Appendix 4

**Genre specific progression – Key Stages 1 and 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Genre** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Descriptive***To entertain* | * Use some simple descriptive language to describe a familiar setting or character based on images and information provided by the teacher.
* Orally rehearse, plan and develop own imaginative ideas for settings and characters, using ideas from reading.
* Make some choices of appropriate vocabulary
* Become familiar with the term ‘adjective’ and begin to use these words in descriptive writing.
 | * Understand and use the terms noun, adjective, verb and adverb and correctly use these word types in descriptive writing.
* Use a greater range of descriptive language (adjectives, adverbs and similes).
* Create lists of adjectives to more fully describe a noun (using commas to separate items within a list).
* Make choices about appropriate language and begin to use words based on their effectiveness for the reader.
* Use features such a subheadings to help organise and group related sentences.
* Gather information from reading and use these to build ideas and descriptions of characters and settings.
 | * Create settings and characters based on knowledge and experience of texts.
* Include the five senses in descriptive writing to help immerse the reader.
* Begin to organise ideas into paragraphs relating to a theme.
* Begin to use figurative language (metaphors).
* Use some detail in the description of characters’ feelings and explore motives.
* Use a greater range of punctuation with increasing accuracy.
 | * Create more detailed descriptions of characters and settings using a range of literary devices and more effective language choices e.g. expanded noun phrases, synonyms, similes, metaphors, fronted adverbials, a range of pronouns etc.).
* Organise ideas into paragraphs relating to a theme.
* When describing characters, include and describe their feelings and motivations, selecting the most relevant/pertinent information for the piece of writing.
* Use a wide range of punctuation and sentence structure to good effect.
 |
| **Narrative***To entertain* | * Write stories by sequencing sentences to form short narratives.
* Use some simple time words to aid sequencing and organise events.
* Re-tell/imitate familiar stories (including fairy tales) and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event.
* Identify and use some simple features of fairy tales e.g. repeated phrases.
* Write a number of connected sentences, in order, to retell a familiar fairy tale.
* Use the conjunction 'and' to extend some sentences.
* Recall and retell a familiar story related to own experiences.
* Include some story language and sentence patterns e.g. Once upon a time, one day.
* Recognise, continue and use a simple, predictable and repeating pattern of language/phrases.
* Make some choices of appropriate vocabulary.
 | * Imitate or adapt familiar stories about familiar characters.
* Re-tell familiar traditional tales, including the main events and any key/repeated phrases in increasing detail.
* Write alternative endings for familiar stories using information gathered through reading.
* Write short stories, grouping complete sentences together to tell each part.
* Plan and write short narratives including a clear beginning, middle and end and a logical sequence of events.
* Begin to select appropriate words/phrases and include relevant details that sustain the reader/listener’s interest.
* Describe how characters feel, in simple terms.
* Use some formal story language.
* Maintain consistency in tense.
* Write some dialogue (no expectation of speech punctuation).
* Use planning and simple editing to write and refine a short narrative.
* Make simple additions, revisions and corrections to writing by proof reading.
* To include different sentence types to engage the reader (statements, commands, exclamative sentences and questions).
 | * Discuss and record ideas independently, using planning to inform writing.
* Identify and use key features in similar texts (structure, vocabulary and grammar).
* Make decisions, in advance, about how the plot will develop, including these in planning and using plans appropriately.
* Identify a clear structure for a story (opening, dilemma, resolution, ending).
* Write short stories, grouping sentences together to effectively tell each part.
* Select appropriate words/phrases and include relevant details that sustain the reader interest.
* Begin to organise paragraphs around a theme.
* Use a greater range of sentence structures independently.
* Use a range of sentence openers for effect.
* Use dialogue to reveal detail about character/ move the narrative forward.
* Imitate authorial techniques gathered from reading narrative.
* Proof read with a greater level of independence.
* Evaluate and edit by assessing the effectiveness of their own and other’s writing and suggesting improvements.
 | * Plan a piece of narrative writing, including the main features of different types of story where appropriate (based on prior learning/reading).
* Draft and rewrite work to improve it’s effectiveness and adapt work depending on the audience.
* Use a dictionary and thesaurus with a greater level of independence in order to make appropriate word choices and improve a piece of writing.
* Consistently and accurately use paragraphs to organise writing so ideas are grouped and the text flows.
* Select and use a wide range of sentence types for effect, independently.
* Select and use appropriate and effective sentences openers to create tone and keep a narrative flowing.
* Proof read and edit their own and others writing independently, making appropriate and meaningful additions and revisions.
 |
| **Poetry***To entertain* | * Learn to appreciate rhymes and poems, and to recite some by heart.
* Continue an existing and familiar repeating pattern of language (including simple rhymes).
* Use a simple repeating pattern in structured and supported poetry writing.
 | * Begin to choose words carefully for effect.
* Begin to use features such as similes and alliteration.
* Write poems following a modelled style or by imitating a simple, familiar structure.
 | * Write poems involving more complex structures and with increasing independence.
* Use features such as similes and alliteration with increasing independence and begin to use metaphors.
* Use dictionaries and thesauruses to help make appropriate and effective word choices and explore synonyms.
* Proof read and edit poetry in order to improve it’s effectiveness and impact on the reader.
 | * Use a range of word types for effect (e.g. verb, adverb, adjective).
* Use a thesaurus independently to help find and use the most effective synonyms.
* Use metaphor as a poetic, literary device.
* Draft and write by composing and rehearsing lines of poetry orally.
* Create verses based around a theme.
 |
| **Recount (expository)**To informTo explain | * List words and phrases to describe details of first hand experiences using senses.
* Complete and compose simple sentences about first hand experiences.
* Sequence a small number of sentences to write simple recounts of personal experiences.
 | * Write accurately and consistently in the first person.
* Maintain the correct tense throughout most of the text.
* Correctly order a more complex series of events.
* Use a greater range of text appropriate time words to help order events.
* Use conjunctions such as ‘and’, ‘but’, ‘because’, ‘so’, ‘if’ and ‘when’ to add detail and explain events.
* Suggest viewpoint and engage the reader with brief comments or questions on actions or situations.
 | * Order events chronologically whilst also beginning to think about impact on the reader.
* Consistently use the correct tense.
* Organise ideas into paragraphs and begin to order paragraphs around a theme.
* Use a greater range of conjunctions to extend and develop sentences.
* Include personal opinions, thoughts and feelings – describing and explaining these in more detail.
 | * Consistently and accurately use paragraphs to organise writing so ideas are grouped and the text flows.
* Order a more complex series of events accurately.
* Choose vocabulary and sentences structures for effect, being aware of the audience and the thoughts and feelings being expressed.
* Include thoughts and feelings, adopting a ‘role’ as necessary and describing situations and feelings in detail.
 |
| **Newspaper (expository)***To inform**To persuade* |  | * Use some of the features of a newspaper report (headline, layout, pictures and captions).
* Suggest viewpoint and engage the reader with brief comments or questions
* Engage the reader through the use of different sentence types.
* Sequence and re-tell events in the style of a newspaper report.
* Choose and use language appropriate to the genre.
 |  | * Use more of the features of newspaper reports independently (heading, by-line, caption, 5Ws, reported and direct speech, past tense, fact and opinion and summary).
* Adopt a viewpoint and engage the reader through the use of both open and closed questions.
* Summarise the main ideas within a paragraph and re-write them in their own words.
* Use paragraphs to organise writing so that blocks of text flow and ideas are grouped together ensuring that the newspaper report is cohesive and chronological.
* Organise information within a newspaper report to help maintain the engagement of the reader.
 |
| **Information Texts** *To inform* | * Organise and write labels and simple captions.
* Recognise some, simple features of non-fiction texts (labels, captions, facts)
* Use the conjunction ‘and’ to expand and connect simple ideas and information.
* Write a simple non-chronological report using a given scaffold and through the imitation and completion of modelled texts.
* Use simple and familiar technical vocabulary in context, with some support.
* Assemble information on a subject e.g. food, pets, with support.
 | * Suggest viewpoint and engage the reader with brief comments or questions on actions or situations,
* Assemble information on a subject with a greater level of independence.
* To include different sentence types to engage the reader (statements, commands, exclamative sentences and questions).
* Write simple information texts incorporating labelled pictures and diagrams and captions.
* Use language appropriate to the text type.
* Use some features of the given form maintaining consistency in purpose and tense.
* Use organisational features such as headings and subheadings.
* Find, select and include relevant information.
 | * Use simple organisational devices in non-narrative material, e.g. headings with a greater level of independence.
* Make notes from several sources of information and turn them into sentences; identifying the main ideas drawn from more than 1 paragraph and summarising these.
* Group information, often moving from general to more specific detail.
* Begin to use paragraphs to group related materials.
* Choose and use a range of effect language to maintain the readers interest.
* Use a greater range of technical vocabulary related to the subject matter.
 | * Organise non-narrative writing so that it has clear and effective headings and subheadings.
* Use a range of sources to conduct research, summarising findings and re-writing ideas in their own words.
* Use paragraphs accurately and effectively to group ideas and help the flow of the text.
* Use appropriate technical vocabulary to good effect.
* Maintain the readers interest by using a range of literary devices, such as questions, different sentence types etc.
 |
| **Technical (instructions and explanations)***To inform**To explain* | * Use simple features of instructional writing - numbered steps, simple time words.
* Organise and write a short list.
* Complete and compose simple sentences that provide instruction.
* Order and correctly sequence a short series of familiar events.
* Use simple time words to help sequence steps in a simple set of instructions.
 | * Recognise and use the main features of instructional writing (title, subheadings, diagrams and captions, numbered steps, lists).
* Write clear and precise steps for instructions using imperative verbs.
* Use a greater range of time words to correctly order events.
* Start to select and include the most relevant instructions to make the text succinct.
* Begin to include some appropriate technical vocabulary.
 | * Use organisational devices to aid conciseness, e.g. numbered lists or headings
* Write succinctly.
* Begin to adopt and imitate an authoritative tone, choosing language and sentence structure to express purpose.
* Select and use more appropriate technical vocabulary.
* Write a set of instructions, using simple organisational devices e.g. headings and sub-headings with a greater level of independence.
 | * Plan and draft a set of instructions or explanation text, thinking out layout, organisation of information and vocabulary choices.
* Write thorough but concise instructions with a greater level of independence.
* Include the main features of instructions and explanations; using them effectively to help the layout and meaning of a piece.
* Adopt an authoritative tone by choosing the most effective language and sentence structure to convey meaning and purpose.
* Use appropriate technical vocabulary.
* Evaluate and edit a piece of instructional writing by considering it’s overall effectiveness.
 |
| **Persuasive Writing***To persuade* |  | * Express views and opinions in a simple way.
* Use different sentence types and punctuation to help express opinions and/or persuade the reader.
 | * Attempt to adopt a viewpoint, even if different from their own.
* Identify and use powerful and persuasive language.
* Begin to organise ideas in a way that guides the reader towards the writer’s opinion (persuading them of something).
 |  |
| **Letters and Journals***To inform**To persuade* |  | * To recognise and use some features of letters and diaries.
* Express views and opinions in a simple way.
* Use conjunctions such as ‘because’ and ‘so’ to explain thoughts and actions.
* Write in the first person.
* Sequence events for a diary entry chronologically using some time words.
 | * Use the main features of letters and diaries with a greater level of independence.
* Begin to select and use formal and informal styles and vocabulary appropriate to the purpose/reader.
* Organise ideas into paragraphs and begin to organise paragraphs around a theme.
* Begin to alter style when attempting to adopt a character’s ‘voice’ by choosing appropriate vocabulary and phrases.
* Use a greater range of conjunctions to help explain the thoughts and actions of characters.
 | * Use the main features of letters and diaries to set out work and help adopt an appropriate style.
* Select and use formal and informal styles and vocabulary appropriate to the purpose/reader.
* Organise paragraphs around a theme.
* Alter style when attempting to adopt a character’s ‘voice’ by choosing appropriate vocabulary and phrases.
* Use a range of appropriate conjunctions to further explain and develop ideas.
* Maintain the first person consistently throughout the piece of writing.
 |