

EYFS, KS1 and KS2 Genre Progression

The Genre Progression notates features bespoke to the genre to support planning / smartboards  
The Writing / Grammar progressions list the skills that are taught explicitly within the study of the genre (Tree of Triumph)

Fiction and Poetry

Story Writing	Poetry	Diary	Letter	News Recount	Explanation	Non-chronological	Persuasion	Instructions
Beginning, middle and end Character description Setting description Hook/problem Clear ending First or Third Person	Alliteration Rhyme Personification Metaphor Onomatopoeia Word classification Explore layouts	Sequence events Time adverbials Past tense First person Rhetorical questions Senses First person	Appropriate address and sign off Facts / detail Paragraphs Cohesive / sequenced First Person	Heading and subheading Orientation and Reorientation Dates, details, fact Reported / Direct speech Paragraphs Chronological order Third person Past tense	Title Cause and effect Heading and subheadings Present tense Orientation and Reorientation Logical steps Conjunctions Specific topic vocab Third Person Conclusion	Title Introduction Heading and subheadings Orientation and Reorientation Paragraph Facts Detail Third Person	Present tense Emotive word choices Exaggeration Facts Rhetorical Questions Personal pronouns (I, you, they, we)	Title Numbering Instructions on each line Pictures with captions Imperative verbs Second or Third Person Present tense
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Story Writing								
As topics change yearly, types of narrative will be chosen appropriately.			Stories with familiar settings. - Discuss and agree setting as a class using a model - Lengthy description of the setting using techniques such as noun phrases	Stories in Imaginary Worlds - Discuss and agree setting as a class using a model - Children to have some freedom in dilemma section. - Lengthy description of the setting using a range of techniques - Begin to use dialogue to show character	Stories with a twist ending - Agree basic plot—children have freedom to make changes - Develop devices to create tension - Begin to leave clues to the reader (hinting at the twist ending) - Begin to show cohesion - Use dialogue for effect (to show character/begin to advance action)	Fantasy Stories - Agree basic plot: children have freedom to make changes - Use a range of devices to create tension - Leave clues to the reader whilst showing cohesion - Use dialogue for effect to show character and advance action		
<ul style="list-style-type: none"><li>- Verbally order events and characters discussing beginning, middle and end</li><li>- Verbally describe a familiar character / setting</li><li>- Add simple labels to a character to describe key features.</li><li>- Begin to write sentences showing awareness of basic punctuation such as full stops and capital letters.</li><li>- Begin to use simple adjectives to describe a character or a setting.</li></ul>	<b>Examples could include: Animal stories, familiar stories, author study</b> <ul style="list-style-type: none"><li>- Order events and write sentences clearly linked to beginning middle and end</li><li>- Simple written description of characters and setting using a range of carefully chosen adjectives.</li><li>- Use different sentence openers and story language e.g once upon a time, later that day etc</li><li>- Use time adverbials to sequence and order sentences.</li><li>-Be aware of which tense they're writing in.</li></ul> <b>SPAG opportunities for this genre:</b> capital letters for proper nouns, pronouns I/ he/ she etc,	<b>Examples could include: Stories from cultures, fairy tales, author study</b> <ul style="list-style-type: none"><li>- Discuss the plot line and begin to show cohesion between the beginning, middle and end</li><li>- Begin to start paragraphing to section the story</li><li>- Written description of character including describing their personality using expanded noun phrases.</li><li>- Describe the setting using a range of adjectives and adverbs.</li><li>- Show an awareness of the reader by writing in a specific style.</li><li>- Write in a consistent tense.</li></ul> <b>SPAG opportunities for this genre:</b> commas in lists to describe a character or setting, explore exclamatory sentences , begin to look at punctuation speech with inverted commas, apostrophes for possession,	<b>Traditional stories (fables and fairy tales)</b> <ul style="list-style-type: none"><li>- Stories looked at/rewritten are likely to be familiar.</li><li>- Features of a traditional tale are evident e.g. magic, creatures, moral</li></ul>	<b>Stories from other cultures</b> <ul style="list-style-type: none"><li>- Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales.</li><li>- Language should be appropriate to the culture chosen.</li></ul>	<b>Write in the style of an author</b> <ul style="list-style-type: none"><li>- Using model purposefully to mimic style rather than copy ide</li><li>- Apply a range of descriptive techniques</li><li>- Begin to justifying choices e.g. word choice, structure</li></ul>	<b>Film Narrative</b> <ul style="list-style-type: none"><li>- Using the film as a stimulus, children have freedom to mimic or change details</li><li>- Apply a range of descriptive techniques</li><li>- Justifying choices explaining likeness to the film</li></ul>		
			<b>Adventure and Mystery Stories</b> <ul style="list-style-type: none"><li>- Discuss and agree setting / story line as a class.</li><li>- Focus on action.</li><li>- Introduce short sentences to build tension.</li></ul>	<b>Myths and Legends</b> <ul style="list-style-type: none"><li>- Discuss and agree setting / story line as a class.</li><li>- Freedom in the dilemma</li><li>- Balance of action and description</li><li>- Language, creatures, names and places are fitting to the time period</li></ul>	<b>Thriller/Ghost Stories</b> <ul style="list-style-type: none"><li>- Explore and use a range of techniques to build suspense.</li><li>- Lengthy description throughout - Show not tell</li><li>- Apply techniques figurative language</li></ul>	<b>Stories with a flashback</b> <ul style="list-style-type: none"><li>- Clear paragraph for the change</li><li>- Range of cohesive devices</li><li>- Potential change in person</li><li>- Clear change in setting and mood described with a range of techniques</li><li>- Use dialogue to advance action and show character</li></ul>		
			Poetry					
<b>Rhymes / repetitive language</b> <ul style="list-style-type: none"><li>- Notice a rhyming string and begin to create own rhymes</li><li>- Sing a range of nursery rhymes</li><li>-Read and perform simple poems</li><li>- Begin to use alliteration</li></ul>	<b>Examples could include: Choral, Acrostic</b> <ul style="list-style-type: none"><li>- Begin to explore literary techniques such as repetition, alliteration, rhythm, rhyme</li><li>- Introduce visual effects e.g. simile (like/ as), repeated patterns and repetition</li></ul>	<b>Examples could include: Calligrams, poet studies—compare 2 or more</b> <ul style="list-style-type: none"><li>- Aim to use a range of literary techniques and introduce onomatopoeia</li><li>- Use similes and introduce visual effects e.g. personification and metaphor</li><li>- Carefully select verbs and adjectives for impact.</li></ul>	<b>Shape and Vocab</b> <ul style="list-style-type: none"><li>- Use a range of literary techniques</li><li>- Explore the effective these techniques will have on the reader</li></ul>	<b>Form and Imagery</b> <ul style="list-style-type: none"><li>- Develop similes, metaphors and personification so they are different (not always the clichés)</li><li>- Begin to use literary techniques to structure the stanza e.g. pattern of 3</li></ul>	<b>Narrative Poetry</b> <ul style="list-style-type: none"><li>- Use literary techniques to tell a story</li><li>- Stanzas flow and show similar structure</li><li>- Children are guided on structure</li></ul>	<b>The Power of Imagery</b> <ul style="list-style-type: none"><li>- Use a range of literary techniques creatively</li><li>- Stanzas flow and show similar structure</li><li>- Children have freedom on structuring</li></ul>		

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Non-Fiction: Recounts

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Recounts: Diary / Letter / Blog (Upper KS2)						
<ul style="list-style-type: none"><li>-Experiment in a variety of play, exploratory and role-play situations</li><li>-Recount incidents in own life to other children or adults: verbally or written</li><li>- Talk about the order things happened using language such as ‘first, then, next’</li><li>- Order pictures or captions correctly</li><li>- Talk about senses to describe what they feel, hear, see etc.</li></ul>	<ul style="list-style-type: none"><li>- Recount first hand experiences or role played events verbally and written</li><li>- Understand order of events</li><li>-Begin to include ‘who, what, when why’ to add detail to recount</li><li>- Order pictures, captions and sentences correctly</li><li>-Begin to include the 5 senses</li><li>- Start to use descriptive language including the use of expanded noun phrases and some simple ly adverbs</li><li>- Use time adverbials such as first, then, next to order and sequence writing</li></ul> <p>SPAG opportunities for this genre: capital letters for pronoun I, ed ending to words in the past tense,</p>	<ul style="list-style-type: none"><li>- Write simple recounts linked to topics of interest/study or personal experience</li><li>- Understand order of events and begin to write in chronological order</li><li>- Begin to use sequencing within writing</li><li>-Include ‘who, what, when’ to add detail to recount</li><li>- Write about the 5 senses</li><li>- Use descriptive language and begin to write about feelings</li><li>- Formality is discussed</li><li>- Write consistently in the past tense</li><li>- Write in the first person</li><li>- Use expanded noun phrases and adverbs to add detail and interest to recounts.</li></ul> <p>SPAG opportunities for this genre: past tense ed ending to words, question marks for rhetorical questions, apostrophes for contractions to show colloquial language or discuss formal language e.g can not</p>	<ul style="list-style-type: none"><li>- Write recounts linked to topics of study stepping into the shoes of a character</li><li>- Understand order of events to ensure recount is in chronological order</li><li>- Use sequencing within writing e.g. adverbs</li><li>-Include ‘who, what, when and why’ to add detail to recount</li><li>- Write about the 5 senses beginning to think about the effective on the reader</li><li>- Use descriptive and emotive language to explain feeling</li><li>- Formality is agreed as a class and ways to stick to formality are modelled</li></ul>	<ul style="list-style-type: none"><li>- Write historical, scientific or personal recounts linked to topics of study</li><li>- Recount will be in chronological order, sequenced with sentence starts</li><li>- ‘who, what, when why’ adds detail and gives explanation to the reader</li><li>- Write about the 5 senses for the readers benefit</li><li>- Use descriptive and emotive language</li><li>- Begin to engage the reader through sentence variation e.g. questions</li><li>- Level of formality is agreed as a class and is most consistent within writing</li><li>- Begin to consider language and the time period</li></ul>	<ul style="list-style-type: none"><li>- Write historical, scientific or personal recounts linked to topics of study</li><li>- Recount is sequenced and show cohesion using several techniques</li><li>-The purpose of the recount is clear within the orientation</li><li>- Use of senses, detailed description and emotive language appeals to the reader</li><li>-The reader is through sentence variation e.g. questions and possibly the use of second person</li><li>- Recounts are of appropriate formality</li><li>- Language is fitting to the time</li></ul>	<ul style="list-style-type: none"><li>- Recount is cohesive and well structured</li><li>- Word choices and structure is chosen to engage and appeal to the reader</li><li>- Formality and language is fitting to the time period / audience</li></ul> <p>- Biography and Autobiography are also explored</p>
Recount: News Report						
<ul style="list-style-type: none"><li>- Verbally recall events in the order they happened</li><li>- Order pictures, captions and sentences correctly.</li><li>- Verbally state some factual statements in a logical order.</li><li>- Use language such as first, then, next to structure and organise statements</li></ul>	<ul style="list-style-type: none"><li>- Verbally order events</li><li>- Use first, next, then, after that correctly.</li><li>- Begin to write factual statements about who, what happened, where.</li><li>- Include features of a newspaper report e.g headline</li></ul> <p>SPAG opportunities for this genre: ed ending to words in the past tense,</p>	<ul style="list-style-type: none"><li>- Use factual statements about who, what happened, where and when.</li><li>- Begin to use formal language and vocabulary.</li><li>- Aim to keep events in order using sentence starts</li><li>- Show an awareness of the reader by using features such as rhetorical questions etc</li><li>-Discuss the use of quotes</li><li>- Use features of a news report e.g catchy headline, sub– headings etc.</li><li>-Bring the report to a close with a conclusion or “finish”.</li></ul> <p>SPAG opportunities for this genre: Begin to look at inverted commas for quotes</p>	<ul style="list-style-type: none"><li>- Modern setting</li><li>- Factual and formal</li><li>- Focus on chronological order and techniques to support this cohesion</li></ul>	<ul style="list-style-type: none"><li>- Modern setting</li><li>- Introduce difference between fact and opinion</li><li>- Range of chronological devices</li><li>- Focus on paragraphing and speech types.</li></ul>	<ul style="list-style-type: none"><li>- Historical / Scientific or modern setting</li><li>- If Historical, language should be appropriate.</li><li>- MA /HA children should aim to write with a biased view—using fact and opinion</li><li>- Range of chronological devices</li><li>- Complex sentence structure appropriate to Y5 should be applied.</li><li>- Reported and direct</li></ul>	<ul style="list-style-type: none"><li>- Historical / Scientific or modern setting with appropriate language use.</li><li>- Word choice and sentence structure selected to inform reader with use of devices to write with a biased view—using fact and opinion effectively / consciously</li><li>- Range of chronological devices</li><li>- Reported and direct</li></ul>

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## Non-Fiction: Non-Chronological, Instructions, Explanation, Persuasion

EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<b>Persuasion</b>				
<b>Posters, Adverts</b> <ul style="list-style-type: none"> <li>- Verbally explain choices</li> <li>- Make suggestions for someone else</li> <li>- Explain why someone should do something</li> </ul>	<b>Posters for products, Adverts, Invitations</b> <ul style="list-style-type: none"> <li>- Use stimulus that is familiar e.g. birthday party invite</li> <li>- Understand that the aim is to convince others (the reader)</li> <li>- Verbally Discuss reasons to persuade</li> <li>- Use simple conjunctions to support an opinion e.g "We should do this because"</li> <li>- Write simple sentences using "I think... because..."</li> </ul> <p><b>SPAG opportunities for this genre:</b> Discuss a wide range of conjunctions e.g because, so, but</p>	<b>Posters for products, Adverts, Invitations. Introduce Persuasive Letter</b> <ul style="list-style-type: none"> <li>- Have a personal view and reasons for this to help convince the reader</li> <li>- Begin to support opinions with facts</li> <li>- Use a range of conjunctions to support their opinions e.g "We should do this because"</li> <li>- Begin to sequence writing so reasons flow</li> <li>- Use persuasive and emotive language e.g "In my opinion" "I strongly believe that..."</li> </ul> <p><b>SPAG opportunities for this genre:</b> Begin to explore a wide range of formal conjunctions such as however, therefore</p>	<b>Letters and Adverts</b> <b>Create Presentations e.g. iPad, power point</b> <ul style="list-style-type: none"> <li>- Have a personal view and reasons, but also adopt the views of a fictional / historical character if writing in role</li> <li>- Sustain the viewpoint throughout</li> <li>- Support opinions with facts</li> <li>- Sequence writing so reasons flow with an orientation and a reorientation</li> <li>- Discuss formality and aim to be consistent</li> </ul>	<b>Letters, Adverts, Presentations</b> <ul style="list-style-type: none"> <li>- Sustain the viewpoint throughout whether personal or befitting of character role</li> <li>- Support opinions with facts and other side of argument is mentioned and used with affect</li> <li>- Sentence and overall structure is appropriate to the time period / formality and intended audience</li> <li>- Formality is consistent</li> <li>- Possible use of mixed genre</li> </ul>
<b>Non-Chronological</b>				
<ul style="list-style-type: none"> <li>- Create a shared fact file about a theme as a class</li> <li>- Talk about facts relating to one subject</li> <li>- Begin to write lists and labels</li> <li>-Begin to use topic vocabulary</li> <li>- Label pictures/photos</li> <li>- Use time adverbials to organise sentences e.g first, then, next</li> </ul>	<ul style="list-style-type: none"> <li>- Create a fact file about a theme using key features of a non-chronological report e.g title, sub-heading</li> <li>- Begin to use sub-headings to organise writing</li> <li>- Discuss and then write down facts in sentences</li> <li>- Begin to use conjunctions to elaborate facts</li> <li>- Use topic vocabulary</li> <li>- Label and caption pictures / photos</li> </ul> <p><b>SPAG opportunities for this genre:</b> Question marks for sub-headings</p>	<ul style="list-style-type: none"> <li>- Begin to organise fact file in an appropriate layout with key features of a non-chronological report e.g title, sub-headings etc</li> <li>- Begin to organise information in a logical way with paragraphs of writing that relate clearly to the sub-headings.</li> <li>- Use questions for sub-headings</li> <li>- Use a wide range of conjunctions to add further detail to facts.</li> <li>- Write in paragraphs</li> <li>- Use topic vocabulary</li> <li>- Discuss the purpose of the report</li> </ul> <p><b>SPAG opportunities for this genre:</b> possessive apostrophes, commas to list facts, explore the progressive form of verbs in past and present</p>	<ul style="list-style-type: none"> <li>- Create a subject specific Information text with research</li> <li>- Organise logically with the correct features</li> <li>- Use concise, accurate language</li> <li>- Know the purpose of the report</li> </ul>	<ul style="list-style-type: none"> <li>- Create an information text with research include mixed genre to add challenge e.g. inform and persuade</li> <li>- Organised logically with the audience in mind</li> <li>- Use concise, well chosen language, correct for the purpose and audience</li> </ul>
<b>Instructions</b>				
<ul style="list-style-type: none"> <li>-Verbalise instructions in order</li> <li>-Sequence and order pictures correctly.</li> <li>-Discuss and label pictures</li> <li>- Begin to use language of time e.g. then, next, now</li> </ul>	<ul style="list-style-type: none"> <li>- Write each instruction on a different line</li> <li>- Sequence instructions in the correct order, beginning to use numbers</li> <li>- Use time adverbials to sequence and order instructions</li> <li>- Begin to add precise language to improve instruction</li> <li>- Use imperative (bossy) verbs</li> </ul> <p><b>SPAG opportunities for this genre:</b> Discuss commands, discuss the terminology verb, noun, adjective, singular and plural</p>	<ul style="list-style-type: none"> <li>- Write instructions continuing to use numbers correctly</li> <li>- Create and use an introduction</li> <li>- Use captions, pictures, diagrams and labels</li> <li>- Use precise language to improve instruction as well as subject specific vocabulary</li> <li>- Use commands with imperative verbs</li> <li>-Use adverbs to add detail</li> </ul> <p><b>SPAG opportunities for this genre:</b> commas in a list, discuss different sentence types, plural spelling rules e.g ies</p>	<ul style="list-style-type: none"> <li>- Emphasis on the sequencing of events (numbers, bullet points, adverbials)</li> <li>- Instructions include all features of the text type</li> <li>- Know the purpose and language is chosen carefully</li> <li>- Different audiences are explored</li> </ul>	<ul style="list-style-type: none"> <li>- Instructions are well introduced and sequenced</li> <li>- Language is chosen to give appropriate detail</li> <li>- Audience and purpose is clear and considered</li> </ul>
<b>Explanation</b>				
<ul style="list-style-type: none"> <li>- Topic is familiar / every day</li> <li>- Look at and discuss Flowcharts / diagrams</li> <li>- Verbally explain a simple task using because</li> <li>- Answer questions on 'why' and begin to use a text to inform answer.</li> <li>- Begin to write an explanation using 'because'</li> </ul>	<ul style="list-style-type: none"> <li>- Use flowcharts as stimulus</li> <li>- Discuss the use of a title (how / why)</li> <li>- Discuss and use diagrams to support understanding</li> <li>- Write sentences that explain</li> <li>- Begin to organise these into logical steps</li> <li>- Begin to include facts and subject specific vocabulary</li> </ul> <p><b>SPAG opportunities for this genre:</b> wider range of conjunctions because, but, so, when, if</p>	<ul style="list-style-type: none"> <li>-Understand the use and style of an explanation text</li> <li>- Create an appropriate title</li> <li>-Introduce using an opening statement</li> <li>-Begin to sequence sentence e.g. sentence starts, language choice, paragraphs, subheading</li> <li>-Use interesting facts and subject specific vocabulary.</li> <li>-Begin to think about the reader—who is the audience?</li> </ul> <p><b>SPAG opportunities for this genre:</b> time adverbials to sequence and order text</p>	<ul style="list-style-type: none"> <li>- Use all features of an explanation text and begin to think about the impact of the audience</li> <li>- Ensure text is on sequenced appropriately using a range of techniques</li> <li>- Discuss cause and effect and incorporate this into writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Features of texts are chosen for the audiences benefit</li> <li>- Subject might be more abstract e.g. Science / Geography focus and vocabulary is used to suit</li> <li>- Text is well sequenced including cause and effect</li> <li>- Structure and language is matched appropriately to audience</li> <li>- Introduce the challenge of mixed genre e.g. inform and explain</li> </ul>