

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

English Progression of Genre, Knowledge and Skills

Intent (Aims)	The goal for teachers at Haseltine is to enable our children to become eloquent, passionate and creative authors who have the reader in mind when writing and can communicate their ideas clearly.							
Pedagogy (How?)	<ul style="list-style-type: none"> Develop children's speech and language skills to be able to put their thoughts into words Have exciting experiences that they want to communicate to others Be exposed to quality texts that enable them to develop their imaginations and their own ideas See writing in lots of different forms, for a variety of purposes Engaging young writers' imaginations, emotions and personal beliefs is critical 							
Curriculum (What?)	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Story Writing				Narrative Writing			
	All narrative outcomes are built on scenes from a text with a focus on the effect on the reader.							
	<ul style="list-style-type: none"> Verbally order events and characters discussing beginning, middle and end Verbally describe a familiar character / setting Add simple labels to a 	<p>Examples could include: Animal stories, familiar stories, author study</p> <ul style="list-style-type: none"> Order events and write sentences clearly linked to beginning middle and end Simple written description of 	<p>Examples could include: Stories from cultures, fairy tales, author study</p> <ul style="list-style-type: none"> Discuss the plot line and begin to show cohesion between the beginning, middle and end 	<p>Stories with familiar settings</p> <ul style="list-style-type: none"> Discuss and agree setting as a class using a model Lengthy description of the setting using techniques such as noun phrases 	<p>Previous Texts: The Viewer</p> <ul style="list-style-type: none"> create atmospheric settings and characters, using a range of sentence structures and precise vocabulary to show characters' personality to 	<p>Previous Texts: Oliver Twist, Blackberry Blue, The Birds</p> <ul style="list-style-type: none"> describe settings, characters and atmosphere in order to consciously engage the reader (using effective and precise 	<p>Previous Texts: The Enemy, Phoenix, The Hunger Games</p> <ul style="list-style-type: none"> employ a range of techniques and sentence structures to write a broad variety of atmospheric and detailed settings use flashback effectively to 	

	<p>character to describe key features</p> <ul style="list-style-type: none"> - Begin to write sentences showing awareness of basic punctuation such as full stops and capital letters. - Begin to use simple adjectives to describe a character or a setting. 	<p>characters and setting using a range of carefully chosen adjectives</p> <ul style="list-style-type: none"> - Use different sentence openers and story language e.g once upon a time, later that day etc - Use time adverbials to sequence and order sentences - Be aware of which tense they're writing in. <p>SPAG opportunities for this genre: capital letters for proper nouns, pronouns I/ he/she etc,</p>	<ul style="list-style-type: none"> - Begin to start paragraphing to section the story - Written description of character including describing their personality using expanded noun phrases - Describe the setting using a range of adjectives and adverbs - Show an awareness of the reader by writing in a specific style - Write in a consistent tense <p>SPAG opportunities for this genre: commas in lists to describe a character or setting, explore exclamatory sentences, begin to look at punctuation speech with</p>	<p>Traditional stories (fables and fairy tales)</p> <ul style="list-style-type: none"> - Stories looked at/rewritten are likely to be familiar - Features of a traditional tale are evident e.g. magic, creatures, moral <p>Adventure and Mystery Stories</p> <ul style="list-style-type: none"> - Discuss and agree setting/story line as a class - Focus on action - Introduce short sentences to build tension 	<p>engage the reader</p> <ul style="list-style-type: none"> - expand noun phrases regularly, with the addition of modifying adjectives and prepositional phrases - Ensure subject/verb agreement - fronted adverbs and adverbial phrases to indicate changes in time and place, where appropriate. - Begin to use dialogue and related punctuation to show characterisation <p>Myths and Legends</p> <ul style="list-style-type: none"> - Correctly sequence events in a myth - Identify main themes and 	<p>vocabulary, related to the text)</p> <ul style="list-style-type: none"> - link ideas within and between paragraphs using cohesive devices, such as connecting adverbs and adverbials - Develop devices to create tension - Use dialogue to show character/begin to advance action. - use relative clauses, using a pair of commas appropriately. - develop a range of sentence structures e.g. prepositional phrases + expanded noun phrases + verb phrase to develop descriptive techniques. 	<p>develop characterisation</p> <ul style="list-style-type: none"> - opportunity to create contrasting characters and settings - switch between simple past/past perfect effectively. - integrate dialogue in narratives to convey character and advance the action - use suggestion to provide clues for the reader re: characterisation/back story - blend action and description in order to advance plot - use punctuation to control meaning and effect on the reader within sentences.
--	---	---	--	--	---	---	--

			inverted commas, apostrophes for possession		features of a myth - Balance action and description - Names and vocabulary are fitting to the time period		
Poetry							
	Rhymes / repetitive Language - Notice a rhyming string and begin to create own rhymes - Sing a range of nursery rhymes -Read and perform simple poems - Begin to use alliteration	Examples could include: Choral, Acrostic - Begin to explore literary techniques such as repetition, alliteration, rhythm, rhyme - Introduce visual effects e.g. simile (like/as), repeated patterns and repetition	Examples could include: Calligrams, poet studies - compare 2 or more - Aim to use a range of literary techniques and introduce onomatopoeia - Use similes and introduce visual effects e.g. personification and metaphor - Carefully select verbs and adjectives for impact	Shape and Vocab - Use a range of literary techniques - Explore the effect these techniques will have on the reader	Form and Imagery - Develop similes, metaphors and personification - Begin to use literary techniques to structure the stanza e.g. pattern of 3	Narrative Poetry - Use literary techniques to tell a story - Stanzas flow and show similar structure - Children use cross-curricular learning to inform poetry ie British occupation of Benin in relation to Benin Bronzes - Children are given guidance on structure	The Power of Imagery - Use a range of literary techniques creatively - Stanzas flow and show similar structure - Children have freedom on structuring

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recounts – diary/letter/blog (upper KS2)						
<ul style="list-style-type: none"> - Experiment in a variety of play, exploratory and role-play situations - Recount incidents in own life to other children or adults: verbally or written - Talk about the order things happened using language such as 'first, then, next' - Order pictures or captions correctly - Talk about senses to describe what they feel, hear, see etc. 	<ul style="list-style-type: none"> - Recount first hand experiences or role played events verbally and written - Understand order of events - Begin to include 'who, what, when why' to add detail to recount - Order pictures, captions and sentences correctly - Begin to include the 5 senses - Start to use descriptive language including the use of expanded noun phrases and some simple ly adverbs - Use time adverbials such as first, then, next to order and sequence writing SPAG opportunities for this genre: capital letters for pronoun I, ed 	<ul style="list-style-type: none"> - Write simple recounts linked to topics of interest/study or personal experience - Understand order of events and begin to write in chronological order - Begin to use sequencing within writing - Include 'who, what, when' to add detail to recount - Write about the 5 senses - Use descriptive language and begin to write about feelings - Formality is discussed - Write consistently in the past tense - Write in the first person 	<ul style="list-style-type: none"> - Write recounts linked to topics of study stepping into the shoes of a character - Understand order of events to ensure recount is in chronological order - Use sequencing within writing e.g. adverbs - Include 'who, what, when and why' to add detail to recount - Write about the 5 senses beginning to think about the effective on the reader - Use descriptive and emotive language to explain feeling - Formality is agreed as a class and ways to stick to formality are modelled 	<ul style="list-style-type: none"> - Write historical, scientific or personal recounts linked to topics of study - Recount will be in chronological order, sequenced with sentence starts - 'who, what, when why' adds detail and gives explanation to the reader - Write about the 5 senses for the readers benefit - Use descriptive and emotive language - Begin to engage the reader through sentence variation e.g. questions - Level of formality is agreed as a class and is most consistent within writing - Begin to consider language and 	<ul style="list-style-type: none"> - Write historical, scientific or personal recounts linked to topics of study - Recount is sequenced and show cohesion using several techniques - The purpose of the recount is clear within the orientation - Use of senses, detailed description and emotive language appeals to the reader - The reader is through sentence variation e.g. questions and possibly the use of second person - Recounts are of appropriate formality - Language is fitting to the time 	<ul style="list-style-type: none"> - Recount is cohesive and well structured - Word choices and structure is chosen to engage and appeal to the reader - Formality and language is fitting to the time period / audience - Biography and Autobiography are also explored

	ending to words in the past tense,	<ul style="list-style-type: none"> - Use expanded noun phrases and adverbs to add detail and interest to recounts. <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>		the time period		
--	------------------------------------	--	--	-----------------	--	--

Recount – News Report

<ul style="list-style-type: none"> - Verbally recall events in the order they happened - Order pictures, captions and sentences correctly - Verbally state some factual statements in a logical order - Use language such as first, then, next to 	<ul style="list-style-type: none"> - Verbally order events - Use first, next, then, after that correctly - Begin to write factual statements about who, what happened, where - Include features of a newspaper report e.g headline 	<ul style="list-style-type: none"> - Use factual statements about who, what happened, where and when. - Begin to use formal language and vocabulary - Aim to keep events in order using sentence starts - Show an awareness of the 	<ul style="list-style-type: none"> - Modern setting - Factual and formal - Focus on chronological order and techniques to support this cohesion 	<ul style="list-style-type: none"> - Modern setting - Introduce difference between fact and opinion - Range of chronological devices - Focus on paragraphing and speech types. 	<ul style="list-style-type: none"> - Historical / Scientific or modern setting - If Historical, language should be appropriate - MA /HA children should aim to write with a biased view—using fact and opinion - Range of chronological devices 	<ul style="list-style-type: none"> - Historical / Scientific or modern setting with appropriate language use - 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 - Range of chronological devices
---	--	--	--	--	---	--

structure and organise statements	SPAG opportunities for this genre: ed ending to words in the past tense,	<p>reader by using features such as rhetorical questions etc</p> <ul style="list-style-type: none"> - Discuss the use of quotes - Use features of a news report e.g catchy headline, sub- headings etc. - Bring the report to a close with a conclusion or "finish". <p>SPAG opportunities for this genre: Begin to look at inverted commas for quotes</p>			<ul style="list-style-type: none"> - Complex sentence structure appropriate to Y5 should be applied - Reported and direct 	- Reported and direct
-----------------------------------	--	---	--	--	---	-----------------------

EYFS	Year 1	Year 2	Year 3 and 4		Year 5 and 6	
------	--------	--------	--------------	--	--------------	--

Persuasion

<p>Posters, Adverts</p> <ul style="list-style-type: none"> -Verbally explain choices -Make suggestions for someone else 	<p>Posters for products, Adverts, Invitations</p> <ul style="list-style-type: none"> - Use stimulus that is familiar e.g. birthday party invite 	<p>Posters for products, Adverts, Invitations.</p> <ul style="list-style-type: none"> - Introduce Persuasive Letter -Have a personal view and reasons for this to help 	<p>Letters and Adverts</p> <p>Create Presentations e.g. iPad, PowerPoint</p> <ul style="list-style-type: none"> - Have a personal view and reasons, but also adopt the views of a fictional / historical character if writing in role - Sustain the viewpoint throughout 	<p>Letters, Adverts, Presentations</p> <ul style="list-style-type: none"> - Sustain the viewpoint throughout whether personal or befitting of character role - Support opinions with facts and other side of argument is mentioned and used with affect
--	---	---	--	--

<p>- Explain why someone should do something</p>	<p>- Understand that the aim is to convince others (the reader)</p> <p>- Verbally Discuss reasons to persuade</p> <p>- Use simple conjunctions to support an opinion e.g "We should do this because"</p> <p>- Write simple sentences using "I think... because..."</p> <p>SPAG opportunities for this genre: Discuss a wide range of conjunctions e.g because, so, but</p>	<p>convince the reader</p> <p>- Begin to support opinions with facts</p> <p>- Use a range of conjunctions to support their opinions e.g "We should do this because"</p> <p>- Begin to sequence writing so reasons flow</p> <p>- Use persuasive and emotive language e.g "In my opinion" "I strongly believe that..."</p> <p>SPAG opportunities for this genre: Begin to explore a wide range of formal conjunctions such as however, therefore</p>	<p>- Support opinions with facts</p> <p>- Sequence writing so reasons flow with an orientation and a reorientation</p> <p>- Discuss formality and aim to be consistent</p>	<p>- Sentence and overall structure is appropriate to the time period / formality and intended audience</p> <p>- Formality is consistent</p> <p>- Possible use of mixed genre</p>
--	--	--	--	---

Non-chronological

<ul style="list-style-type: none"> - Create a shared fact file about a theme as a class - Talk about facts relating to one subject - Begin to write lists and labels - Begin to use topic vocabulary - Label pictures/photos Use time adverbials to organise sentences e.g first, then, next 	<ul style="list-style-type: none"> - Create a fact file about a theme using key features of a non-chronological report e.g title, sub-heading - Begin to use sub-headings to organise writing - Discuss and then write down facts in sentences - Begin to use conjunctions to elaborate facts - Use topic vocabulary - Label and caption pictures / photos SPAG opportunities for this genre: Question marks for subheadings 	<ul style="list-style-type: none"> - Begin to organise fact file in an appropriate layout with key features of a non-chronological report e.g title, sub-headings etc - Begin to organise information in a logical way with paragraphs of writing that relate clearly to the sub-headings - Use questions for sub-headings - Use a wide range of conjunctions to add further detail to facts - Write in paragraphs - Use topic vocabulary - Discuss the purpose of the report 	<ul style="list-style-type: none"> - Create a subject specific Information text with research - Organise logically with the correct features - Use concise, accurate language - Know the purpose of the report 	<ul style="list-style-type: none"> - Create an information text with research include mixed genre to add challenge e.g. inform and persuade - Organised logically with the audience in mind - Use concise, well chosen language, correct for the purpose and audience
--	---	--	--	--

SPAG opportunities for this genre: possessive apostrophes, commas to list facts, explore the progressive form of verbs in past and present

Instructions

- Verbalise instructions in order
- Sequence and order pictures correctly
- Discuss and label pictures
- Begin to use language of time e.g. then, next, now

- Write each instruction on a different line
- Sequence instructions in the correct order, beginning to use numbers
- Use time adverbials to sequence and order instructions
- Begin to add precise language to improve instruction
- Use imperative (bossy) verbs
- SPAG opportunities for this genre:

- Write instructions continuing to use numbers correctly
- Create and use an introduction
- Use captions, pictures, diagrams and labels
- Use precise language to improve instruction as well as subject specific vocabulary
- Use commands with imperative verbs
- Use adverbs to add detail

- Emphasis on the sequencing of events (numbers, bullet points, adverbials)
- Instructions include all features of the text type
- Know the purpose and language is chosen carefully
- Different audiences are explored

- Instructions are well introduced and sequenced
- Language is chosen to give appropriate detail
- Audience and purpose is clear and considered

	Discuss commands, discuss the terminology verb, noun, adjective, singular and plural	SPAG opportunities for this genre: commas in a list, discuss different sentence types, plural spelling rules e.g ies		
Explanation				
<ul style="list-style-type: none"> - Topic is familiar / every day - Look at and discuss flowcharts / diagrams - Verbally explain a simple task using because - Answer questions on 'why' and begin to use a text to inform answer - Begin to write an explanation using 'because' 	<ul style="list-style-type: none"> - Use flowcharts as stimulus - Discuss the use of a title (how / why) - Discuss and use diagrams to support understanding - Write sentences that explain -Begin to organise these into logical steps - Begin to include facts and subject specific vocabulary SPAG opportunities for this genre: wider range of conjunctions 	<ul style="list-style-type: none"> - Understand the use and style of an explanation text - Create an appropriate title - Introduce using an opening statement - Begin to sequence sentence e.g. sentence starts, language choice, paragraphs, subheading - Use interesting facts and subject specific vocabulary - Begin to think about the reader— who is the audience? 	<ul style="list-style-type: none"> - Use all features of an explanation text and begin to think about the impact of the audience - Ensure text is on sequenced appropriately using a range of techniques - Discuss cause and effect and incorporate this into writing. 	<ul style="list-style-type: none"> - Features of texts are chosen for the audiences benefit - Subject might be more abstract e.g. Science / Geography focus and vocabulary is used to suit - Text is well sequenced including cause and effect - Structure and language is matched appropriately to audience - Introduce the challenge of mixed genre e.g. inform and explain

	because, but, so, when, if	SPAG opportunities for this genre: time adverbials to sequence and order text		
--	-------------------------------	---	--	--