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 inform  To 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. |