Progression in Text Types

Progression in **Instruction** Writing at St Michael's			
Purpose: To ensure that something is done effectively with a successful outcome.			
Examples of the Text Type		**Text Structure:**	
• How to design and make products • Technical manuals: how to operate phones, computers or other devices • How to carry out science experiment • How to play a game • Recipes • Instructions on packaging		• Begin by defining the goal or desired outcome. • List any materials or equipment needed, in order. • Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed. • Diagrams or illustrations are often essential and may even take the place of some text. • A final evaluative statement can be used to wrap up the process.	
	Text Organisation	Punctuation	Grammar
EYFS	• Responds to instructions involving a two-part sequence. • Plan and give oral instructions. • Carries out instructions which contain several parts in a sequence. • Writes simple instructional sentences which can be read by themselves and others. • Uses some key features of genre e.g. imperative verbs in their writing.		
Year 1	• Title • Bullet points • Diagrams and drawings to illustrate and explain	• Full stops • Capital letters for names, people, days of the week Finger spaces Exclamation and question marks	• Simple sentences including imperative verbs • Compound sentences using 'and' • Time conjunctions to sequence
Year 2	• Title. • Bullet points • Lists of materials or ingredients and sequential steps Diagrams and drawings to illustrate and explain	**As per Year 1 plus:** • Question marks • Commas in a list • Apostrophes for contractions and singular possession	**As per Year 1 plus:** • Command sentences • Expanded noun phrases • Co-ordinating and subordinating conjunctions • Adverbs of manner e.g. slowly, gently, quickly • Present tense
Year 3	• Title • Statement of purpose • Bullet points • Lists of materials or ingredients • Headings and subheadings to aid presentation • Diagrams and drawings to illustrate	**As per Year 2 plus:** • Commas to mark fronted adverbials • Demarcating subordinating clauses in complex sentences.	**As per Year 2 plus:** • A range of imperative verbs • Variety of sentence openers e.g. –'ly' starters • Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done… next add… after…

			Complex sentences using a range of co-ordinating and subordinating conjunctions.
Year 4	• Title • Statement of purpose, including persuasion. • Bullet points • Lists of materials or ingredients • Diagrams and drawings to illustrate and explain with captions and labels • Headings and subheadings to aid presentation	**As per Year 3 plus:** • Commas to mark fronted adverbials and subordinating clauses • Apostrophes for contraction, singular and plural possession	**As per Year 3 plus:** • Express time, place and cause • Cohesion through the use of nouns and pronouns to avoid repetition e.g. add the eggs and beat them with a whisk. • Use fronted adverbials to offer alternatives e.g. If you would like to make a bigger decoration, you could… • Subordinating conjunctions to offer advice.

Progression in **Recount** Writing at St Michael's	
Purpose: To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of events often consist of a recount that includes elements of explanation.	
Examples of the Text Type	**Text Structure:**
• Retelling stories from English lessons and other foundation subjects • Giving accounts of school trips, sporting events, science experiments etc • Writing historical accounts • Blogs • Writing biographies and autobiographies • Letters and postcards • Diaries and journals • Newspaper reports • Magazine articles	• Often written in the first or third person. e.g. Third person 'they all shouted, she crept out, it looked like an animal of some kind.' First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening paragraph in KS2 to hook the reader. • Orientation such as scene-setting or establishing context (It was the school holidays) • An account of the events that took place, often in chronological order • Time sentence signposts for coherence that become more complex as children get older e.g. first, next, then progressing to more complex fronted adverbials • Some additional detail about each event • Reorientation, e.g. a closing statement that may include elaboration. • Structure sometimes reorganises the chronology of events using techniques

	Text Organisation	Punctuation	Grammar
		such as flashbacks or flash forwards but these strategies are more often used in fiction recounts	
EYFS	• Uses language to recreate experiences in play situations. • Links statements and sticks to a main theme. • Uses the past tense accurately when talking about events. • Answers 'how' and 'why' questions about his/her experiences and in response to recounting events. • Writes simple sentences which can be read by himself/herself and others. • Uses key features of recount in his/her writing when writing about an event.		
Year 1	• Simple recounts and retellings can be written about experiences with which pupils are familiar • Written in the first person	• Finger spaces • Capital letters and full stops • Exclamation marks and question marks • Capital letters for names, people, days of the week and personal pronoun 'I	• Simple sentences including imperative verbs • Compound sentences using 'and' 'but' • Time conjunctions to sequence • Beginning to use the past tense accurately
Year 2	• Children to write recounts about their own and other's experiences • Recounts begin to link to other areas of the curriculum.	**As per Year 1 plus**: • Exclamation marks and question marks • Commas in a list • Apostrophes for contractions and singular possession	**As per Year 1 plus:** • Expanded noun phrases • Range of time conjunctions Accurate use of tenses • Conjunctions for coordination and subordination • Use progressive forms of verbs e.g. the children were playing, I was hoping…
Year 3	• Clear beginning, middle and end • Use of paragraphs to organise ideas • Concluding line to summarise the recount	**As per Year 2 plus:** • Inverted commas punctuate direct speech e.g. eye-witness • Demarcating subordinating clauses	**As per Year 2 plus:** • Complex sentences using a range of conjunctions • Express time, place and cause using conjunctions, adverbs and prepositions. • Vocabulary to support chronology (specific timings)
Year 4	• Use of paragraphs to organise ideas • Explore how direct speech can be used in recounts (opening line or summarising line)	**As per Year 3 plus:** • Commas to mark fronted adverbials and subordinating clauses • Apostrophes for contraction, singular and plural possession	**As per Year 3 plus:** • Effective use of expanded noun phrases • Fronted adverbials used to sequence events in time order e.g. first, next, later that day, just before that,

			• Maintain and manage switching between past and present tenses

Progression in **Persuasive** Writing at St Michael's	
Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	

Examples of the Text Type	Text Structure:
• Publicity materials such as tourist brochures based on trips to places of interest • Editorials to newspapers about controversial issues • Letters about topics such as traffic on the high street or deforestations • Posters and leaflets about issues such as bullying, stranger danger or substance abuse • Posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition • Book reviews/Book blurbs for other pupils • Applications for a job or a position in the school council.	• An opening statement (thesis) that sums up the viewpoint being presented (School uniform is a good idea) • Strategically organised information presents and then elaborates on the desired viewpoint.(Vote for me because I am very experienced. I have been a school councillor three times and I have..) • A closing statement repeats and reinforces the original thesis. (All the evidence shows that .. It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)

	Text Organisation	Punctuation	Grammar
EYFS			
Year 1			
Year 2	• Opportunities to promote school events and activities • Posters • Book reviews for other pupils or blurbs • Write persuasively linked to topic, seasons or experiences • Opening statement that presents a persuasive point of view	• Capital letters and full stops • Capital letters for days of the week, places, names and the personal pronoun I • Exclamation marks and question marks • Commas in a list • Apostrophes for contractions and singular possession	• A range of sentence types: command, exclamation, statement and question • Co-ordinating and subordinating conjunctions • Consistent use of tense • Rhetorical questions to engage the reader • Expanded noun phrases to describe and specify
Year 3	• Several reasons to persuade • Use paragraphs to organise ideas into logical sections • Beginning to link ideas together through use of	**As per Year 2 plus:** • Inverted commas used to punctuate speech • Demarcating subordinating clauses in complex sentences	**As per Year 2 plus:** • Express time, place and cause using conjunctions, adverbs and prepositions • Use present perfect form of verbs e.g. people have said that this is the most amazing product

	vocabulary/writing style • Planned repetition • Facts and opinion • Quotes or reviews using inverted commas where appropriate		• Imperative verbs to convey urgency • Use of 2nd person • Complex sentences using a range of conjunctions
Year 4	• Several reasons to persuade • Use paragraphs to organise ideas into logical sections • Planned repetition • Facts and opinion • Quotes or reviews using inverted commas where appropriate • Closing statement that reinforces opening	**As per Year 3 plus:** • Commas to mark fronted adverbials and subordinating clauses • Apostrophes for contraction, singular and plural possession	**As per Year 3 plus:** • Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. • Use of adverbials e.g. therefore, however… • Effective use of expanded noun phrases • Figurative language to persuade (similes/alliteration)

Progression in **Discussion** Writing at St Michael's
Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

Examples of the Text Type	Text Structure:
• Non-fiction book on an 'issue' • Write-up of a debate • Leaflet or article giving balanced account of an issue • Writing editorials about historical attitudes to gender, social class, colonialism etc. • Writing letters about pollution, factory farming or smoking • Writing essays giving opinions about literature, music or works of art	• A statement of the issues involved and a preview of the main arguments; • Arguments for, with supporting evidence/examples; • Arguments against or alternative views, with supporting evidence/examples. • Another common structure presents the arguments 'for' and 'against' alternatively. • Discussion texts usually end with a summary and a statement of recommendation or conclusion. • The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.

	Text Organisation	Punctuation	Grammar
EYFS			
Year 1			
Year 2			
Year 3			
Year 4	• Heading and subheadings used to aid presentation	• Capital letters and full stops • Exclamation marks, question marks	• Consistent use of present tense

• Use of paragraphs to organise ideas • Use of adverbials e.g. therefore, however…	• Commas for a list • Commas to mark fronted adverbials and subordinating clauses • Apostrophes for contraction, singular and plural possession	• Use present perfect form of verbs e.g. some people have argued…. • Complex sentences including a range of coordinating and subordinating conjunctions • Fronted adverbials • Effective use of noun phrases

Progression in **Narrative** Writing at St Michael's		
Purpose: To entertain the reader or present a story.		
Examples of the Text Type		**Text Structure:**
• Traditional Tales • Myths and Legends • Fables • Adventure Stories • Suspense • Mystery • Horror • Romantic • Crime • Classic novels		• Clear structure: Organised according to setting, event leading to a problem and solution. • Descriptive language and vocabulary used to describe characters, setting and atmosphere • Techniques used to engage the reader • Elements include plot, setting, character, conflict, point of view, theme. • Often told in chronological order but may include flashbacks and flash forwards
	Text Organisation	Punctuation	Grammar
EYFS	• Focus on Traditional Tales and familiar stories	• Finger spaces • Correct letter formation • Awareness of capital letters and full stops	• Oral rehearsal including time conjunctions • Simple sentences • Application of phonics
Year 1	• Re-tell/imitate familiar stories and recounts events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event • Include story language and sentence patterns e.g. one day, suddenly • Continue and use a repeating pattern • Repetition for rhythm or description	**As per Reception plus:** • Capital letters for names, people, days of the week • Exclamation marks and question marks	**As per Reception plus**: • Simple sentences, including a range of verbs • Compound sentences using co-ordinating conjunctions • Time sequencing words • Adjectives

Year 2	• Imitate or adapt familiar stories about familiar characters • Write own story, grouping complete sentences together to tell each part • Use some formal story language • Write some dialogue (no expectation of speech punctuation) • Suggest viewpoint with brief comments or questions on actions or situations • Descriptions of characters and settings	**As per Year 1 plus:** • Apostrophes for contraction and singular possession • Commas in a list	**As per Year 1 plus:** • A range of sentence types: command, statement, exclamation, question • Expanded noun phrases • Co-ordinating and subordinating conjunctions • Present and past tense secured • Adverbs for description and information • Use of the continuous form of verbs in the present and past tense to mark actions in progress. • Grammar and language for effect
Year 3	• Create settings, characters and plot • Identify a clear structure for the story • Write an effective ending for a story • Organise paragraphs around a theme and use adverbs to link them • Begin to use figurative language • Use some detail in the description of setting or characters' feelings or motives • Use dialogue to reveal detail about character/ move the narrative forward • Attempt to adopt a viewpoint • Imitate authorial techniques gathered from reading narrative	**As per Year 2 plus:** • Inverted commas • Demarcating subordinating clauses in complex sentences	**As per Year 2 plus:** • Inverted commas • Demarcating subordinating clauses in complex sentences
Year 4	• Create settings, characters and plot • Sequence events clearly to show how one event leads to another using	**As per Year 3 plus:** • Commas to mark fronted adverbials and subordinating clauses	**As per Year 3 plus:** • Adverbial and prepositional phrases • Use of determiners a or an

appropriate grammatical structures and vocabulary • Describe characters in such a way to provoke a particular feeling in the reader, e.g. sympathy or dislike • Develop mood and atmosphere using a range of vocabulary and dialogue between characters • Include details expressed in ways that engage the reader • Use techniques to get the reader on side (address them to engage or influence) • Imitate authorial techniques gathered from the reading of narrative texts • Write from a character's perspective	• Apostrophes for contraction, singular and plural possession • Full punctuation for direct speech • Correct structure of dialogue (new speaker, new line)	• Use of paragraph shifts to indicate a change in setting, character, time • A full range of coordinating and subordinating conjunctions (changing the position of subordinating conjunctions within a sentence) • Use appropriate pronouns and nouns to avoid repetition

Progression in **Explanation** Writing at St Michael's	
Purpose: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.	
Examples of the Text Type	**Text Structure:**
• Explaining electricity, forces, food chains etc. in science • Explaining the causes of historic events such as wars and revolutions. • Explaining the role of the Nile in determining the seasons in Ancient Egypt • Explaining phenomena such as the water cycle or how a volcano erupts in geography • Explaining religious traditions and practices in RE • Encyclopaedia entries • Technical manuals	• A general statement to introduce the topic being explained. e.g. In the winter some animals hibernate. • The steps or phases in a process are explained logically, in order. e.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide

	Text Organisation	Punctuation	Grammar
EYFS			
Year 1			
Year 2	• Questions used to form titles	• Capital letters and full stops	• A range of sentences: statement, question, exclamation

	• Diagrams and illustrations to explain • Explanations linked to personal experiences or from topic/interest	• Capital letters for days of the week, names and places • Exclamation marks and question marks • Commas in a list • Apostrophes for contractions and singular possession	• Co-ordinating and subordinating conjunctions • Consistent use of present tense e.g. Hedgehogs wake up again in the spring • Varied sentence openers • Expanded noun phrases
Year 3	• Questions used to form titles • Diagrams and drawings to illustrate and explain with captions and labels • Use of paragraphs to organise ideas.	**As per Year 2 plus:** • Demarcating subordinating clauses in complex sentences	**As per Year 2 plus**: • Grammar and language for effect • Topic sentences • 1st and 3rd person • Complex sentences using a range of co-ordinating and subordinating conjunctions • Express time, place and cause using conjunctions: adverbs and prepositions
Year 4	• Questions used to form titles • Diagrams and drawings to illustrate and explain with captions and labels • Use of paragraphs to organise ideas. • Headings and subheadings to aid presentation • Interest the reader by addressing them directly (You'll be surprised)	**As per Year 3 plus:** • Commas to mark fronted adverbials and subordinating clauses • Apostrophes for contraction, singular and plural possession	**As per Year 3 plus:** • Use fronted adverbials e.g. During the night, nocturnal animals…. • Grammar and language for effect • Topic sentence and sentence of three • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Many mammals… They feed their young…

Progression in **Non-Chronological Report** Writing at St Michael's	
Purpose: To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.	
Examples of the Text Type	**Text Structure:**
• Describing aspects of daily life in history (e.g. fashion, transport, buildings) • Describing the characteristics of anything (e.g. particular animals or plants; the planets	In the absence of a chronological structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, moving

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 RE • Information leaflets • Tourist guidebooks • Non-fiction books	from general to more specific detail and examples. A common structure includes: • An opening statement, often a general classification (Sparrows are birds) • Sometimes followed by a more detailed or technical classification (Their Latin name is...) • A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. • It's qualities (Like most birds, sparrows have feathers.) • It's parts and their functions (The beak is small and strong so that it can ...) • It's habits/behaviour/ uses (Sparrows nest in...)	

	Text Organisation	Punctuation	Grammar
EYFS	• Uses the past tense accurately when talking about events. • Answers 'how' and 'why' questions about his/her experiences. e.g. how does a doctor/fireman help us? • Writes simple sentences which can be read by himself/herself and others e.g. when writing simple reports e.g. simple character review. • Uses key features of report in his/her writing when writing about an event at home e.g. writing about appearance and facts when writing a report about an animal.		
Year 1	*Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple reports about topic related subjects can be written.*	• Capital letters and full stops • Capital letters for names, places and days of the week • Finger spaces • Exclamation marks and question marks	• Use present tense and third person e.g. 'the sunflower is' and past tense e.g. in a historical report e.g. Guy Fawkes hatched a plan • Compound sentences using simple conjunctions like 'and' 'but'
Year 2	• Questions used to form titles • Some subject specific vocabulary	**As per Year 1 plus:** • Question marks • Commas in a list • Apostrophes for contractions and singular possession	**As per Year 1 plus:** • Compound sentences using coordination • Use subordinating conjunctions to aid explanation e.g. because • Expanded noun phrases and comparative adjectives to describe e.g The whale is one of the biggest animals
Year 3	• Questions used to form titles	**As per Year 2 plus:**	**As per Year 2 plus:** • Varied sentence openers

	• Paragraphs, headings and subheadings used to aid presentation • Topic sentence at the start of each paragraph	• Demarcating subordinating clauses in complex sentences	• Grammar and language for effect and topic sentences • Subordinating conjunctions • Express time, place and cause using conjunctions e.g. so, because, adverbs e.g. Daffodils start to grow in early February and prepositions e.g. before, after…
Year 4	• Questions used to form titles • Diagrams and drawings to illustrate and explain with captions and labels • Use of paragraphs to organise ideas. • Headings and subheadings to aid presentation	**As per Year 3 plus:** • Commas to mark fronted adverbials and subordinating clauses • Apostrophes for contraction, singular and plural possession	**As per Year 3 plus:** • Use of fronted adverbials e.g. During the night, nocturnal animals…. • Topic sentence and sentence of 3 • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of…