

Progression of Writing Skills by Text Type

Writing to Entertain: Narrative

The purpose of narrative is more than simply *telling a story*. Stories work on many levels: they entertain, enthrall, and influence how readers or listeners respond.

Narratives can:

- evoke emotion — making us laugh, cry, feel fear or excitement;
- create imaginative worlds that expand understanding beyond our own experience;
- help us make sense of ourselves, others and the world around us.

From the earliest times, stories have been central to how people have explained their world, shared beliefs, passed on memories and entertained one another.

For children, narrative is also a vital tool for learning. Through making up stories about what has happened or what might happen, they:

- organise their ideas;
- structure their thinking;
- and develop their writing.

Telling and writing stories is therefore not just a set of skills to master but an essential means of creative and imaginative self-expression.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• simple narratives and retellings are told/ written in first or third person • simple narratives are told/ written in past tense • events are sequenced to create texts that make sense • main participants are human or animal • simple narratives use typical characters, settings and	As Year 1, plus: • they are simply developed as either good or bad characters • language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.	• narratives and retellings written in first or third person • narratives and retellings written in past tense, and occasionally in the present tense • events sequenced to create chronological plots through the use of adverbials and prepositions • descriptions, including those of settings, are developed through	As Year 3, plus: • dialogue is used to convey characters' thoughts and to move the narrative forward • language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns,	As Year 4, plus: • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. • descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g.	As Year 5, plus: • assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this

	- events whether imagined or real 'story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing		- the use of adverbials, e.g. in the deep dark woods... - dialogue begins to be used to convey characters' thoughts and to move the narrative forward - language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.	expressive verbs and figurative language etc.	adverbs, adjectives, precise nouns, expressive verbs and figurative language.	
	Retell and invent narrative - concept of a sentence - basic sequencing of sentences - capital letters and end marks - correct past tense form - written in the third person - conjunctions to join ideas	Simple narrative and description - past tense and introduction to progressive past tense - adverbs of time to sequence events - adverbs for additional detail - basic noun phrases - singular possessive apostrophe - apostrophe for contraction - simple coordinating and subordinating conjunctions	Developed narrative with focus on paragraphing 5 clear sections (T4W boxing up format) - conjunctions, adverbs and prepositions to sequence events or to mark changes in setting - dialogue including direct speech - past perfect tense - prepositional phrases for settings - noun phrases	Developed narrative with focus on sequence - sequence organised into paragraphs using fronted adverbials to indicate changes in time or place - different orders of sequences - fronted adverbials as single words, phrases and clauses to create cohesion	Developed narrative with focus on cohesion - cohesion through a variety of devices - links within and between paragraphs with adverbials - past perfect tense to link events - action, dialogue and description used to move events forward - relative clauses with commas and dashes used for additional detail including omitted	Developed narrative with focus on atmosphere and shifts - cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) - sustained register with well-rounded ending - atmosphere and mood created through effective word choice, sentence structure and literary devices - shifts in formality

		• exclamation sentences • comparable adjectives • commas to separate items in a list • verbs chosen for effect	• verbs and adverbs chosen for effect • cohesion created, and repetition avoided through the use of nouns and pronouns	• expanded noun phrases • dialogue including direct speech to show character • develop characters through dialogue and action • standard forms of verb inflections used instead of local spoken forms • apostrophes for plural possession • past progressive and present perfect	• relative pronouns • modal verbs to suggest degrees of possibility • adverbs of possibility	• past perfect tense to link events, including past perfect progressive • action, dialogue and description used to move events forward • subjunctive form to hypothesise • colons, semi-colons and dashes used to separate and link ideas
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Writing to inform - Reports:

Purpose of reports: To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information.

General text structure:

In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples of elaborations. A common structure includes:

- an opening statement, often a general classification (sparrows are birds)
- sometimes followed by a more detailed or technical classification (their Latin name is ...)
- a description of whatever is the subject of the report organised in some way to help the reader make sense of the information, for example:
 - its qualities (like most birds, sparrows have feathers)
 - its parts and their functions (the beak is small and strong so that it can ...)
 - its habits/ behaviours/ uses (sparrows nest in ...)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Fact-file • concept of a sentence • capital letters and end marks • word choices • labels and captions	Basic non-chronological report • present tense • opening questions • concluding exclamatory sentence • subordinating and coordinating conjunctions to join information and give reasons • adverbs	Sectioned non-chronological report • planned into sections • headings • sub-headings • conjunctions to join information and give reasons • present perfect tense • word choices to match information texts	Non-chronological report with paragraphs • organised into sections with appropriate headings and text type features • range of conjunctions and appropriate word choices • beginning to explore levels of formality and able to demonstrate this through word and sentence choices • appropriate use of pronouns and nouns	Biography • cohesion through a variety of devices within and across paragraphs • relative clauses with commas and brackets to add information • structured paragraphs linked with adverbials • indicate degrees of possibility using modal verbs and adverbs	Detailed information texts • cohesion through a wider variety of devices • layout devices including headings, sub-headings, columns, bullets and tables to structure texts • semi-colons for items in a list and colons to introduce lists • sustained levels of formality demonstrated through sentence and word choices in different pieces of different levels of formality

						• identification of different structures typical of informal and formal writing eg the use of the subjunctive and the use of question tags • hyphens used to avoid ambiguity
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Writing to inform - Recounts:

Purpose of recounts: To give details of an event that has happened.

General text structure:

- orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
- an account of the events that took place, often in chronological order (The first person to arrive was ...)
- some additional detail about each event (He was surprised to see me)
- reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun)

Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recount of event • concept of a sentence • capital letters and end marks • word choices • correct past tense form • written in the first person	Simple recount • past tense • progressive forms of verbs • exclamatory sentences to make personal comments • subordinating and coordinating conjunctions to join information and give reasons • use of noun phrases • adverbs of time to sequence events	Sectioned recount • planned in sections using conjunctions, adverbs and prepositions to sequence events • word choices and developed sentence structures to match recount texts • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Inverted commas can be used to punctuate direct speech, if appropriate	Developed recount with paragraphs • developed sequential language organised into paragraphs • adverbs, adverbials and prepositions to sequence events • word choices and developed sentence structures to match recount texts • expanded noun phrases	Journalistic writing • focusing on journalistic vocab and sentence structures • cohesion through choice of techniques within and across paragraphs • structural features included in newspaper reports • shifts in formality as writing extension • use of the past perfect • modal verbs can be used to indicate degrees of possibility	Developed journalistic writing • cohesion through a wider variety of devices • passive voice • shifts in formality • control of vocabulary choices to match the language used in journalistic writing • use of semi-colons, colons and dashes to mark boundaries between independent clauses • structural features included in newspaper reports • past perfect progressive form of verbs

Writing to inform - Instructions:

Purpose of instructions / procedural texts: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s.

Generic text structure:

Begin by defining the goal or desired outcome e.g. How to make a board game

- an introductory sentence or paragraph
- list any material or equipment needed, in order
- provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal
- diagrams or illustrations are often integral and may even take the place of some text (Diagram B shows you how to connect the wires.)
- a final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Simple instructions • concept of a sentence • basic sequencing of sentences • capital letters and end marks • word choices • correct past tense form • labels and captions	Developed instructions • developed sequencing with subordinating and coordinating conjunctions to join information and give reasons • adverbs of time to sequence and to add detail • commas to separate items in a list	5 part instructions • commas to separate items in a list sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with ‘top tip’ • headings and subheadings to aid presentation • time, place and cause expressed using conjunctions, adverbs or prepositions	Developed 5 part instructions • 5 clearly sequenced parts • cohesion through the use of nouns and pronouns • fronted adverbials	Complex 5 part instructions • 5 clearly sequenced parts • parenthesis can be used to add additional advice • relative clauses to add further information • modal verbs to suggest degrees of possibility • layout devices to provide additional information and guide the reader	

Writing to inform - Explanations:

Purpose of explanation texts: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made.

Generic text structure:

- A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.
- The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.
- Specific features that include written in the present tense, text arranged into numbered points, time conjunctions, diagrams with labels and pictures with captions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• s	Basic explanation • consistent use of present tense • questions used to form titles • question marks used to denote questions (Y1) • conjunctions e.g. so...because to explain	Sectioned explanation • Introduction to paragraphs as a way to group related material • consistent use of present tense • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • heading and subheadings used to aid presentation	Explanation text with paragraphs • fronted adverbials • paragraphs to organise ideas • cohesion through the use of nouns and pronouns	Developed explanation text • indicate degrees of possibility using adverbs and modal verbs • layout devices to provide additional information and guide the reader • cohesion within paragraphs using adverbials • relative clauses used to add further information • parenthesis to add to the clarification of technical words	Scientific writing/report • cohesion through a wider variety of devices • passive voice • appropriate levels of formality demonstrated • features of explanation texts where appropriate • advanced sequential and causal language

Writing to Persuade:

Purpose of persuasive texts: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Generic text structure:

- An opening statement (thesis) that sums up the viewpoint being presented: Greentrees Hotel is the best in the world. School uniform is a good idea
- Strategically organised information presents and then elaborates on the desired viewpoint: Vote for me because I am very experienced. I have been a school councillor three times and I have ...
- A closing statement repeats and reinforces the original thesis: All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Basic persuasive text • written in present tense • rhetorical questions • effective use of noun phrases	Sectioned persuasive text • introduction to paragraphs as a way to group related material • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • use of present perfect form of verbs	Persuasive text with paragraphs • cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition • expanded noun phrases • persuasive writing features (e.g. details to support evidence, opinions presented as facts) • modal verbs to indicate degrees of possibility	Developed persuasive text: evaluating the contrast between formal and informal persuasive texts • cohesion through choice of techniques e.g. cause and effect conjunctions • expanded noun phrases • persuasive writing features e.g. emotive adjectives • modal verbs and adverbs to position the argument • structured paragraphs linked with adverbials • commas to avoid ambiguity	Advanced persuasive text • adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text • passive voice • subjunctive form to hypothesise • cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs • persuasive writing features (e.g. elaboration and exaggeration) • hyphens to avoid ambiguity

Writing to Discuss:

Purpose of discussion texts: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

Generic text structure: The most common structure includes:

- a statement of the issues involved and a preview of the main arguments
- arguments for, with supporting evidence/examples
- arguments against or alternative views, with supporting evidence/examples
- Another common structure presents the arguments 'for' and 'against' alternatively.
- Discussion texts usually end with a summary and a statement of recommendation or conclusion.
- The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Basic discussion text • consistent use of present tense – recap from Y2 • present perfect form of verbs – recap from Y3 • effective use of noun phrases • paragraphs to organise ideas • adverbials e.g. therefore, however... • heading and subheadings used to aid presentation – recap from Y3	Advanced discussion text • cohesion within paragraphs using adverbials • layout devices to provide additional information and guide the reader • modal verbs to indicate degrees of possibility	Complex discussion text • cohesion through a wider variety of devices • adverbials for cohesion • modal verbs and adverbs to position the arguments • advanced language chosen to represent both arguments • appropriate levels of formality applied • well-structured arguments (point evidence and explain) • language involved with evaluation and viewpoints included • use of semicolons and colons to control sentence structure • passive voice • subjunctive form to hypothesise

Poetry						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Acrostics • The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word • The acrostic links to a given theme. • Lines usually end with commas Shape poems / calligrams • The poem usually describes an object • Presented in the shape of the object which it is describing • Layout - words inside a shape or around the outline of a shape Riddles • The poem describes a noun, usually an object, but does not name it, e.g. it might describe a tiger as striped and furry • The last line usually directly addresses the	Diamantes • The poem is presented in the shape of a diamond • The line structure is as follows: Line 1: Beginning Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending 'ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending 'ing' about line 7 Line 6: Two adjectives about line 7 Line 7: End subject • Precise verbs and adjectives are used in the relevant lines indicated above • Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines Haikus	Clerihews • A clerihew is four lines in length, and includes rhyming couplets (AABB) • The subject of the poem is typically a character who is named on one of the lines • The mood of this type of poem is comic Mr Smith wears a wig, But for his head it's rather big, In windy weather he was careless, Now Mr Smith's head is hairless. Limericks • The poem is five lines in length and follows the rhyme scheme AABBA • The line structure is as follows: Line 1: 7-10 syllables Line 2: 7-10 syllables Line 3: 5-7 syllables Line 4: 5-7 syllables Line 5: 7-10 syllables • The first line usually begins with 'There	 kennings • A kenning is a two word phrase which describes an object • Kenning poems are type of riddle • Each line consists of one kenning. There is no set number of lines in each verse, although 8 lines and 1 verse is expected for this age group • The kennings should be ordered within the poem with consideration of the impact on the reader Ball catcher Muddy scrambler Fast diver Long kicker Expert thrower Ace defender Goal saver Game winner Tetractys • The poem is five lines in length • The line structure	Senryus • The structure is identical to that of a haiku (see Y2) • Each line starts with a capital letter and ends with appropriate punctuation • Senryus are about human nature or emotions • They can be serious or cynical First day, new school year, Backpack harbours a fossil: Last June's cheese sandwich. The death of a friend Can leave one devastated. Fate is often cruel. Renga • Renga poems are written by more than one poet • Poet A would write three lines following the structure below. Poet B would then	Ottava Rima • An Italian style of poetry • It is eight lines in length; each line consists of eleven syllables • The rhyme scheme is ABABABC • Each line opens with a capital letter • It is optional whether lines end with commas or not • A poem may consist of several verses following the structure above, although one verse is sufficient for this age group • The last line of the poem may end with a question mark or a full stop Quickly did the tiger begin his fast run, Over hilly ground you see him fly and leap, The passive prey laying grazing in the sun, Suddenly its life that it wanted to keep,

	reader and uses a question: What is it? or Who am I? The mood of the poem is light hearted	- The mood of a haiku is generally serious and is usually about nature - There is no rhyming structure - The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables - Each line starts with a capital letter Free verse - Free verse does not follow a set syllable pattern or rhyme scheme - It may be written on a range of themes. - Refer to the KS1 key objectives and writing curriculum content for Year 2	was a...' and ends with the name of a person or place - The last line should be rather unusual or far-fetched - Each line starts with a capital letter - Lines often end with a comma - The mood of this type of poem is comic, and it can even be nonsense An ambitious young fellow named Matt, Tried to parachute using his hat, Folks below looked so small, As he started to fall, Then got bigger and bigger and SPLAT! Free verse - Free verse does not follow a set syllable pattern or rhyme scheme - It may be written on a range of themes - Refer to the KS2 key objectives and writing curriculum content for Year 3	is as follows: Line 1: 1 syllable Line 2: 2 syllables Line 3: 3 syllables Line 4: 4 syllables Line 5: 10 syllables - There is no set rhyme scheme - Each line starts with a capital letter and only the last line ends with a full stop I Am four And I go To big school where I learn to read and write and spell my name. Free verse - Free verse does not follow a set syllable pattern or rhyme scheme - It may be written on a range of themes - Refer to the KS2 key objectives and writing curriculum content for Year 4	write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete - The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables Line 4: 7 syllables Line 5: 7 syllables - There is no set rhyme scheme - The themes within a verse need to be consistent - Each line starts with a capital letter and the last line of each verse ends with a full stop The final leaf falls The tree branches are so bare Autumn has arrived Remember summer's warm kiss So gentle, it will be missed. Free verse - Free verse does not follow a set syllable pattern or rhyme scheme	Tiger pounces, quickly getting the job done, The prey collapsing in a really big heap, Tiger sleeps as night takes over from the day, Will we ever see the hunter become prey? Iambic Pentameter - Unlike other taught styles, iambic pentameter refers to the way in which individual lines are constructed - There are no particular rules about verse length - It is a sequence of ten alternately unstressed and stressed syllables - Children should be encouraged to hear the effect of lines being constructed in this style Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient
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					• It may be written on a range of themes • Refer to the KS2 key objectives and writing curriculum content for Year 5	grudge break to new mutiny, Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes A pair of star-cross'd lovers take their life. Free verse • Free verse does not follow a set syllable pattern or rhyme scheme • It may be written on a range of themes • Refer to the KS2 key objectives and writing curriculum content for Year 6
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