WRITING TO INFORM PROGRESSION

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
INFORM	Captions Lists Notices Signs Labels	Fact files Simple information poster Simple letter/ postcard	Book review Informal letter Chronological report from known information Non-chronological report / information leaflet	Book review Non chronological report Science write up Information Leaflet (could be question and answer style)	Book review Newspaper article / webpage Biography – imagined person or known character from a book	Written response to historical events / period of time Review of something other than a book e.g an event Science write up	Journalistic article Biography known or imagined character or real person via research Summary of an event, a book, a film, a historical legacy Non-chronological report
RECOUNT	Oral recount	Recount of a real life event	Recount letter or diary – can be real, imagined or informed by learned knowledge	Recount / diary	Recount / diary Newspaper report	Recount / diary Newspaper report	Recount / diary Newspaper report
EXPLANATION			Explanation of events / cause and effect within a recount or of a familiar undertaking (may be oral)	Science conclusion Explanation of a known process or phemomenon e.g. water cycle		Explanation of a scientific process or a known / learned phenomenon or researched or imaginary machine or device	
INSTRUCTION	Oral instruction	Simple instructions for familiar undertaking		Instructions for familiar or imagined process.			
TEXT FEATURES	Time sequenced Pictures or images may support oral telling.	Appropriate use of past and present tense according to the form. May include images Could use a writing frame to structure sections	Appropriate use of past and present tense according to the form. May include images Some may still need a writing frame to structure sections	May include a key image Paragraphs used to group related ideas – single paragraph sections Subheadings to label content or support navigation of the text Techniques to highlight key words e.g. bold, underline etc		May have images or diagrams within the form for support of the text or as additional information. Paragraphs used to group related ideas Headings / sub-headings Use of technical vocabulary Text type features such as bullet points, columns, glossaries etc. Sections may contain more than one paragraph	
GRAMMAR AND SENTENCE TEACHING	Simple sentences. Lists	Simple sentences. Single adjective noun phrase to inform. Coordinating conjunction 'and' to link two main ideas	Coordinating conjunctions to link two main ideas Subordinating conjunctions in the middle of a sentence Expanded noun phrases to inform or clarify Commas in a list Exclamation sentences	Subordinating conjunctions to join clauses, *including as openers. Expanded noun phrases to inform (detail or description) Commas to separate adjectives or items in a list Begin to use present perfect tense to place events in time	Subordinating conjunctions and clauses as openers. *Relative clauses to add further detail.	Subordinate clauses in varied positions Expanded noun phrases to inform – may be joined to a relative clause Relative clauses to add further detail Wide range of sentence structures to add interest or for effect. *Begin to use passive voice to remain formal or detached *Begin to use colons to link related clauses	Passive and active voice used appropriately Separating main clause with a subordinating clause. Commas to mark clauses and support the reader
ADVERBIALS AND CONJUNCTIONS		First, Then, Next and, (but, so)	First, Firstly, Secondly, Then, Next, After, Later, and, but, so, or, when, because, if	First, Firstly, Before, After, Later, Soon, Also, when, before, after, because, while, if, as,	In addition, However	Meanwhile, At First, After, Furthermore, Despite, As a result, Consequently, Due to, For example If, when, because, while, as, since, although, unless, for, nor, yet	

PUNCTUATION	Finger spaces, capital letter and full stops	Finger spaces, capital letter and full stops Capital letter for pronoun I and proper nouns Begin to use a question mark	Finger spaces, capital letter and full stops Capital letter for pronoun I and proper nouns Question marks. Apostrophes for contraction Apostrophes to mark possession (singular)	Consolidate 4 main punctuation marks (. , ! ?) Capital letter for proper nouns Commas to mark fronted adverbials. *Commas to mark subordinate clauses Inverted commas for direct speech – quotes Bullet points to list items	Commas after a subordinate clause to open *Begin to use dash for emphasis	Brackets or dashes to explain technical vocabulary Semi colons to punctuate complex lists, including when using bullet points Colons to introduce lists or sections Brackets or dashes to mark relative clauses Secure use of commas to mark clauses, including opening subordinating clauses Begin to use semi colons and colons to mark clauses.	Parenthesis Colons and semi colons to mark clauses

* indicates where you can expose the children to this objective in WAGOLLs or your modelling, but you don't need to explicitly teach it, or expect the children to use it independently.