>• Use co-ordinating and subordinating conjunctions (e.g. so, because), adverbs (first, then, finally) and prepositions (before, during) to express time, place and cause.</li> <li>• Use paragraphs to organise ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• ?! for rhetorical questions and exclamatory sentences</li> <li>• Subordinating conjunctions: when, if, because, although, while, as, until, once, after</li> <li>• Adverbials: Firstly, Also, In addition to, On the other hand, therefore, in conclusion</li> <li>• Commas after fronted adverbials e.g. After your visit, you will not want to leave!</li> </ul>	<p>Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</p> <ul style="list-style-type: none"> <li>• Relative clauses (correctly punctuated ) to provide additional enticement e.g. Our hotel, which has three swimming pools, overlooks a stunning beach</li> <li>• Adverbials: Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</li> <li>• Brackets or dashes for parenthesis for emphasis e.g. This is our chance – our only chance – to make a difference</li> </ul>	<ul style="list-style-type: none"> <li>• Subjunctive form for formal structure e.g. If I were you, I would ...</li> <li>• Colons and semi colons to list features, attractions or arguments</li> <li>• Semi colons for structure repetition e.g., Bring your friends; bring your children; bring the whole family!</li> </ul>



### Writing for a Purpose: To Discuss



**Text Types: Argument (Speech), Balanced Argument, Debates, Essay, Interviews, Reviews To present arguments and information from different viewpoints (for and against) with the view of helping the reader to choose a side**

	Year 3	Year 4	Year 5	Year 6
Text Features	<p>Interview Focus only</p> <ul style="list-style-type: none"> <li>• Introduction to the interview e.g. Good morning! Thank you for joining us. We are very excited to hear all about your job as a superhero</li> <li>• Layout in a Q and A style</li> </ul> <p>Closing statement e.g. Thank you for your time</p> <ul style="list-style-type: none"> <li>• Second Person for questions/First person for responses</li> <li>• Formal Tone</li> <li>• Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>		<ul style="list-style-type: none"> <li>• Introductory statement of the issue to be discussed</li> <li>• Paragraphs to structure arguments one point at a time</li> <li>• Maintain formal/ impersonal tone</li> <li>• Appropriate use of cohesive devices (adverbials)</li> </ul> <p>Conclusion – a summary and maybe a recommendation</p> <ul style="list-style-type: none"> <li>• Present Tense</li> <li>• Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<p>Bold text/ capital letters for Q and A</p> <ul style="list-style-type: none"> <li>• Question marks to mark a question</li> <li>• Question words: how, why, when where, who which form open questions</li> <li>• Use of conjunctions when answering questions to expand on ideas: when, if, because, although</li> </ul>	<ul style="list-style-type: none"> <li>• Subordinating conjunctions: when, if, because, although, while, as, until, once, after</li> </ul>	<p>Modal verbs to convey degrees of probability e.g. It could be argued.... Some might say that...</p> <ul style="list-style-type: none"> <li>• Relative clauses correctly punctuated to provide supporting detail.</li> <li>• Adverbials to provide cohesion across the text e.g. Despite its flaws... On the other hand....</li> <li>• Adverbials: Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</li> <li>• Brackets or dashes for parenthesis, including for emphasis e.g. The performance- the first by such a young gymnast – was a masterpiece</li> </ul>	<ul style="list-style-type: none"> <li>• Passive voice e.g. The film was made using CGI graphics</li> <li>• Semi colons to marl related clauses e.g. some argue...; others say....</li> <li>• Colons and semi colons to punctuate complex lists</li> <li>• Use of subjunctive form where needed e.g. If I were in charge ....</li> </ul>



# Writing for a Purpose: Poetry



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry outcomes	<p>Enjoy rhyming and rhythmic activities.</p> <ul style="list-style-type: none"> <li>• Join in with repeated refrains and anticipate key events and phrases in poems and rhymes.</li> <li>• Begin to show awareness of rhyme and alliteration.</li> <li>• Begin to recognise rhythm in spoken words.</li> <li>• Listen to and joins in with poems, one-to-one and in small groups, learning some off by heart.</li> <li>• Continue a rhyming string. ☑ Use intonation, rhythm and phrasing to make the meaning clear to others. ☑ Show awareness of rhyme and alliteration and recognise rhythm in spoken words.</li> </ul>	<ul style="list-style-type: none"> <li>• Group performance poetry with repeated patterns or lines.</li> <li>• List poems</li> <li>• Poems with repetition</li> <li>• Free verse based on experiences, objects, places, feelings, curriculum links, senses etc.</li> <li>• Adding words/phrases/captions to images, generate rhyming words/phrases</li> <li>• Use a scaffolding frame for creating poems.</li> <li>☑• Consider having a poem/rhyme each week to learn/enjoy</li> </ul>	<p>Simple structured grammar poems – adjective + noun + verb</p> <ul style="list-style-type: none"> <li>• Poems with repetition</li> <li>• Free verse</li> <li>• List poems</li> <li>• Question and answer poems</li> <li>• Single word and phrase calligrams.</li> <li>• Free verse exploring effective and innovative language choice.</li> <li>• Jokes, riddles, nonsense sentences, humorous words and phrases etc. which could link to work on homophones.</li> <li>• Alliterative Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Free verse exploring effective and innovative language choice, including figurative language.</li> <li>• Limericks</li> <li>• Syllabic poetry including haiku, tanka and kennings</li> <li>• Short narrative poetry</li> <li>• Song lyrics</li> <li>• Calligrams</li> </ul>	<ul style="list-style-type: none"> <li>• Free verse exploring effective and innovative language choice, including figurative language.</li> <li>• Limericks</li> <li>• Syllabic poetry including haiku, tanka and kennings</li> <li>• Narrative poetry</li> <li>• Song lyrics</li> <li>• Calligrams</li> </ul>	<ul style="list-style-type: none"> <li>• Free verse exploring effective and innovative language choice, including figurative language.</li> <li>• Limericks, riddles and comic verse</li> <li>• Syllabic poetry including cinquains.</li> <li>• Longer narrative poetry</li> <li>• Song lyrics and raps</li> </ul>	<ul style="list-style-type: none"> <li>• Free verse exploring effective and innovative language choice, including figurative language.</li> <li>• Limericks, riddles and comic verse</li> <li>• Syllabic poetry including cinquains.</li> <li>• Longer narrative poetry</li> <li>• Song lyrics and raps</li> </ul>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar Skills (Word Classes, Sentences Structure and Punctuation)		<ul style="list-style-type: none"> <li>☒ Listen to and discuss a wide range of poems.</li> <li>☒ Join in with predictable phrases.</li> <li>☒ Appreciate rhymes and poems and recite some by heart.</li> <li>☒ Perform rhymes and poems with repeated phrases, creating and including actions</li> <li>☒ Write short poems using single words or short sentences.</li> <li>☒ Start to sequence sentences into verses</li> <li>☒ Start to use rhyming couplets.</li> <li>☒ Start each line with a capital letter.</li> <li>☒ Use adjectives to create simple expanded noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>☒ Listen to, discuss and express views about a wide range of contemporary and classic poetry.</li> <li>☒ Recognise simple recurring literary language in poetry.</li> <li>☒ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>☒ Participate in discussion about poems.</li> <li>☒ Perform a range of poetry, including contemporary and classic poetry, poems with repeated patterns, question and answer poems and simple raps.</li> <li>☒ Write longer poems using single words and short sentences.</li> <li>☒ Sequence sentences into verses.</li> <li>☒ Start to explore poetic devices such as alliteration and rhyming couplets and use them to write poetry.</li> <li>☒ Explore exclamation marks, question marks, commas for lists and apostrophes.</li> <li>☒ Use adjectives to create expanded noun phrases.</li> <li>☒ Use comparative adjectives.</li> <li>☒ Use powerful verbs.</li> <li>☒ Use some adverbs</li> </ul>	<ul style="list-style-type: none"> <li>☒ Listen to, discuss and express views about a wide range of poetry, including poems that are structured in different ways e.g. syllabic poetry and free verse.</li> <li>☒ Identify themes and conventions in a wide range of poems.</li> <li>☒ Participate in discussion about poems, discussing words and phrases that capture the reader’s interest and imagination.</li> <li>☒ Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. ☒ Learn a range of poetry by heart.</li> <li>☒ Write poems, varying the length of sentence.</li> <li>☒ Use verses to group related sentences.</li> <li>☒ Explore and use poetic devices such as alliteration, rhyme and repetition.</li> <li>☒ Write poems using all four sentence types.</li> <li>☒ Use a range of adjectives and determiners to expand noun phrases.</li> <li>☒ Use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect. ☒ Start to use figurative language for effect, including similes, metaphors and personification.</li> </ul>	<ul style="list-style-type: none"> <li>☒ Listen to, discuss and express views about a wider range of poetry, including poems that are structured in different ways e.g. narratives, free verse, syllabic poetry.</li> <li>☒ Identify themes and conventions in a wider range of poems. ☒ Participate in discussion about a range of poems, discussing words and phrases that capture the reader’s interest.</li> <li>☒ Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>☒ Continue to learn a range of poetry by heart. ☒ Write poems, varying the length of sentences for poetic effect.</li> <li>☒ Use verses to group related sentences. ☒ Explore and use poetic devices such as alliteration, rhyme and repetition.</li> <li>☒ Write poems using all four sentence types, experimenting with punctuation.</li> <li>☒ Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases for effect.</li> <li>☒ Use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect.</li> <li>☒ Use figurative language, including similes, metaphors and personification, sometimes extending these for poetic effect.</li> </ul>	<ul style="list-style-type: none"> <li>☒ Continue to read and discuss an increasingly wide range of poetry, including poems that are structured in different ways and are written for a range of purposes.</li> <li>☒ Increase familiarity with a wide range of poems, including poems from our literary heritage and from other cultures and traditions</li> <li>☒ Identify and discuss themes and conventions in and across a wide range of poetry.</li> <li>☒ Participate in discussions about a wide range of poems, making comparisons within an across poems.</li> <li>☒ Continue to learn a wider range of poetry by heart.</li> <li>☒ Learn a wider range of poetry by heart. ☒ Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and movement so that the meaning is clear to an audience.</li> <li>☒ Write a range of different poems, varying the length of sentences for poetic effect.</li> <li>☒ Use verses to group related sentences. ☒ Explore and use a range of poetic devices including alliteration, assonance, different types of rhyme and repetition.</li> <li>☒ Write poems using all four sentence types, experimenting with punctuation for poetic effect.</li> <li>☒ Use noun phrases which are expanded by adding a range of determiners, modifying nouns and prepositional phrases for poetic effect.</li> <li>☒ Choose and use language for poetic effect, including adjectives, interesting verbs, adverbs, specific nouns and connectives.</li> <li>☒ Use a wide range of figurative language including extended similes, extended metaphors, personification (including pathetic fallacy), and onomatopoeia, extending these for poetic effect.</li> </ul>	<ul style="list-style-type: none"> <li>☒ Continue to read and discuss an increasingly wide range of poetry, including poems that are structured in different ways and are written for a range of purposes.</li> <li>☒ Increase familiarity with a wider range of poems.</li> <li>☒ Continue to identify and discuss themes and conventions in and across a wide range of poetry.</li> <li>☒ Participate in discussions about a wider range of poems, making comparisons within an across poems.</li> <li>☒ Continue to learn a wider range of poetry by heart.</li> <li>☒ Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and movement so that the meaning is clear to an audience.</li> <li>☒ Write a wide range of poems, varying the length of sentences for poetic effect. ☒ Use verses to group related sentences. ☒ Explore and use a wide range of poetic devices including alliteration, assonance, different types of rhyme and repetition. ☒ Write poems using all four sentence types, experimenting with punctuation for poetic effect.</li> <li>☒ Use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases for poetic effect.</li> <li>☒ Choose and use language for poetic effect, including adjectives, interesting verbs, adverbs, specific nouns and connectives, paying close attention to audience and purpose.</li> <li>☒ Use a wider range of figurative language for poetic effect including extended similes, extended metaphors, personification (including pathetic fallacy, onomatopoeia and hyperbole for poetic effect</li> </ul>