

Ryton on Dunsmore CE Academy
Progression through writing genres

This is not an exhaustive list but should give you an idea of the 'pitch and expectations' for each year group.

In all writing, children need to think about the **PURPOSE** and the **AUDIENCE**. Who is this for? What should it sound like? What should it have in it to have the effect I want?

	Year 3	Year 4	Year 5	Year 6
Posters	<ul style="list-style-type: none"> Headings clear - capitals or colour Subheadings Beginning to space out Information displayed in bubbles or star bursts. 	<ul style="list-style-type: none"> Colour used to make headings and subheadings stand out Headings clear - capitals or colour Subheadings Beginning to space out Information displayed in bubbles or star bursts. 	<ul style="list-style-type: none"> Colour is used to signal organisation – eg topics Bullet points Space used effectively, writing sized so it can be read Choice of capitals etc 	<ul style="list-style-type: none"> Decisions made confidently and independently eg : Sentences or bullet points? Spacing, colour, capitals, colour linking to words in a glossary? Positioning on the page for impact
Non-fiction report writing	<ul style="list-style-type: none"> Present tense or past tense Organised in paragraphs Beginning formality – no contractions Conjunctions because, but, so, or Begin to use topic sentences 	<ul style="list-style-type: none"> Tenses correct Topic sentences secure Informal or formal – no questions, no addressing the reader, no contractions for formal report Range of conjunctions because, but, so, or, although, when, as 	<ul style="list-style-type: none"> Topic sentences Sentences within paragraphs beginning to show order and cohesion Beginning to choose level of formality – who is it written for? Not using 'you' or contractions in a formal report Beginning to use passive sentences 	<ul style="list-style-type: none"> Choose level of formality suited to audience Passive sentences Sentences within paragraphs show cohesion and order Varied sentence structures
Possible Alan Peat sentences	Ing, ing, ing ly endings 1 pair	3 ed name – adjective pair 1 ed next As – ly All the Questions Ws FANBOYS sentences	The more..the more All the Ws Some;others Relative pronouns Ad- same ad PC sentences Some;others Passive	The more..the more All the Ws Some;others Relative pronouns Ad- same ad PC sentences Some;others Passive

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Persuasive writing	<ul style="list-style-type: none"> Statement of purpose Rhetorical questions not over-done emotive language because, but, so put a spin on it – positive things! 	<ul style="list-style-type: none"> Rhetorical questions with adverbs Surely...? Would you...? Statement of purpose Conjunctions at start of sentences Fronted adverbials to show opinion: Not surprisingly, ... Basic adverbs for emphasis: really, very 	<ul style="list-style-type: none"> Introduction with statement of purpose Rhetorical questions Controlled acknowledgement of the other side: Although... Even though... Some people may say... Adverbs for emphasis: definitely, extremely.. Modal verbs explicit Emotive language (and know term) 	<ul style="list-style-type: none"> Varied sentence lengths Ambitious language, Some attempt at manipulating/influencing the reader Turn a negative into a positive: ‘close to main transport hubs’ not ‘it’s very noisy...’ Choice of formal or informal Emotive language
Possible Alan Peat sentences	If, if, if, then 1 pair double ly	Noun – adjective pair	The more..the more All the Ws Some;others Relative pronouns 3 bad – (dash) Ad- same ad PC sentences	De:De Imagine 3 examples Some;others Irony’ sentences
Description -setting or character	<ul style="list-style-type: none"> Some description of setting with noun phrases (adjectives) and simple prepositions (Behind the ...there were...) Description of character – adjectives Basic adverbs Sight, smell, sound Beginning to use similes 	<ul style="list-style-type: none"> Beginning of ‘Show don’t tell’ for characters – actions and expressions Noun phrases using ‘with’: The man with ginger hair appeared suddenly. Sight, smell, sound, touch: similes 	<ul style="list-style-type: none"> Description does not start ‘There were’ ‘ or ‘It was’: Behind the ..., tall trees were silhouetted against the dark sky...’ Setting begins to create atmosphere. Character uses extended noun phrases and hyphens (the well-dressed man with the straggly beard...) All senses Similes and beginning to use metaphors Tell:3 examples 	<ul style="list-style-type: none"> Setting description creates atmosphere. Characters are differentiated in the way they behave, appear and speak. Figurative language used independently
Possible Alan Peat sentences	Similes This is that 1 pair double ly	2 pairs 3 -ed sentences This is that	The more..the more All the Ws Some;others Personification of weather End with rule of 3 Ad- same ad	PC sentences De:De

	Year 3	Year 4	Year 5	Year 6
Narrative	<ul style="list-style-type: none"> Beginning to use DASH Clear structure – beginning, middle, end Attempt at interesting speech Short sentence for suspense Secure use of planning tools: story map; story grids, boxed up plan, story mountain Story organised around paragraphs Opening: detailed description of setting or characters Build up: build in some suspense Problem: include details of action or dialogue Resolution: should link to the problem Ending: should link back to the start, show how the character is feeling, how situation has changed. 	<ul style="list-style-type: none"> DASH End relates back to beginning in a basic way Some build up of suspense ingly starters especially for action Speech begins to show character's mood, including adverbs Speech is punctuated correctly Beginning 'show don't tell' Opening: detailed description of setting or characters; action Build up: Suspense techniques (short sentences, withhold information) to introduce problem Problem: include details of action or dialogue Resolution: should link to the problem Ending: Clear difference between resolution and ending, which should include reflection on events or characters Long sentences to enhance description or explanation, short sentences to move events on quickly. 	<ul style="list-style-type: none"> DASH Show don't tell Some varied tenses Tenses correct Beginning to have feel for different characters – speech and action Speech begins to show characteristics – dialect, formality, mood ing verbs and rule of 3 for action Independent use of planning tools – story grids, story mountains, story mapping, boxed-up plans, flow diagrams Plan openings using action, character, dialogue, setting. Paragraphs: vary connectives to build cohesion: firstly, secondly, this makes, Pacing – Use summary, change of place, time and action to move story on 5 part story structure: writing can start at any point. Flashbacks Build up – suspense techniques Problem – may be more than one Resolution – clear links with dilemma, characters acting in character Ending – character reflects on lessons, changes, look forward to future, ask a question. 	<ul style="list-style-type: none"> DASH Clear attempt at atmosphere and pacing of different sections Speech show character and is used to reveal /move on action Characters show more controlled, subtle emotions and change emotions Controlled use of tenses End refers back to beginning Possible use of different viewpoints Secure independent planning using 5 part story structure: Include suspense, cliff hangers, flashbacks/forwards
Possible Alan Peat sentences	This is that similes If, if, if, then PPSA Short	Emotion word – comma as-ly short Many questions ing -ed noun – adjective pair This is that	Outside (Inside) All the Ws Relative pronouns Personification of weather End with rule of 3 3 bad – (dash) Ad- same ad PC sentences	Imagine 3 examples When_; when_; when_; then_.

	Year 3	Year 4	Year 5	Year 6
Action sequences	<ul style="list-style-type: none"> Adverbs to show how action is done Varied sentence starts – not just character name or ‘then’ 	<ul style="list-style-type: none"> Fronted adverbials used independently: Swiftly he... Ing starters: Grabbing his sword, he 	<ul style="list-style-type: none"> Rule of 3 : Ducking, diving, slashing, Grendel... DASH Embedded, short description Longer sentences creating a list of actions: Beowulf grabbed his sword, swung it sharply above his head and brought it swiftly down on Grendel. 	<ul style="list-style-type: none"> Action sequences are used effectively and independently.
Possible Alan Peat sentences	Ing ing ing sentences	Noun – adjective pair 2 pair Ing ly as -ly	All the Ws Some;others Relative pronouns Rule of 3	3 bad – (dash)
Newspaper	<ul style="list-style-type: none"> Beginning to understand how newspaper is different from recount Who. What, Where, When starter Recount of what happened Some direct speech Witnesses named What is going to happen now 	<ul style="list-style-type: none"> Adverbials to show simple opinion: Surprisingly, ... The police quickly responded and... Direct speech gives more information. What is going to happen now – knowledge of tenses 	<ul style="list-style-type: none"> Effective opening paragraph 2nd paragraph develops points made in first Background information Reported and direct speech Varied tenses 	<ul style="list-style-type: none"> Bias shown in controlled use of vocab: There were disturbances in Jerusalem yesterday as ... Crowds caused problems... His followers claim... ‘Flashback’ – background given using past perfect tense Reported and direct speech showing character
Possible Alan Peat sentences		As-ly	Relative pronouns Some;others	All previous sentence types

	Year 3	Year 4	Year 5	Year 6
Diary /Letter	<ul style="list-style-type: none"> 1st person DASH Use vocab and details from text Paragraphs for different subjects Beginning to use fronted adverbials 	<ul style="list-style-type: none"> Some attempt at comment and opinion on what has happened Varied sentence lengths Questions, exclamations, some non-sentences so it sounds 'speech' not formal writing: 'Wow! What a day.' Fronted adverbials Details taken from text studied. 	<ul style="list-style-type: none"> Reflection and analysis Some 'character' voice coming through Can tell mood of writer Beginning to use inference from text to find details and opinions of character - what would they think of X? Organisation begins to show flow of thought Adverbs, phrases as well as complete sentences. 	<ul style="list-style-type: none"> Controlled use of language to show opinion: old red-haired Menelaus... Attitude and details picked out from story Cohesion shows flow of thought Possible changes of mood – eg from celebration to sadness Reflection and analysis as well as reported action.
Possible Alan Peat sentences		Noun – adjective pair 2 pairs 3 -ed This is that As - ly	End with rule of 3 The more..the more All the Ws Relative pronouns 3 bad – (dash) Ad- same ad PC sentences	De:De When_; when_; when_; then_.
Recount	<ul style="list-style-type: none"> Varied conjunctions DASH to engage reader Not repeating events or words Chronological order Some 1 word fronted adverbials 	<ul style="list-style-type: none"> Longer fronted adverbials Conjunctions in different places: because, but, so, although, when, despite Wider range of prepositions DASH Some comment as well as report 	<ul style="list-style-type: none"> Selected sections including summaries not just everything Comment and opinion DASH Extended noun-phrases Varied sentence starts 	<ul style="list-style-type: none"> Opinion clearly shows through Some sections summarised Varied sentence lengths used for effect
Possible Alan Peat sentences			The more..the more All the Ws Some;others Relative pronouns End with rule of 3 3 bad – (dash) Ad- same ad	PC sentences Some;others 'Irony' sentences
Balanced argument	n/a	<ul style="list-style-type: none"> Simple intro with 1 or 2 reasons each side Conclusion May be 1st person 	<ul style="list-style-type: none"> Intro stating the 2 sides to the question 2 or more reasons for each side Cohesion: vocab signalling change of side, 'This/these' Conclusion summing up: 	<ul style="list-style-type: none"> More detailed intro 3 reasons for each side Phrases referring back to previous points Conclusion summing up arguments:' although there are many...'

			<ul style="list-style-type: none"> • There are several reasons why...but overall... • Can use formal tone, (not I) • Some passive sentences 	<ul style="list-style-type: none"> • Passive sentences: it is clear that... • Varied ways of creating cohesion
Possible Alan Peat sentences	n/a		All the Ws Some;others Relative pronouns	3 bad – (dash) PC sentences
Instructions	<ul style="list-style-type: none"> • Straightforward ‘process’ (How to mummify a body, How to be a good pirate) • Imperative verbs • Simple fronted adverbials • Diagrams to help • What you need list 	<ul style="list-style-type: none"> • More complex ‘process’ where they may have to decide where to start (How to win at football) • Imperative verbs • Simple fronted adverbials • Some explanation of purpose (watch the other players so that you are in the right position) • Diagrams to help • What you need list 	<ul style="list-style-type: none"> • Understand the difference between statement/advice (You should..) and instruction (Do...) • Organise the order for clarity • Use subheadings, numbered points, bullet points • Give advice and explain purpose 	<ul style="list-style-type: none"> • Write concisely and clearly, organising instructions with several sections deciding where to start. • Use a range of layouts. • Suit the tone and complexity to the intended reader.
Explanation	<ul style="list-style-type: none"> • Chronological explanation of process or very simple causal explanation – 1 reason • ‘reason’ conjunctions: because, so • ‘time’ words: then, next, after that 	<ul style="list-style-type: none"> • Process or simple causal explanations • ‘reason’ conjunctions: because, so, this makes • ‘time’ words: then, next, after that • Diagrams 	<ul style="list-style-type: none"> • Non-chronological or multi-stage process explanations: how a computer program works, how a space probe works • Causal explanations, organising reasons: Why did the Greeks win the Battle of Marathon? • Cohesion and reason words: this makes, which, as a result, then, next, so, because • Diagrams to clarify 	<ul style="list-style-type: none"> • Organised independently: • Non-chronological or multi-stage process explanations: how a computer program works, how a space probe works • Causal explanations, organising reasons: Why did the Greeks win the Battle of Marathon? • Cohesion and reason words: this makes, which, as a result, then, next, so, because • Diagrams to clarify
Possible Alan Peat sentences		AS - ly	All the Ws Relative pronouns PC sentences	3 bad – (dash) some;others

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This is not an exhaustive list but should give you an idea of the 'pitch and expectations' for each year group.

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KS1 do not need to learn particular features of text types but will write for different purposes.

	Year 1	Year 2		
Posters	Using colour Spacing words out Using pictures Some sentences, some not	<ul style="list-style-type: none"> Colour used to make headings and subheadings stand out 		
Non-fiction writing	Sentences using capitals and full stops Questions			
Possible Alan Peat sentences	And			
	Year 1	Year 2		
Persuasive writing	Letters: Dear _, I From ___	Some persuasive vocabulary Reasons for persuasion	•	•
Possible Alan Peat sentences				
Description -setting or character	Adjectives to form phrases or short sentences (The _ is_; the ___ is on the _).			
Possible Alan Peat sentences	2A sentences	2A sentences		
	Year 1	Year 2		
Narrative		Keeping to past tense Adjectives for description Reasonable sense in plot Some simple connective phrases: After, then, Suddenly...		

Possible Alan Peat sentences				
Possible Alan Peat sentences		As-ly		
	Year 1	Year 2		
Diary /Letter		•		•
Possible Alan Peat sentences				
Recount		•	•	•
Possible Alan Peat sentences				
Poetry	Poems with repetitive structure Adjectives	Poems copying a rhyme or rhythm pattern Poems using a structure (eg mnemonic)	•	•
Possible Alan Peat sentences	n/a			
Instructions	<ul style="list-style-type: none"> • Straightforward 'process' (How to mummify a body, How to be a good pirate) • Imperative verbs • Simple fronted adverbials • Diagrams to help • What you need list 	•		
Explanation	<ul style="list-style-type: none"> • Chronological explanation of process or very simple causal explanation – 1 reason • 'reason' conjunctions: because, so • 'time' words: then, next, after that 	<ul style="list-style-type: none"> • Process or simple causal explanations • 'reason' conjunctions: because, so, this makes • 'time' words: then, next, after that • Diagrams 	•	•

Possible Alan Peat sentences				
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