

Eastcote Primary Academy - Writing Genre Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions	Lists of instructions linked to actions or procedures e.g. baking.	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg</p>	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	Consolidate work from previous learning

<p>Recount - experiences, diary, police reports, sports reports</p>	<p>Labelling posters or writing about experiences</p>	<p>Ideas grouped together in time sequence.</p>	<p>Brief introduction and conclusion.</p>	<p>Clear introduction.</p>	<p>Clear introduction and conclusion.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p>	<p>The report is well constructed and answers the reader's questions.</p>
		<p>Written in first person.</p>	<p>Written in the past tense e.g. I went... I saw...</p>	<p>Organised into paragraphs shaped around key events.</p>	<p>Links between sentences help to navigate the reader from one idea to the next.</p>	<p>Descriptions of events are detailed and engaging.</p>	<p>The writer understands the impact and thinks about the response.</p>
		<p>Written in the past tense.</p>	<p>Main ideas organised in groups.</p>	<p>A closing statement to summarise the overall impact.</p>	<p>Paragraphs organised correctly around key events.</p>	<p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p>	<p>Information is prioritised according to importance and a frame of response set up for the reply</p>
		<p>Focused on individual or group participants e.g. I, we</p>	<p>Ideas organised in chronological order using connectives that signal time.</p>		<p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Purpose of the recount an experience revealing the writer's perspective.</p>	

<p>Non-Chronological Reports</p>	<p>Writing about experiences or truffle moments.</p>	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... .</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of subheadings.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas. Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour</p>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalised sentences are used to categorise and sort information for the reader.</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
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<p>Letters</p>	<p>Writing short letters to others, using envelopes</p>	<p>Ideas grouped in sentences in time sequence.</p>	<p>Brief introduction and conclusion. Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Clear introduction. Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some letter layout features included.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All letter layout features included.</p>	<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Letter well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
<p>Persuasion - Purpose: advert, leaflet, argument</p>		<p>Ideas are grouped together for similarity. Write in first person.</p>	<p>Brief introduction and conclusion.</p> <p>Written In the present tense.</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction. Points about subject/issue.</p> <p>Organised into paragraphs.</p> <p>Subheading used to organise texts.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading Topic sentences</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for the reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>

<p>Biography</p>	<p>Writing about themselves.</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. He went... She travelled</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Descriptions of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply</p>
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<p>Balanced Argument - Purpose: Speech, Letter</p>		<p>Ideas are grouped together for similarity. Writes in first person</p>	<p>Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.</p>	<p>Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both viewpoints are transparent for the reader</p> <p>Emotive language used throughout to engage the reader</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view</p>
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<p>Newspaper</p>	<p>Writing wanted or missing posters.</p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning describes what happened</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p> <p>A photo with a caption.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences. Some newspaper layout features included.</p> <p>A bold, eye-catching headline.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included.</p> <p>Bold eye-catching headline which includes alliteration.</p>	<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive</p>	<p>Newspapers are well constructed that answer the reader's questions.</p> <p>The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>
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<p>Story</p>	<p>Orally saying or writing stories of others and their own.</p> <p>Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction).</p>	<p>Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>
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