

Writing Genre Progression  
Hadlow Primary School



	Writing Genre	Progressive Features	Composition Expectations	GPS Expectations
EYFS	<b>Narratives</b> Retell/ adapt a familiar story Anticipate key events Story maps/ helicopter stories	Orally shared during reading Beginning or ending language discussed Explore characters and setting Discuss main events	<b>ELG Fine Motor Skills:</b> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.  <b>ELG Writing:</b> Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.  Capital letters, Full stops, Fingers spaces  Story language	
	<b>Letters</b> Cards First person letters to another person	Reading and sharing letters Postcard/message		
	<b>Instructions/ Recipe</b> Based on a real experience/ book	Simple title e.g. Chocolate Cake, Snakes and Ladders Numbered instruction and diagrams as appropriate Instructions start on a new line I		
	<b>Poetry</b> Learn poems/ rhymes/ songs by heart Performance poetry Write poetry with a scaffold	Orally shared during reading Explore alternative rhymes		
Y1	<b>Narratives</b> Retell/adapt a familiar story Character Description Setting Description	Beginning or ending signalled e.g. One day, Happily ever after Attempt at third person e.g. The wolf was hiding Written in the appropriate tense (mainly consistent) e.g. Goldilocks was....Jack is Descriptive language to describe characters and setting	Say out loud what they are going to write about; talk about where the sentence begins and ends, with support  Attempt to write appropriately to the task.	Write sentences or sentence-like structures which can be clearly understood.  Often use 'and' to join words and clauses.

	<b>Recount/ Diary</b> 1 <sup>st</sup> person recount- trip/ experience 1 <sup>st</sup> person diary- character from a familiar story	Opening sentence –who and what Ideas grouped together in time sequence First person Past Tense	Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences	Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
	<b>Non-chronological report</b> Fact file based on research/ personal experience	Title identifying what the text is about Ideas grouped together by similarity Third person Written in the appropriate tense(usually present) Technical Vocabulary relevant to the subject (age appropriate)	Compose orally and write simple poems.  Re-read writing to check it makes sense.  Discuss own writing with others; make simple changes where suggested.	Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.  Sometimes include adjectives for description.
	<b>Instructions/ Recipe</b> Based on a real experience/ book	Simple title e.g. Chocolate Cake, Snakes and Ladders. Numbered instruction and diagrams as appropriate Present tense Usually 2 <sup>nd</sup> person (impersonal) e.g. you		Begin to use some features of Standard English e.g. I did.
	<b>Poetry</b> Learn poetry by heart Performance poetry Write poetry with a scaffold	Repetitive poem Description poem Shape poem		
Y2	<b>Narratives</b> Retell/ Adapt a familiar story Character Description Setting Description Writing in Role	Plan and write a 3 part story- hugging the text Sentences organised chronologically by time related words e.g. next, finally Connections between sentences Descriptive language Emotive language	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.  Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.  Co-ordinate sentences using and, or, but.  Use subordination e.g. when, if, because.

	<p><b>Recount/ Diary</b>  1<sup>st</sup> person recount- trip/ experience  1<sup>st</sup> person diary- character from a familiar story  3<sup>rd</sup> person recount- historical event</p>	<p>Brief introduction and conclusion  Main ideas grouped  Chronological order using adverbials of time</p>	<p>Write about real events, maintaining form and purpose.</p> <p>Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.</p> <p>Compose orally and write poetry in a variety of forms.</p>	<p>Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</p> <p>Use varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.</p> <p>Identify word classes: noun, adjective, verb and adverb.</p>
	<p><b>Letters</b>  1<sup>st</sup> person letter to a known person/ character</p>	<p>Brief introduction and conclusion  Main ideas organised in groups  Sequenced by time related words  Appropriate greeting and sign off</p>	<p>Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.</p>	<p>Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.</p>
	<p><b>Non-chronological report</b>  Fact file based on research/ personal experience</p>	<p>Write about real events, independently maintaining form and purpose.</p>		
	<p><b>Instructions/ Recipe</b>  Based on a real experience/ book</p>	<p>Title outlines the goal using ‘How to...’  Equipment list, without a subheading, listed horizontally, using ‘you will need’ and commas in a list</p>		<p>Use appropriate features of Standard English.</p>
	<p><b>Poetry</b>  Learn poetry by heart  Performance poetry  Write poetry with a scaffold</p>	<p>Free verse poem  Repetition poem  Abstract noun poem</p>		
Y3	<p><b>Narratives</b>  Retell/ Adapt a familiar story  Character Description  Setting Description  Writing in Role  Plot – chronological - beginning, middle &amp; end</p>	<p>Time connectives - Time &amp; place are referenced eg in the morning, later that day.  Text organised into paragraphs  Cohesion is strengthened through relationships with characters.  Dialogue</p>	<p>Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose, and show some features of the genre being taught.</p>	<p>Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</p> <p>Express time, place and cause using</p>

			<p>Create chronological narratives; write in sequence. Write simple beginning, middle, ending.</p> <p>With scaffold, organise sections broadly, within a theme.</p> <p>Use headings and subheadings to aid presentation.</p> <p>Describe characters, settings and /or plot in a simple way, with some interesting details.</p> <p>Evaluate own and others' writing, with direction; re-read and check own writing; make changes.</p>	<p>conjunctions e.g. when, before, after, while, so,</p> <p>because. Use coordinating and simple subordinating conjunctions to join clauses.</p> <p>Identify and use a range of prepositions.</p> <p>Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</p> <p>Identify direct speech. Begin to use inverted commas for direct speech.</p> <p>Consolidate knowledge of word classes: noun, adjective, verb, adverb.</p> <p>Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.</p> <p>Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.</p>
	<p><b>Recount/ Diary</b>  1<sup>st</sup> person recount- trip/ experience  1<sup>st</sup> person diary- historical character from a legend  3<sup>rd</sup> person recount- historical event</p>	<p>Clear instruction  Organise into paragraphs about key events  Closing statement</p>		
	<p><b>Letters</b>  1<sup>st</sup> person letter to a known person/ character  Email – informal.</p>	<p>Clear introduction  Points about the issue  Paragraphs  Topic related sentences  Sender's address top right hand corner  Date letter written.</p>		
	<p><b>Non-chronological report</b>  Biography  Fact files</p>	<p>Clear instruction  Organise into paragraphs  Sub headings  Conclusion  Technical vocabulary (linked to subject)</p>		
	<p><b>Instructions/ Recipe</b>  Iron man instructions</p>	<p>Brief introductions  Heading  Summarise the product  Equipment list with subheadings.  Step by step instructions.  Listed horizontally.  Commas in a list  Imperative verbs  Subordinating conjunctions.</p>		

	<p><b>Poetry</b> Learn poetry by heart Performance poetry Write poetry with a scaffold</p>	<p>Free verse poem Repetition poem Abstract noun poem Hip hop (USA) Rap</p>		
	<p><b>News report/articles</b></p>	<p>Clear introduction Paragraphs denoted by time and place Topical information Bold eye catching headline Third person Past tense Direct speech</p>		
	<p><b>Persuasive writing</b> <b>Advert</b> <b>Brochure -</b></p>	<p>Second person Opening statement Planned repetition to enforce point Facts and statistics Powerful verbs Colour and images for advertising (Argue and give reasons) Present tense</p>		
Y4	<p><b>Narratives</b> Retell/ Adapt a familiar story Detailed character Description Detailed setting Description Writing in Role Plot development Dialogue</p>	<p>Link between opening and resolution Link between sentences Paragraphs organised correctly building up to the event/climax</p>	<p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose and with a growing awareness of audience, using some appropriate features.</p> <p>Organise writing into sections or paragraphs, including fiction and non-fiction.</p>	<p>Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause.</p> <p>Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives.</p> <p>Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...</p>
	<p><b>Letters</b> 1<sup>st</sup> person letter to a known person/ character</p>	<p>Acknowledgement of formal or informal greeting (Name/Miss/Mrs/Mr/Sir/Madametc...) Paragraphs organised correctly into key ideas Distinguish the difference between 'Yours faithfully' and 'Yours sincerely' Use the appropriate sign off</p>		

		An awareness of informal/formal style	Appropriately use a range of presentational devices, including use of title and subheadings.	Use expanded noun phrases and adverbial phrases to expand sentences.
	<b>Non-chronological report</b> Fact file based on research/ personal experience	Clear introduction and conclusion Links between sentences help to navigate the reader from one idea to the next Paragraphs organised correctly into key ideas Technical Vocabulary relevant to the subject (age appropriate)	Use dialogue, although balance between dialogue and narrative may be uneven.  Describe characters, settings and plot, with some interesting details.	Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
	<b>Poetry</b> Learn poetry by heart Performance poetry Write poetry with a scaffold	Free verse poem Repetition poem Abstract noun poem Narrative poem	Evaluate own and others' writing; proof read, edit and revise.	Use inverted commas accurately for direct speech.  Identify the correct determiner e.g. a, an, these, those.
	<b>Biographies</b>	Clear introduction and conclusion Elaboration is used to reveal the writer's emotions and responses		Usually use the past or present tense, and 1st/3rd person, consistently.
	<b>News Articles</b>	Clear introduction (who, what, when, where, why, how) Paragraphs organised correctly into key ideas Written in columns Bold, eye-catching headline which includes alliteration Might include a photo with a caption		
	<b>Play Scripts</b>	Features of a script: acts, scenes, dialogue, stage directions and instructions to actors.		

	<b>Discussion/debate</b>	Introduction to the interview Layout in a Q & A style Closing statement Second person for questions First person for responses Formal tone Technical vocabulary.		
Y5	<b>Narratives</b> Suspense 3rd person Setting Description Retell/ Adapt a familiar story Detailed character Description Detailed setting Description Writing in Role Plot development Dialogue	Various plot structures e.g. suspense Opening and resolution shape the story Use of repetition for effect, balance of speech, action and description Paragraphs varied in length and structure Pronouns used to create suspense e.g. It crept into the woods Plan and write a 5 part story	Discuss and develop initial ideas in order to plan and draft before writing  Write to suit a purpose with a growing awareness of audience, using appropriate features. May include humour or suspense.  Organise writing in to sections or paragraphs; create cohesion by linking ideas within paragraphs. (join between sections may need development; coverage within sections may vary)  Use a range of presentational devices, including use of title, subheadings, and bullet points  Describe characters, settings and plot, with growing precision.	Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when whose.  Demarcate sentences correctly. Use comma for pause in complex sentences. Begin to use punctuation for parenthesis: brackets, dashes, commas.  Indicate degrees of possibility using adverbs e.g. perhaps, surely, and modal verbs e.g. might, should, must  Usually maintain correct tense  Begin to recognise active and passive voice  Identify and select determiners
	<b>Informal Letters</b> 1st person recount- trip/experience 1st person diary: writing in role/emotive language 3rd person recount: writing in role - historical experience	Acknowledgement of formal or informal greeting (Name/Miss/Mrs/Mr/Sir/Madametc...) Paragraphs organised correctly into key ideas Distinguish the difference between 'Yours faithfully' and 'Yours sincerely' Use the appropriate sign off An awareness of informal/formal style	Use dialogue to indicate character and event.	
	<b>Non-chronological report</b> Fact file based on research/ personal experience	Clear introduction and conclusion Links between sentences help to navigate the reader from one idea to the next Paragraphs organised correctly into key ideas		

		Technical Vocabulary relevant to the subject (age appropriate)	Evaluate own and others' writing with direction, proofread, edit and revise.	Choose vocabulary which is becoming more precise.  Use a dictionary and thesaurus to check the meaning of words and expand vocabulary
	<b>Poetry</b> Learn poetry by heart Performance poetry Write poetry with a scaffold	Free verse poem Repetition poem Abstract noun poem Narrative poem		
	<b>Biographies</b>	Clear introduction and conclusion Elaboration is used to reveal the writer's emotions and responses		
	<b>News Articles</b>	Clear introduction (who, what, when, where, why, how) Headline (bold, eye-catching, may alliteration) Written in columns Paragraphs organised correctly into key ideas Chronological Order of Information Might include invented witness testimony or quotes Might include a photo with a caption Work contains formality shift		
	<b>Playscripts</b>	Features of a script: acts, scenes, dialogue, stage directions and instructions to actors.		
	<b>Discussion/Debate</b>	Introduction to the interview Layout in a Q & A style Closing statement Second person for questions First person for responses Formal tone		

		Technical vocabulary.		
Y6	<p><b>Narratives:</b>          Contrasting setting descriptions          Describe characters, settings and plot          Integrated dialogue, advance action with precise verbs</p> <p>Creative writing based on topics and Yr 6          Texts:          -Conservation Stories          -Goodnight Mister Tom Chapter: The Cupboard          -Arrival Short Stories          -Indian Magic          -The Land of the Dead          -Harris Burdick- Short Story</p>	<p>The story is well structured, demonstrating awareness of different authors, linking ideas – awareness of the reader          Dialogue used to move the action on          Suspense, intrigue and ambiguity          Linking ideas and embedding a variety of techniques – flashbacks etc.          Precise Vocabulary          Effective, imagery, ‘show me, don’t tell me’ and mature figurative language          Sophisticated style and flow          Varied Structure          Detailed Description          Paragraphs to organise the text in time sequence          Colons/Semi Colons          High level Punctuation</p>	<p>Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p>Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p>Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p>Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p>	<p>Write a range of clause structures, varying their position within the sentence.</p> <p>Use inverted commas, commas and punctuation for parenthesis mostly correctly; use some dashes, semi-colons, colons and hyphens.</p> <p>Use bullet points consistently.</p> <p>Use modal verbs to indicate degrees of possibility.</p> <p>Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.</p> <p>Understand and use active and passive voice.</p> <p>Identify the subject and object.          Identify synonym and antonym.</p>
	<p><b>Poetry:</b>          Imagery – descriptive literary techniques          Refined structures/stanzas          -Harvest Poetry (Guided/Group)          -Conservation Poetry          -WWII Poetry          -Colours of India          -Wrath of Poseidon          -Into the Wild...(Nature Poetry)          -Feathers and Flight</p>	<p>Precise Vocabulary          Detailed Description          Ideas organised into stanzas          High level Punctuation          Effective, imagery, ‘show me, don’t tell me’ and mature figurative language          Sophisticated style and flow          Create themes and points of view          Use different structures to create coherence and impact!</p>		

	<p><b>Informal Letters:</b>  Writing in role – emotive language  Characters at crisis point/pivotal period –  Last letter from Odysseus to Penelope  Historical influence (based on topic)  Drama links</p>	<p>Ability to use the appropriate features of informal letters  Emotive Language  A conclusion, including any expectations, closing remarks and final words?  Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally  Fronted adverbials used to clarify writer’s position e.g. as a consequence of your actions....  Active and passive voice e.g.  Wide range of punctuation including colons and semi colons</p>	<p>Integrate dialogue to convey character and advance the action.</p> <p>Describe characters, settings and atmosphere, with some precision.</p> <p>Summarise longer passages, when required.</p> <p>Evaluate own and others’ writing; proof read, edit and revise.</p>	<p>Select vocabulary and grammar to suit formal and informal writing, mostly correctly.</p> <p>Use vocabulary which is varied, detailed and precise, including preposition phrases and expanded noun phrases.</p> <p>Use a dictionary and thesaurus to define words and expand vocabulary.</p>
	<p><b>Diary Entries:</b>  Writing in role – emotive language  Characters at crisis point/pivotal period  Historical influence (based on topic)  Drama links  (Willie Beech, Gretel, ‘The Man with the Suitcase,’ Juniper Green, Michael/Mina)</p>	<p>Detailed description (imagination)  Paragraphs to organise events and times</p> <p>Well-structured and answers the reader’s questions  Writer understands the impact and thinks about the response to what is written  Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally  Active and passive voice e.g. Giraffes left the enclosure  Wide range of punctuation including colons and semi colons  Complex noun phrases e.g. The fragile eggs were slowly removed from the mother hen</p>		
	<p><b>Fact Files:</b>  Character Profiles (Fiction)  WWI poetry/Life in the Trenches etc.  (Non- Fiction)</p>	<p>Organisational features, with sub-headings, bullet points and colons to introduce the list.  Diagrams or illustrations to support instruction with captions</p>		

		Use modifiers to intensify, quantify and/or add precision		
	<b>Explanation Texts:</b> History and Geography Cases Studies (e.g Endangered Animals, The Blitz, Indian Culture, Ancient Greek Olympics etc.) Z Books Independent Study – hobbies, interests	Strong Introductions Powerful Conclusions - Conclusion linking back to the opening Formal tone - Formality Shifts Glossary of technical vocabulary Use of sub-headings, using bullet points and a colon to introduce lists. Diagram or illustration to support instructions - captions 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. Wide range of punctuation including colons and semi colons		
	<b>Leaflets:</b> Topic Assessment: -A Time Traveller’s Survival Guide to WWII -Visit India -Secondary Transition	Formality Shifts Use of sub-headings, using bullet points and a colon to introduce lists. Diagram or illustration to support instructions - captions Well-constructed and answers all of the reader’s questions Technical Vocabulary relevant to the subject Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally Active and passive voice e.g. Giraffes left the enclosure Wide range of punctuation including colons and semi colons		

		Complex noun phrases e.g. The fragile eggs were slowly removed from the mother hen		
	<b>Formal Letters:</b> Formal sentence structures, language and T1 Conservation: Dear World... PSHE/Citizenship	Ability to use the appropriate features of formal letters Recipient's address in the top left hand corner A conclusion, including any expectations, closing remarks and final words? Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally Fronted adverbials used to clarify writer's position e.g. as a consequence of your actions... Active and passive voice e.g. Wide range of punctuation including colons and semi colons		
	<b>Persuasive Writing:</b> (Letters/Leaflets/News Articles – see other genre sections)	Personal Pronouns One paragraph for each argument/point Short sentence for emphasis e.g. This has to stop! Vote for change! Emotive language throughout to engage the reader 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! Conclusion .... to get people on side/agree Use bold and capital letters to add emphasis Catchy names and slogans Subjunctive form for formal structure e.g. If I were you, I would ...		

		Colons and semi colons to list features, attractions or arguments Semi colons for structure repetition e.g., Bring your friends; bring your children; bring the whole family!		
	<p><b>Recounts:</b> Detailed event description, chronological and non-chronological (real events history/geography and fictional based on class texts) Write up of class trips/experiences</p>	<p>Well-constructed and answers all of the reader's questions Technical Vocabulary relevant to the subject Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally Active and passive voice e.g. Giraffes left the enclosure Wide range of punctuation including colons and semi colons Complex noun phrases e.g. The fragile eggs were slowly removed from the mother hen</p>		
	<p><b>News Articles:</b> Linked to topic and texts (The Blitz, Disappearance of Rose Blanche, Greek Murder Mystery etc.)</p>	<p>Developed introduction Paragraphs developed Subheadings used as an organisational device Formal language used throughout Eyes witness quotations which are succinct and emotive Conclusion – summing up and bring the story up to date e.g. Police are still investigating thoroughly for more answers. Include a by-line - reporter's name and job title Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally Fronted adverbials used to clarify writer's position e.g. as a consequence of the</p>		

		<p>accident.... Active and passive voice to heighten engagement Wide range of punctuation including colons and semi colons</p>		
	<p><b>Biographies:</b> Expand on awareness and understanding of the author: Michelle Magorigan Philip Pullman Nicola Penfold David Almond</p>	<p>Well-structured and answers the reader's questions Writer understands the impact and thinks about the response to what is written Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally Active and passive voice e.g. Giraffes left the enclosure Wide range of punctuation including colons and semi colons Complex noun phrases e.g. The fragile eggs were slowly removed from the mother hen</p>		