



Progression Map For Writing Skills By Genre

Genre/Skill	EYFS	YEAR 1	YEAR 2
<p><u>Purpose of writing to entertain (narrative):</u> The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthrall an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another. Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.</p>			
<p>Writing to entertain - generic text structure</p>		<p>simple narratives and retellings are told/ written in first or third person</p> <p>simple narratives are told/ written in past tense</p> <p>events are sequenced to create texts that make sense</p> <p>main participants are human or animal</p> <p>simple narratives use typical characters, settings and events whether imagined or real</p> <p>'story language' (e.g. once upon a</p>	<p>As Year 1, plus: they are simply developed as either good or bad characters</p> <p>Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.</p>

		time, later that day etc.) may be used to create purposeful sounding writing	
Writing to entertain - stories, including re-telling; character description; setting description		Retell and invent narrative concept of a sentence basic sequencing of sentences capital letters and end marks correct past tense form written in the third person conjunctions to join ideas	Simple narrative and description past tense and introduction to progressive past tense adverbs of time to sequence events adverbs for additional detail basic noun phrases singular possessive apostrophe apostrophe for contraction simple coordinating and subordinating conjunctions exclamation sentences comparable adjectives commas to separate items in a list verbs chosen for effect

Purpose of reports: To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information.

Common forms of report texts:

Describing aspects of daily life in history

Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures)

Comparing and describing localities or geographical features

Describing the characteristics of religious groups and their lifestyles in R+WV

information leaflets

tourist guidebooks

encyclopedia entries

magazine articles

biographies

**Writing to inform -
reports**

Fact-file

concept of a sentence

capital letters and end marks

word choices

labels and captions

Basic non-chronological report

present tense

opening questions

concluding exclamatory sentence

subordinating and coordinating
conjunctions to join information
and give reasons

adverbs

Purpose of recounts: To give details of an event that has happened

Common forms of recount texts:

Retelling events in English lessons and other curriculum areas such as R=WV

Giving accounts of schoolwork, sporting events, science experiments and trips out

Writing historical accounts

letters and postcards

diaries and journals

newspaper reports

magazine articles

Writing to inform -

Recount of event

concept of a sentence

Simple recount

past tense

<p>recounts</p>		<p>capital letters and end marks</p> <p>word choices</p> <p>correct past tense form</p> <p>written in the first person</p>	<p>progressive forms of verbs</p> <p>exclamatory sentences to make personal comments</p> <p>subordinating and coordinating conjunctions to join information and give reasons</p> <p>use of noun phrases</p> <p>adverbs of time to sequence events</p>
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Purpose of instructions / procedural texts: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s

Common forms of instructions / procedural texts:

How to design and make

How to carry out science experiments or to carry out a mathematical procedure

How to play a game

Writing rules for behaviour

How to cook and prepare food

Timetables and route-finders, posters, notices and signs

<p>Writing to inform - instructions</p>		<p>Simple instructions</p> <p>concept of a sentence</p> <p>basic sequencing of sentences</p> <p>capital letters and end marks</p> <p>word choices</p> <p>correct past tense form</p> <p>labels and captions</p>	<p>Developed instructions</p> <p>developed sequencing with subordinating and coordinating conjunctions to join information and give reasons</p> <p>adverbs of time to sequence and to add detail</p> <p>commas to separate items in a list</p>
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Purpose of explanation texts: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made.

Common forms of explanatory text:

Explaining science learning - science write-ups

Explaining inventions

Explaining phenomena such as life cycles

Explaining religious traditions and practices

Encyclopaedia entries

Question and answer articles and leaflets

**Writing to inform -
explanations**

Basic explanation

consistent use of present tense

questions used to form titles

question marks used to denote
questions (Y1)

conjunctions e.g. so...because to
explain

Purpose of persuasive texts: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Common forms of explanatory text:

Publicity materials such as tourist brochures

Writing editorials to newspapers about controversial issues

Writing letters about topics such as environmental concerns

Creating posters and leaflets about issues such as bullying, firework safety

Creating posters, articles and leaflets promoting healthy living based on science work about health and nutrition

Writing book reviews for other pupils

Book blurbs

Applying for a job or a position on the school council or in a castle

**Writing to persuade -
advertising, letter,
speech, poster**

Basic persuasive text

written in present tense

rhetorical questions

			effective use of noun phrases
<p>Poetry</p>		<p>Acrostics The first of last letter in each line spells out a word. Most commonly, it is the first letter that spells out the word</p> <p>The acrostic links to a given theme, e.g. FIREWORK</p> <p>Lines usually end with commas</p> <p>Shape poems / calligrams The poem usually describes an object</p> <p>The poem is presented in the shape of the object which it is describing</p> <p>The layout may either be with the words inside a shape or around the outline of a shape</p> <p>Riddles The poem describes a noun, usually an object, but does not name it, e.g. it might describe a tiger as striped and furry</p> <p>The last line usually directly addresses the reader and uses a question: What is it? or Who am I?</p> <p>The mood of the poem is light hearted</p>	<p>Diamantes The poem is presented in the shape of a diamond</p> <p>The line structure is as follows: Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending '-ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending '-ing' about line 7 Line 6: Two adjectives about line 7 Line 7: End subject</p> <p>Precise verbs and adjectives are used in the relevant lines indicated above</p> <p>Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines</p> <p>Haikus The mood of a haiku is generally serious and is usually about nature</p> <p>There is no rhyming structure</p> <p>The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables</p>

Each line starts with a capital letter

Free verse

Free verse does not follow a set syllable pattern or rhyme scheme

It may be written on a range of themes

Refer to the KS1 key objectives and writing curriculum content for Year 2