

Genre Outcomes

<p><u>Recount</u></p> <ul style="list-style-type: none"> - Letter - Newspaper - Diary - Eye witness account - Biography - Autobiography - Postcard 	<p><u>Story</u></p> <ul style="list-style-type: none"> - Own experience - Familiar story - Traditional tale - Fairy Tale - Adventure - Myth - Legend - Fantasy - Mystery - Science-fiction 	<p><u>Persuasion</u></p> <ul style="list-style-type: none"> - Letter - Leaflet - Advert - Guide Book - Magazine article - Newspaper - Debate (oral and written)
<p><u>Discussion</u></p> <ul style="list-style-type: none"> - Debate/ Balanced argument (oral/written) 	<p><u>Instructions</u></p> <ul style="list-style-type: none"> - Routines - Recipes - Games - Plans - Constructions 	<p><u>Explanation</u></p> <ul style="list-style-type: none"> - Diagrams - Flow charts - Processes
<p><u>Non-chronological report</u></p> <ul style="list-style-type: none"> - Fact files - Leaflet/brochure - Information texts - Guide Book 		

Genre Outcome Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Story</u></p> <ul style="list-style-type: none"> Traditional tales Character descriptions Re-telling familiar stories <p><u>Recount</u></p> <ul style="list-style-type: none"> Real-life event <p><u>NCR</u></p> <ul style="list-style-type: none"> Fact file <p><u>Persuasion</u></p> <ul style="list-style-type: none"> Letter <p><u>Instructions</u></p> <ul style="list-style-type: none"> Recipes <p><u>Explanation</u></p> <ul style="list-style-type: none"> Oral explanations <p><u>Poetry</u></p>	<p><u>Story</u></p> <ul style="list-style-type: none"> Traditional tale Familiar story Character description <p><u>Recount</u></p> <ul style="list-style-type: none"> Real-life event (Diary or postcard) <p><u>NCR</u></p> <ul style="list-style-type: none"> Fact file <p><u>Persuasion</u></p> <ul style="list-style-type: none"> Letter Invitation <p><u>Instructions</u></p> <ul style="list-style-type: none"> Routines Plans <p><u>Explanation</u></p> <ul style="list-style-type: none"> Draw pictures and give oral explanations <p><u>Poetry</u></p>	<p><u>Story</u></p> <ul style="list-style-type: none"> Character descriptions Traditional tale/Familiar story Own experience <p><u>Recount</u></p> <ul style="list-style-type: none"> Real-life event (Diary or letter) <p><u>NCR</u></p> <ul style="list-style-type: none"> Information text <p><u>Persuasion</u></p> <ul style="list-style-type: none"> Letter Poster/advert <p><u>Instructions</u></p> <ul style="list-style-type: none"> Plans Recipes <p><u>Explanation</u></p> <ul style="list-style-type: none"> Process (life cycles) <p><u>Poetry</u></p>	<p><u>Story</u></p> <ul style="list-style-type: none"> Own experience Adventure Character description <p><u>Recount</u></p> <ul style="list-style-type: none"> Diary News report Autobiography <p><u>NCR</u></p> <ul style="list-style-type: none"> Fact file <p><u>Persuasion</u></p> <ul style="list-style-type: none"> Advert Debate <p><u>Instructions</u></p> <ul style="list-style-type: none"> Recipes <p><u>Explanation</u></p> <ul style="list-style-type: none"> Processes Diagrams <p><u>Discussion</u></p> <ul style="list-style-type: none"> Oral discussion only <p><u>Poetry</u></p>	<p><u>Story</u></p> <ul style="list-style-type: none"> Mystery (Build suspense/tension, setting description) Legend- re-written story from another culture <p><u>Recount</u></p> <ul style="list-style-type: none"> Autobiography Letter Eye witness account/incident form <p><u>NCR</u></p> <ul style="list-style-type: none"> Fact file <p><u>Persuasion</u></p> <ul style="list-style-type: none"> Debate Leaflet <p><u>Instructions</u></p> <ul style="list-style-type: none"> Constructions <p><u>Explanation</u></p> <ul style="list-style-type: none"> Processes (inc. diagrams/ flow charts) <p><u>Discussion</u></p> <ul style="list-style-type: none"> Oral discussion only <p><u>Poetry</u></p>	<p><u>Story</u></p> <ul style="list-style-type: none"> Science-fiction (Speech to convey character) Fantasy (Setting description, speech advance action) <p><u>Recount</u></p> <ul style="list-style-type: none"> Biography Newspaper Report <p><u>NCR</u></p> <ul style="list-style-type: none"> Guide book <p><u>Persuasion</u></p> <ul style="list-style-type: none"> Letter Debate <p><u>Instructions</u></p> <ul style="list-style-type: none"> Through Curriculum <p><u>Explanation</u></p> <ul style="list-style-type: none"> Processes (inc. diagram/flow chart) <p><u>Discussion</u></p> <ul style="list-style-type: none"> Balanced argument (oral and written) <p><u>Poetry</u></p>	<p><u>Story</u></p> <ul style="list-style-type: none"> Myth Description Hybrid text <p><u>Recount</u></p> <ul style="list-style-type: none"> Biography Newspaper Report Diary <p><u>NCR</u></p> <ul style="list-style-type: none"> Information text <p><u>Persuasion</u></p> <ul style="list-style-type: none"> Magazine article/ Brochure Debate <p><u>Instructions</u></p> <ul style="list-style-type: none"> Through Curriculum <p><u>Explanation</u></p> <ul style="list-style-type: none"> Processes (inc. diagram/flow chart) <p><u>Discussion</u></p> <ul style="list-style-type: none"> Balanced argument (oral and written) <p><u>Poetry</u></p>

Other genre options

Tell a story based on pictures from a book.

Study a poem, extracts of a play or classic novel in depth and write as the poet or in role as a character.

Write only part of the genre. Give them the start, middle or end and ask them to do another section.

Scientific report writing should be taught explicitly.

You could write a book review of the class novel.

Some outcomes are a mixture of genres. That is fine; however, ensure all independent genres are covered throughout the year too.

The genres here are specifically for writing sessions and not for curriculum.

Any writing completed in curriculum time should be a revisit of these genres not a replacement for teaching them explicitly.

Y5 and Y6 to cover instructional writing during Science and DT sessions.

Writing Progression EYFS- Y6

Story	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> • Retell familiar stories, using some story language. e.g. Once upon a time • Use adjectives to describe characters. • Use role-play and drama to act out their own story. 	<ul style="list-style-type: none"> • Story language used e.g. Once upon a time, One day, Suddenly, Unfortunately, Fortunately, Finally. • Adjectives to describe characters, settings and feelings. • Write own version of a familiar story using series of sentences to sequence • Write own story with beginning, middle and end. • Write own story including good and bad characters. • Write in past tense in line with Y1 spelling rules. 	<ul style="list-style-type: none"> • Write in past tense and 3rd person • Stories have a beginning, middle and end. • Writing narratives about personal experiences and those of others (real and fictional). • Write own story in the style of a traditional tale. • Includes simple adjectives to describe characters, feelings and settings. • Characters consistent throughout. 	<ul style="list-style-type: none"> • 5 parts to a story, opening, build up, dilemma, events, resolution- planning a paragraph for each. • Includes simple details of characters, feelings and settings e.g. noun phrases or similes around time of day/weather. • Clear structure which includes build up to build suspense and ending to round off logically. • Practise dialogue between characters using drama and role play. • Use written dialogue to "show not tell" personality • Use inverted commas to punctuate direct speech. • Uses a range of connectives especially to link paragraphs • Stories planned in past tense. • Use 1st person 	<ul style="list-style-type: none"> • 5 Parts to story: Opening, Build up, Dilemma, Events, Resolution • Use drama and role play to explore consequences, develop characters and explore alternative outcomes. • Includes simple details of characters, feelings and settings (must include all three) • Clear structure which includes ending to round off logically. • Begin to use written dialogue to show personality and move the plot on. • Use all punctuation related to direct speech. • Uses a range of connectives to link sentences and paragraphs • Paragraphs: to organise each part of the story to indicate a change in place or jump in time. 	<ul style="list-style-type: none"> • Experiment with opening stories in different ways. • Develop characters through speech and action. • Displays significant interaction between characters through dialogue, narrative and direct speech. • Some use of figurative language to describe setting and characters. • Adapt sentence length and vocabulary dependent on the audience. • Write in the style of an author to complete the story or add a new chapter. • Use language to create suspense and tension. • Paragraphs: Vary connectives within paragraphs to build cohesion • Use change of place, time and action to link ideas across paragraphs e.g. continued action (Still smiling at the memory of...), shift in time or setting, back reference (Once he had reached...) 	<ul style="list-style-type: none"> • Start story at any point of the 5 part structure. • Maintain plot consistently. • Vary sentence length and grammatical structure for effect. • Describes physical sensations, as well as thoughts and feelings, are all used to develop characterisation • Vocabulary indicates location/era of story e.g. wireless= WWII • Can manipulate reader's impression of characters through their speech and action, creating detailed characterisation.

Recount

<ul style="list-style-type: none"> Verbally recount incidents in own life to others. Listen to others recount events from their lives Experiment with writing in a variety of situations Write sentences to match pictures or sequence of pictures of an event Produce shared composition with an adult that leads to simple independent writing. 	<ul style="list-style-type: none"> Describe incidents from own experience verbally using sequencing words and phrases such as 'then', 'after that'. Listen to others and ask relevant questions. Write simple 1st person recounts linked to interests/topics of study or personal experience. Past tense used (may not be consistent). May be repetitive (I did, I did) structure. May take the form of a diary or postcard. 	<ul style="list-style-type: none"> Write simple 1st and 3rd person recounts linked to interests/topics of study or personal experience. May include brief introduction including who, what, when, where, why. Mostly in past tense. Basically chronological Wider use of listing conjunctive adverbs (aka simple sequential connectives) e.g. then, next, after etc. May include brief conclusion to close. Include thoughts and feelings. Add detail to expand ideas. 	<ul style="list-style-type: none"> Watch or listen to 3rd person recounts such as news/sports reports on TV, radio or podcast. Identify sequence of main events. Recount the same event in a variety of ways (diaries, letters, news reports) Past tense Chronological with some connectives to link paragraphs May include conclusion Wider range of connectives used Narrator's / Character's reactions to events described. Some technical vocabulary may be used. A brief introduction giving some of the 5 'w's' to acclimatise the reader. 	<ul style="list-style-type: none"> A brief introduction, giving some of the 5 'Ws' to acclimatise reader, set the tone / formality / mood to the piece e.g. Finally! Hooray! Poor me!. Past tense. Chronological with connectives to link paragraphs which may not be throughout. Range of connectives used: first, next, after that. Reactions to events described (if appt.) Appropriate level of formality according to text type . Technical vocabulary used. Simple conclusion which matches the TAP e.g. You can tell I'm having fun, can't you? 	<ul style="list-style-type: none"> An introduction to acclimatise reader including most of 5 'Ws' and which also sets the mood of the text Chronologically ordered into paragraphs. Range of sequential connectives link paragraphs. Time connectives may shift time e.g. an hour later, the next day. Include formal language 1st or 3rd person Reactions included - varied viewpoints if appropriate. A conclusion to close, looking to future or reiterating TAP May take the form of newspaper or biography Know the difference between biography and autobiography. Write 2 recounts on the same subject for 2 contrasting audiences (friend/unknown reader). 	<ul style="list-style-type: none"> A range of forms and levels of formality – newspaper report, biography, diary Know the difference between biographies and autobiographies. Develop skills by writing in role. 1st or 3rd person An introduction with the necessary 5Ws(according to the text type) which establishes the mood of the piece Consistent tense and narrator. Well organised into accurate paragraphs. Include fact and opinion where appropriate Well paced through use of sequential and time connectives Reactions included - varied view points if appropriate A conclusion to close, looking to the future
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Non-chronological report

<ul style="list-style-type: none"> • Describe something or someone. • Develop description in response to prompts or questions (e.g. What does it like to eat?) • Read information books in shared reading. • Write labels, captions and sentences for pictures or drawings in continuous provision. 	<ul style="list-style-type: none"> • Find out about a subject by listening and following texts as they're read or by watching a video. • Relevant facts grouped together. • Writes facts under a given heading. • Write labels, captions and sentences appropriate to what they are describing. • Writes a simple caption in a sentence. • Writes facts in simple sentences. • Write simple non-chronological reports using sentences to describe aspects of the subject. 	<ul style="list-style-type: none"> • Heading • Hook to engage reader • Sentence to introduce e.g. definition, factual statement. • Some use of sub-headings where appropriate. • Relevant facts grouped together. • Final comment to the reader e.g. extra tips, did you know? True or false. • Starts a sentence with a generalisation (e.g. Most, Many). • Writing about real events. 	<ul style="list-style-type: none"> • Usually present tense (unless historical). • Third person narrator. • Some topic sentences introduce the content of some paragraphs/sections. • Brief introductory or concluding statement which may refer to TAP • Simple adjectives used (impersonal) • Use of simple generalisations (e.g. mostly, many) 	<ul style="list-style-type: none"> • Usually present tense (unless historical) • Related facts organised into paragraphs • Third person narrator • Use of sub-headings (as appropriate) • Use precis technical vocabulary • Introduction needs to introduce the subject matter with appropriate hook e.g. For many years people have relied upon buses to get about, before that public transport was much less reliable. • Conclusion may refer back to the TAP, may be a WOW fact, a joke, a plea to the reader... 	<ul style="list-style-type: none"> • Consistent tense (unless historical) • Appropriate impersonal adjectives/phrases for detail • Introduction, which is to acclimatise reader, mentions content of other paragraphs. • Some paragraphs are linked by forward or back reference or repetition of the same word(s). • May include expert comments and/or statistics to sound authoritative. • Conclusion to sum up report and re-address the intended audience and purpose. • More consistent use of generalisations (e.g. usually, generally, the majority of). • Includes appropriate technical vocabulary which is explained in brackets, clause or glossary. 	<ul style="list-style-type: none"> • Introduction, which makes the subject of the report appeal to the intended audience, mentions content of other paragraphs. • All paragraphs are smoothly linked by forward or back reference or repetition of the same word(s). • Includes appropriate technical vocabulary which is explained in brackets, clause or glossary. • Range of impersonal descriptive devices used. • Conclusion summarises and reiterates the purpose of the report
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Persuasion

<ul style="list-style-type: none"> • Talk about how they respond to certain words, stories and pictures by wanting to behave in particular ways (e.g. pictures of food that make them want to eat things) • Watch and listen when one person is trying to persuade another to do something or go somewhere. • Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded. 	<ul style="list-style-type: none"> • Read captions, pictures, posters and adverts that are trying to persuade. What are they doing? How are they doing it? • Through games and role play explore what it means to persuade and what different methods might be effective. • May take the form of an invitation or letter. • To include where, when and who. • Uses simple adjectives e.g. exciting party. 	<ul style="list-style-type: none"> • As part of a wider range of reading explore persuasive texts (posters, adverts etc) and understand what they are doing and how. • Evaluate simple persuasive devices. • Use drama and role-play to explore persuading or being persuaded in a range of situations. • May take the form of a poster/advert or letter • Uses descriptive language e.g. scrumptious chocolate bar. • Awareness of audience e.g. addressing reader 'You must.' 	<ul style="list-style-type: none"> • Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used. • May take the form of oral debate or simple written adverts. • Awareness of audience e.g. families - includes Grandmas as well as children. • Use of questions • Some use of imperatives e.g. Try • Try to use a range of connectives, conjunctions and adverbs e.g. On the other hand, if, then, finally, so 	<ul style="list-style-type: none"> • May take the form of a debate or a leaflet. • Analyse leaflets, adverts and debates for their impact. Focus on: exaggeration, attention grabbing tactics, puns, jingles, alliteration, invented words. • Some stylistic/vocabulary choices support an appropriate level of formality. • Some vocabulary is chosen to suit the task e.g. to evoke sadness or excitement, to persuade, to be formal • Some evidence of viewpoint e.g. advisory, authoritative. • Introduction establishes the purpose of the text... what are they selling? What do they want people to do? Not do? • Conclusion mentions the purpose of the text one last time. 	<ul style="list-style-type: none"> • Read and evaluate letters intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate • From reading, gather persuasive devices • Write with a real purpose. • Appropriate layout to match the text type • An appropriate level of formality is mostly maintained throughout the writing. • Generally, stylistic/vocabulary choices maintain reader's interest throughout and are appropriate to the task. • Viewpoint established and maintained. • Rhetorical question used effectively • Description used effectively and includes figurative language i.e. positive/comparative/superlative adjectives • Some modal verbs used to extol the virtues of compliance e.g. With this tank, you will be able to crush..... 	<ul style="list-style-type: none"> • Layout supports the purpose of the text. • An appropriate level of formality is maintained throughout the writing. • Vocabulary/stylistic devices fully support the purpose and engage the reader e.g. alliteration, figurative language, rhetorical devices. • Viewpoint is well controlled. • Points are developed logically • Description used effectively to meet the TAP and includes figurative language i.e. positive/comparative/superlative adjectives • Range of modal verbs used to extol the virtues of compliance. • Orally and in writing, harness the known interests and feelings of the audience.
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Instructions

<ul style="list-style-type: none"> • Listen to and follow single instructions and then a series of them. • Give oral instructions when playing • Read and follow simple classroom instructions on labels with additional pictures or symbols • Attempt to write instructions on labels e.g. in role play area. 	<ul style="list-style-type: none"> • Listen to and follow more detailed instructions. • Think and give clear single oral instructions. • Is telling the reader to do something. • At least two sequenced steps. 	<ul style="list-style-type: none"> • Read and follow a series of instructions. Analyse them. • Consistent use of imperatives though may be repetitive. • Bullet points or numbers used to indicate order. • Simple adverbs/adverbial phrases e.g. quickly, in the hall. • Some logical sequence (may not be consistent). • Gives direct instructions using imperative verbs. • May include a list of ingredients, tools and/or diagrams. 	<ul style="list-style-type: none"> • Read and follow instructions. • Give clear oral instructions to members of a group. • Introduction is appropriate • Includes 'You will need' type structure. • Consistent use of imperatives • Mostly logically sequenced points in chronological order. • Adverbs used in different positions. • Writes clear instructions using correct register and devices to aid the reader. 	<ul style="list-style-type: none"> • In group work, give clear oral instructions to achieve the completion of a common task and follow oral instructions of increased complexity. • Includes introduction makes outcome desirable. • May include "You will need" type of structure which may be punctuated with bullet points. • Consistent use of varied imperatives. • Adverbials used to tell the reader how to do the steps. • Logically sequenced points in chronological order. • Listing conjunctive adverbs for coherence. • Conclusion may refer to the use of the newly-made item • Simile/ comparative/ superlative used for clarity e.g. roll out until it is as thick as.... • Level of formality meets TAP. May be more comments if less formal (do you get me?) • Brackets used to clarify numbers (250g) and for asides (don't want to get into trouble at this point!) 	<ul style="list-style-type: none"> • Revisited through Curriculum writing 	<ul style="list-style-type: none"> • Revisited through Curriculum writing
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Explanation

- Talk about why things happen and how things work.
- Ask questions and speculate.
- Listen to others explain a process and ask questions.
- Give oral explanations. E.g. their or other's motives; why and how they made a construction.

- Read captions, pictures and diagrams on wall displays and in simple books that explain a process.
- Draw pictures to illustrate a process and use them to explain the process orally.
- Use captions and sequenced sentences to write a simple explanation.

- After carrying out a practical activity, experiment, or investigation contribute to a flowchart or cyclical diagram to explain the process alongside the teacher.
- Create simple explanations in the form of a flowchart or cyclical diagram e.g. life cycles (taught through Science)
- uses simple listing conjunctive adverbs (aka sequential connectives) e.g. first, then, after that.
- Uses time conjunctive adverbs (aka time connectives) e.g. Two weeks later, After two hours.

- Title as a question.
- Create diagrams e.g. flowcharts to summarise or make notes of stages in a process.
- Be able to explain processes orally including relevant details.
- May be a very simple process with few (at least 3) steps.
- Introduction makes it clear that the text will explain a process.
- Some result conjunctive adverbs (aka causal language): e.g. because, so that.
- Mostly logically sequenced using listing conjunctive adverbs (aka sequential connectives) and/or time conjunctive adverbs.
- Present tense.

- Read analyse explanatory texts and know the difference between them and recounts and reports.
- Summarise process (carried out in class or on screen through cyclical diagrams or flowcharts) orally as appropriate.
- After oral rehearsal, write explanatory texts independently from a flow chart or diagram.
- A process with at least 4/5 sequential steps organised into paragraphs.
- Title is a question.
- Introduction makes it clear that the text will explain a process.
- Some causal language (result conjunctive adverbs); because, to ensure, this results in, this causes.
- Mostly logically sequenced using sequential connectives and/or time connectives as appropriate.
- Usually present tense.
- Conclusion relates to TAP e.g. Next time you see.....

- Read and analyse a range of explanatory texts, investigating and noting features of impersonal style.
- Clear introduction - general statement to introduce topic then establishes that explanation is the purpose of the text.
- Range of result conjunctive adverbs (causal language): in order to, as a consequence of, due to.
- Appropriate impersonal adjectives/adverbs/ comparatives to aid description.
- Logically sequenced with a range of connectives.
- Some use of technical vocabulary which is explained (in brackets or glossary).
- Conclusion sums up with reference to TAP

- Clear introduction - engages intended audience in the process and meets the intended purpose (which maybe beyond only explaining)
- Chronological structure with connectives to link.
- Wide range of result conjunctive adverbs (causal language).
- Appropriate technical vocabulary explained in brackets, clause or glossary.
- Use the impersonal passive voice.
- Conclusion refers to TAP
- Descriptive vocabulary, including figurative language, matches the TAP of the text

Balanced Discussion

<ul style="list-style-type: none"> • Verbal discussion only • An introduction that explains some people agree and some people don't. • Through reading, drama and role play explore how different views might be expressed/ explained/ justified. • Explain why people think 'yes' and why somebody else thinks 'no' using a simple opposition conjunctive adverb such as 'on the other hand', 'however'. 	<ul style="list-style-type: none"> • Know the difference between persuasive debate and balanced discussion. • Verbal discussion only • Clear introduction - there is an argument. • 50/50 style. • Range of addition conjunctive adverbs e.g. also, in addition, on top of that. • One opposition conjunctive adverb e.g. however, on the other hand, but. • Some unbiased phrases e.g. supporters suggest, critics claim, opponents point out which indicate which side of the argument is being detailed • Beginning to evidence some of the points (i.e. back up the reason in another sentence) e.g. This is said to be a problem because... • Conclusion suggests a solution (use Perhaps. Until. As compromise) 	<ul style="list-style-type: none"> • Know the difference between persuasive debate and balanced discussion. • Start process orally before writing a balanced discussion on a controversial issue. • Clear introduction, there is an argument with some background information. • Summarise fairly the competing views in 2 separate paragraphs. • Range of connectives - jump (conversely, in direct opposition) and build (not only that, something else to consider is). • Range of unbiased phrases. • Formal language used including no contractions • Evidence to support most ideas (i.e. back up the reason in another sentence). • Conclusion offers a solution using Perhaps/Maybe with a pertinent reason. 	<ul style="list-style-type: none"> • Know the difference between persuasive debate and balanced discussion. • Clear introduction - there is an argument and some background information/ context to explain why there is debate. • Tit for Tat' style • Wide range of connectives - jump (conversely, in direct opposition) and build (not only that, something else to consider is). • Wide range of unbiased phrases e.g. it is thought, we are told, witnesses report • Evidence to support each idea • Conclusion offers a solution using perhaps/maybe with a pertinent reason why that side is right and one to "rubbish" the opposition. • Signal personal opinion in the conclusion clearly.
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