

St Luke's Writing Genre Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to instruct	- Title - Simple, easy vocabulary - Imperative verbs - Numbered points	- Title - Technical vocabulary - Numbered points - Sequential language - Imperative verbs - Use of 'and' - Sequential / logical order - Makes sense	- Title - Introductory sentences. - Technical vocabulary. - Sequential language - Imperative verbs - Numbered / Bullet points - Labelled diagrams - Sequential / logical order	- Title - Introductory paragraph - Imperative verbs - Adverbs (time/manner) - Use of conjunctions - Sub-headings - Technical and precise language - Numbered / Bullet points - Use articles a/an - Labelled diagrams - Written in the second person - Sequential / logical order - Use commas to separate items in a list			
Writing to recount in the form of a diary		- Appropriate salutation and ending (e.g. Dear Diary) - Write in first person (capital letter for I) - Retell the important events that have taken place - Simple adjectives to describe feelings - Sequential sentences and language - Written in past tense - Use of 'and' to join words/clauses	- Appropriate salutation and ending (e.g Dear Diary) - Write in first person - Retell the important events that have taken place - Sequential sentences and language - Use of the 4 sentences where appropriate - Some use of coordinating conjunctions	- Appropriate salutation and ending (e.g Dear Diary) - Write in first person - Retell the important events that have taken place - Thoughts and feelings - Use of conjunctions - Use a variety of sentence forms. - Chronological order - Adverbs of time - Language matches the diary owner - Written in past tense - Use of conjunctions to extend sentences - Ideas organised into paragraphs or sections.	- Appropriate salutation and ending (e.g Dear Diary) - Write in first person - Describe the important events that have taken place - Emotive language - Thoughts and feelings - Written in chronological order - Time adverbials/ fronted adverbials where appropriate - Language matches the diary owner - Written in past tense - Ideas organised into paragraphs or sections.	- Appropriate salutation and ending (e.g Dear Diary) - Write in first person - Describe the important events that have taken place - Emotive language - Thoughts and feelings (figurative language) - Written in chronological order - Time adverbials/ fronted adverbials where appropriate. - Language matches the diary owner. - Written in past tense - Ideas organised into paragraphs – a range of cohesive devices. - Use relative clauses and parenthesis.	- Appropriate salutation and ending (e.g Dear Diary) - Write in first person - Describe the important events that have taken place - Emotive language - Thoughts and feelings (figurative language) - Written in chronological order - Time adverbials/ fronted adverbials where appropriate. - Language matches the diary owner. - Written in past tense - Ideas organised into paragraphs – a range of cohesive devices. - Use relative clauses and parenthesis. - Consistent use of KS2 punctuation.

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Writing to entertain – story writing.	- Beginning, middle and end - Characters - Setting - Captions - Simple sentences	- Simple, sequenced sentences - Beginning, middle and end - Retell a story – familiar character, setting and plot - Simple verbs - Use and to link two main ideas	- Simple, sequenced and coherent ideas - Beginning, middle and end - Retell narratives and include some innovation - Describe characters and setting - Describe character's thoughts and feelings - Include adjectives and verbs - Use noun phrases which add detail to description - Use coordinating and subordinating conjunctions. - Use the progressive form for verbs (Goldilocks was walking through the woods) - Use a variety of sentence forms.	- Sequenced and coherent ideas organised in paragraphs - Create simple settings, characters and a basic plot in narratives - Include a problem or dilemma - Describe the character's feelings and emotions - Include powerful adjectives, verbs and adverbs. - Use coordinating and subordinating conjunctions. - Use conjunctions, prepositions and adverbials for time and cause. - Use mult clause sentences. - Use noun phrases which add detail to description - Use the appropriate tense. - Use possessive apostrophes where necessary - Use a variety of sentence forms. - Use vocabulary appropriate to style of narrative - Begin to use inverted commas for direct speech.	- Sequenced and coherent ideas organised in paragraphs - Create developed settings, characters and plot in narratives - Include a problem or dilemma - Describe the character's feelings and emotions - Include powerful adjectives, verbs and adverbs - Use mult clause sentences, including fronted adverbials. - Use conjunctions, prepositions and adverbials for time and cause. - Use noun phrases which add detail to description - Use the appropriate tense. - Use possessive apostrophes where necessary - Use a variety of sentence forms. - Use nouns and pronouns for clarity and cohesion (Goldilocks, the little girl, she, her) - Use vocabulary appropriate to style of narrative - Use inverted commas and internal punctuation for direct speech.	- Develop characters and settings are within and across a narrative (action/dialogue) - Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives - Use some figurative language - Use mult clause sentences, including fronted adverbials, relative clauses, short sentences for effect - Use conjunctions, prepositions and adverbials for time and cause. - Use noun phrases which add detail to description - Use the appropriate tense. - Use nouns and pronouns for clarity and cohesion (Goldilocks, the little girl, she, her) - Use inverted commas and internal punctuation - Use vocabulary appropriate to style of narrative.	- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives - Integrate dialogue in narratives effectively to convey and develop a character and advance the action - Use figurative language - Use mult clause sentences, including fronted adverbials, relative clauses, short sentences for effect - Use conjunctions, prepositions and adverbials for time and cause. - Use noun phrases which add detail to description - Use the appropriate tense. - Use nouns and pronouns for clarity and cohesion (Goldilocks, the little girl, she, her) - Use inverted commas and internal punctuation - Use vocabulary appropriate to style of narrative. - Consistently uses KS2 punctuation effectively.
Writing to persuade – eg advert, letter, speech, leaflet				- Appropriate salutation and ending - Include an opening to introduce the purpose of the letter - Ideas grouped into paragraphs, each one including a key point and fact to support it	- Appropriate salutation and ending - Include an opening to introduce the purpose of the letter - Ideas grouped into paragraphs, each one including a key point and fact to support it - Use descriptive language/ expanded noun phrases. - Use imperative verbs	- Appropriate salutation and ending - Include an opening to hook the reader in and introduce the purpose of the letter - Ideas grouped into paragraphs, each one including a key point and fact to support it - To include a conclusion to summarise the main point and reiterate your opinion.	- Appropriate salutation and ending - Include an opening to hook the reader in and introduce the purpose of the letter - Ideas grouped into paragraphs, each one including a key point and fact to support it - To include a conclusion to summarise the main point and reiterate your opinion.

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				- Use descriptive language/ expanded noun phrases. - Use imperative verbs - Use comparative and superlative language - Use multiclaue sentences. - Use questions and exclamations where appropriate - Vocabulary and grammar matches the formality of the audience. - Use persuasive phrases appropriate to the task. - Use first person - Use the present perfect form of verbs	- Use comparative and superlative language - Use questions and exclamations where appropriate. - Use alliteration - Use noun phrases, extended by an adjective, nouns and prepositional phrases - Use adverbials to extend arguments - Punctuate fronted adverbials with a comma - Use persuasive phrases appropriate to the task. - Use rhetorical questions where appropriate. - Vocabulary and grammar matches the formality of the audience - Use first person - Use the present perfect form of verbs	- Use imperative verbs, modal verbs. - Use cohesive devices appropriate to form of writing (letter/ speech) (adverbials, causal conjunctions etc) - Use alliteration, flattery and repetition - Use rhetorical questions where appropriate - Use parenthesis to add in additional information. - Use persuasive phrases appropriate to the task. - Vocabulary and grammar matches the formality of the audience. - Use first person - Use the present perfect form of verbs	- Use a range of cohesive devices (conjunctive adverbs, causal conjunctions, adverbs of possibility etc) - Use alliteration, flattery and repetition - Use colons and semi colons to join independent clauses. - Use parenthesis to add in additional information - Use active and passive voice - Use the subjunctive form - Use persuasive phrases appropriate to the task. - Vocabulary and grammar matches the formality of the audience. - Use first person - Use the present perfect form of verbs
Writing to report. Non -chronological report.				- Title - Opening section that explains what the report is about - Use coordinating and subordinating clauses to link two main ideas. - Use conjunctions, adverbs and prepositions to express time and cause - Use multiclaue sentences. - Information which is factual and accurate. - Pictures and captions/ Diagrams with arrows. - Subheadings/ text boxes – organised into sections. - Technical vocabulary - Ideas grouped into paragraphs - Tone of report matches the	- Title - Opening section that explains what the report is about - Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely - Use fronted adverbials - Information which is factual and accurate. - Pictures and captions/ Diagrams with arrows. - Subheadings/ text boxes – organised into sections. - Technical vocabulary - Ideas grouped into paragraphs - Tone of report matches the audience (younger children/ adults/ in the style of Attenborough)	- Title - Opening section that explains what the report is about - Information which is factual and accurate. - Use multiclaue sentences (relative clauses, subordinate etc) - Use a range of cohesive devices to link ideas within and across paragraphs - Pictures, captions and diagrams with arrows. - Subheadings/ text boxes, organised into sections. - Technical vocabulary - Organise work into paragraphs and sections. - Tone of report matches the audience (younger children/ adults/ in the style of Attenborough) - Use all KS2 punctuation effectively	- Title - Opening section that explains what the report is about - Information which is factual and accurate. - Use a range of cohesive devices to link ideas within and across paragraphs - Pictures, captions and diagrams with arrows. - Subheadings/ text boxes, organised into sections. - Technical vocabulary - Organise work into paragraphs and sections. - Use of passive voice - Tone of report matches the audience (younger children/ adults/ in the style of Attenborough) - Use all KS2 punctuation effectively (including colons and semi-colons)

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				audience (younger children/ adults/ in the style of Attenborough)			
Writing to recount (eg newspaper, letter, blog, biography)	- Sequential language (first, next, after, later) - Retell clearly what has happened - Simple sentences - Sequenced in the correct order	- Sequenced sentences to retell an event - Who, what, when, where - Sequential language (first, next, after, later, then) - Written in the appropriate tense (past) - Chronological order - Use and to join ideas.	- Write simple coherent narratives about personal experiences and recount real events (real or fictional) - Write about real events, recording these simply and clearly - Who, what, when, where and why (if appropriate) - Sequential language (first, firstly, next, after, later) - Written in the appropriate tense (past) - Describe clearly what has happened. - Chronological order - Use coordinating and subordinating conjunctions - Use appropriate vocabulary - Closing statement section.	- An introduction which answers who, what, when, where and why. - Time adverbs (first, firstly, next, after, later) - Written in the appropriate tense. - Describe clearly what has happened. - Chronological order organised into sections/paragraphs - Use conjunctions, adverbs and prepositions to express time and cause - Use mult clause sentences. - Use appropriate vocabulary. - Quotations, correctly punctuated. - Closing statement/ section. - Vocabulary and grammar matches the audience (informal/formal)	- An introduction which answers who, what, when, where and why. - Time adverbials/fronted adverbials (first, firstly, next, after, later) - Written in the appropriate tense. - Describe clearly what has happened. - Chronological order organised into sections/paragraphs - Use conjunctions, adverbs and prepositions to express time and cause - Use mult clause sentences/range of sentence types including subordinate clauses, prepositional and adverbial phrases - Use nouns or pronouns to avoid repetition - Quotations, correctly punctuated. - Closing statement/ section. - Vocabulary and grammar matches the audience (informal/formal)	- An introduction which answers who, what, when, where and why. - Time adverbials/fronted adverbials (first, firstly, next, after, later) - Written in the appropriate tense. - Describe clearly what has happened. - Chronological order organised into sections/paragraphs - Cohesive devices appropriate to the form of writing (adverbials) - Use mult clause sentences including relative clauses. - Use appropriate vocabulary. - Quotations, correctly punctuated. - Use commas to clarify meaning or avoid ambiguity - Closing statement/ section. - Vocabulary and grammar matches the audience (informal/ formal) - Use parenthesis to add extra information.	- An introduction which answers who, what, when, where and why. - Time adverbials/fronted adverbials (first, firstly, next, after, later) - Written in the appropriate tense. - Describe clearly what has happened. - Chronological order organised into sections/paragraphs - Cohesive devices appropriate to the form of writing (adverbials) - Make appropriate use of a wide variety of sentence constructions (including relative clauses) - Use of passive voice - Use appropriate vocabulary. - Quotations, correctly punctuated. - Use commas to clarify meaning or avoid ambiguity - Closing statement/ section. - Vocabulary and grammar matches the audience (informal/ formal) - Use parenthesis to add extra information. - Use of semi-colon and colon between boundaries - Effective use of all KS2 punctuation.



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Writing to discuss (eg argument, speech)						• A clear title to show what the text/speech is about • An opening paragraph introducing key issues / summary of viewpoints • Arguments for OR against with information. • A conclusion - summary of key points. • Own viewpoint. • The correct tense being used. • Conjunctive adverbs • Language devices selected appropriately (motivational, persuasive, advocacy) • Level of formality appropriate for the task • Vocabulary and grammar matches the audience (informal/ formal) • Cohesive devices appropriate to the form of writing (adverbials) • Use multiclaue sentences including relative clauses.	• A clear title to show what the text/speech is about • An opening paragraph introducing key issues / summary of viewpoints • Arguments for OR against with information. • A conclusion - summary of key points. • Own viewpoint. • The correct tense being used. • Conjunctive adverbs • Language devices selected appropriately (motivational, persuasive, advocacy) • Level of formality appropriate for the task • Vocabulary and grammar matches the audience (informal/ formal) • Cohesive devices appropriate to the form of writing (adverbials) • Use multiclaue sentences including relative clauses. • Effective use of all KS2 punctuation.
Writing to explain (explanation text)					• A clear title to show what is being explained • An opening statement to introduce the process • Clear, logical steps to show how or why something occurs • Chronological order • Time adverbials • Illustrations/diagrams/flow charts to make explanation clearer? • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely • Technical vocabulary • Multi clause sentences • Use the appropriate tense • Ideas grouped into paragraphs	• A clear title to show what is being explained • An opening statement to introduce the process • Clear, logical steps to show how or why something occurs • Chronological order • Illustrations/diagrams/flow charts to make explanation clearer • Technical vocabulary • Use the appropriate tense • Ideas grouped into paragraphs • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity • Use some devices to build cohesion and link ideas within and across	• A clear title to show what is being explained • An opening statement to introduce the process • Clear, logical steps to show how or why something occurs • Chronological order • Illustrations/diagrams/flow charts to make explanation clearer? • Technical vocabulary • Use the appropriate tense • Ideas grouped into paragraphs • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity • Use a range of devices to build cohesion within and across paragraphs [e.g.



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					Commas for clarity	paragraphs (e.g. using adverbials of time, place and number) - Use the correct tense - Causal conjunctions	- Conjunctions, adverbials of time and place, pronouns and synonyms.] - Use of hyphens - Make some use of semi-colons, colons, or dashes to mark boundaries between independent clauses - Use the correct tense - Causal conjunctions - Effective use of all KS2 punctuation. - Use of semi-colon and colon between boundaries
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