



## Writing

# Genre Progression Framework

- The aim of this document is to support staff when introducing a genre of writing to the children to ensure that there is a secure and progressive coverage across school.
- The text types are split into 4 purposes for writing: **to entertain**, **to inform**, **to persuade** and **to discuss**. Within these 4 areas the children will apply a range of skills across a variety of text types which all have the same purpose.
- The text features have then been split into a framework which is progressive across school so that each time a child explores and writes in the style of a particular text type they build upon the features and skills that they have already been exposed to. These skills have been split to ensure that they are age appropriate.
- When exploring and teaching a genre:
  - **look at the previous skills that the children should have been taught** (however please note that not every text type is taught every year so you may need to teach some text-based skills from the previous year group in some cases – refer to the genre coverage document to identify when a text type was last taught).
  - identify the new skills that the children need to be taught in order to move their learning on within that text type.
  - remember the children need to **include all of the text features up to their year group** so if you are teaching Year 4, the children need to include the text features from previous year groups in addition to the new text features.
- The document also outlines **word, sentence and punctuation skills** which the children will need to be taught and use to effectively write at EXS within that text type for their year group.

Southcoates Primary Academy - Genre Progression Framework

Writing for a Purpose: To Entertain

Text Type: Descriptions, Writing in Role

To create an image in the reader's mind using descriptive devices and imagination

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features		<ul style="list-style-type: none"> <li>Time Sequenced</li> <li>Differentiate between past and present as appropriate</li> </ul>		<ul style="list-style-type: none"> <li>Detailed Description</li> <li>Paragraphs/sections to organise in time sequence</li> </ul>		<ul style="list-style-type: none"> <li>Detailed Description</li> <li>Paragraphs to organise the text in time sequence</li> </ul>	
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Adverbials: <i>first, then, next, after, later, the next day etc...</i></li> <li>Exclamation sentences where appropriate <i>e.g. What big eyes you have, Grandma!</i></li> <li>Finger spaces between words</li> <li>Capital letters and full stops to mark sentences</li> <li>Capital letters for proper nouns</li> <li>Work shows evidence of vocabulary used for effect <i>e.g. the dark forest</i></li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions: <i>and, but, so, or, when, if, because</i></li> <li>Use of noun phrases which add detail to the description <i>e.g. very old grandma, brave woodcutter</i></li> <li>Multiclaue sentences – using conjunctions to join two clauses together</li> <li>Exclamation marks</li> <li>Apostrophes for contractions (can't)</li> </ul>	<ul style="list-style-type: none"> <li>Nouns and pronouns to avoid repetition and for clarity and precision</li> <li>Expanded noun phrases to add detail and description (<i>the dark gloomy cupboard under the stairs</i>)</li> <li>Subordinate clauses to add detail or context <i>using the conjunction: when, if, because, although</i></li> <li>Use of apostrophes for possession including plural nouns</li> <li>Full punctuation for direct speech included inside of inverted commas (<i>Mum asked, "Will you be home for tea?"</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Fronted Adverbials: <i>soon, meanwhile, as, carefully, without a thought, after a moment etc...</i></li> <li>Commas after fronted adverbials</li> <li>Subordinate clauses to add detail or context <i>using the conjunction: when, if, because, although, while, as, until, once, after</i></li> </ul>	<ul style="list-style-type: none"> <li>Adverbials: <i>silently, within moments, all night, nearby, under the treetops, -ing openers, -ed openers</i></li> <li>Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i></li> <li>Subordinate clauses to add detail or content, including in various positions</li> <li>Relative clauses (with a range of relative pronouns)</li> <li>A wide range of sentence structures to create interest</li> <li>Brackets</li> <li>Dashes</li> </ul>	<ul style="list-style-type: none"> <li>Colons</li> <li>Semi Colons</li> </ul>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features	<ul style="list-style-type: none"> <li>Orally during shared reading</li> <li>Beginning or ending language discussed</li> <li>Explore characters and setting</li> <li>Discuss main events</li> </ul>	<ul style="list-style-type: none"> <li>Beginning or ending signalled e.g. <i>One day, Happily ever after</i></li> <li>Attempt at third person e.g. <i>The wolf was hiding</i></li> <li>Written in the appropriate tense (mainly consistent) e.g. Goldilocks was...Jack is</li> </ul>	<ul style="list-style-type: none"> <li>Sentences organised chronologically by time related words e.g. next, finally</li> <li>Connections between sentences</li> <li>Plan and write a 3 part story</li> </ul>	<ul style="list-style-type: none"> <li>Time and place are referenced e.g. <i>In the morning, Later that day, Meanwhile etc..</i></li> <li>Text organised into paragraphs</li> <li>Cohesion is strengthened through relationships between characters e.g. Jack, His, His Mother, Her etc..</li> </ul>	<ul style="list-style-type: none"> <li>Link between opening and resolution</li> <li>Link between sentences</li> <li>Paragraphs organised correctly building up to the event/climax</li> </ul>	<ul style="list-style-type: none"> <li>Sequence of plot may be disrupted for effect e.g. a flashback</li> <li>Opening and resolution shape the story</li> <li>Use of repetition for effect</li> <li>Paragraphs varied in length and structure</li> <li>Pronouns used to create suspense e.g. <i>It crept into the woods</i></li> <li>Plan and write a 5 part story</li> </ul>	<ul style="list-style-type: none"> <li>The story is well structured and raises intrigue</li> <li>Dialogue is used to move the action on</li> <li>Deliberate ambiguity is set up in the mid of the reader</li> </ul>
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li>Capital letters full stops</li> <li>Fingers spaces</li> <li>Phonetically plausible attempts at words</li> <li>Story language</li> </ul>	<ul style="list-style-type: none"> <li>Use of nouns</li> <li>Use of verbs including simple past tense –ed</li> <li>Verbs used for a specific action e.g. <i>rushed, shoved, pushed, barged etc..</i></li> <li>Use of adjectives</li> <li>Join ideas using and</li> <li>Simple, single clause sentences starting with a pronoun and verb e.g. <i>He went home.</i></li> <li>Finger spaces, full stops, capital letters, exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>Progressive form of verbs</li> <li>Correct and consistent use of past and present tense</li> <li>Use of conjunctions: <i>and, but, so, or, when, if, because</i></li> <li>Use of adverbs</li> <li>Use of nouns and expanded noun phrases</li> <li>Subject/verb agreement</li> <li>Questions marks</li> <li>Apostrophes for contractions and possessions (singular e.g. <i>The girl's book</i>)</li> <li>Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>Nouns and pronouns used to avoid repetition</li> <li>Present perfect forms of verbs</li> <li>Choose appropriate adjectives</li> <li>Subordinating conjunctions: <i>when, if, because, although</i></li> <li>Sentences with added description</li> <li>Tense consistent – past tense for narration, present for dialogue</li> <li>Expanded noun phrases e.g. <i>two horrible hours</i></li> <li>Adverbials e.g. <i>When they reached home</i></li> <li>Possessive apostrophe for plural nouns</li> <li>Inverted commas for speech</li> </ul>	<ul style="list-style-type: none"> <li>Correct and consistent use of tense</li> <li>Adverbs which express time and cause</li> <li>Noun phrases expanded by modifying adjectives and prepositional phrases</li> <li>Use of adverbial phrases - fronted adverbials followed by a comma</li> <li>Variation in sentence structures</li> <li>Adverbs to show how often or to add subtlety</li> <li>Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i></li> <li>Full speech punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs</li> <li>Conjunctions: <i>when, if, because, although, while, as, until, once, after, whenever, wherever, before, despite, even though, though, since</i></li> <li>Adverbials of time, place, manner and number</li> <li>Parenthesis (brackets, dashes and commas)</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across the text using cohesive devices</li> <li>Change tense if appropriate</li> <li>Colons and semicolons</li> </ul>

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Writing for a Purpose: To Inform

Text Type: Instructions, Recipes

Instructs the reader on how to make or do something

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features	<ul style="list-style-type: none"> <li>Simple title <i>e.g. Chocolate Cake, Snakes and Ladders.</i></li> <li>Numbered instruction and diagrams as appropriate</li> <li>Instructions start on a new line</li> <li>List of equipment ingredients and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Simple title <i>e.g. Chocolate Cake, Snakes and Ladders.</i></li> <li>Numbered instruction and diagrams as appropriate</li> <li>Present tense</li> <li>Usually 2<sup>nd</sup> person (impersonal) <i>e.g. you</i></li> </ul>	<ul style="list-style-type: none"> <li>Title outlines the goal using 'How to...' <i>e.g. How to make a chocolate Cake, How to play Snakes and Ladders.</i></li> <li>Equipment list, without a sub-heading, listed horizontally, using 'you will need' and commas in a list.</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction, summarising the product/game <i>e.g. Snakes and Ladders is a board game which has been around for centuries.</i></li> <li>Equipment list, with a sub-heading, listed horizontally, using commas in a list.</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction, summarising the product/game <i>e.g. Snakes and Ladders is a board game which has been around for centuries.</i></li> <li>Equipment list, with a sub-heading, listed vertically using bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction, summarising the product/game including some expansion which may include humour/show flair <i>e.g. Snakes and Ladders is a board game which has been around for centuries – even your parents will have heard of it!</i></li> </ul>	<ul style="list-style-type: none"> <li>Equipment list, with sub-heading, listed vertically using bullet points and a colon to introduce the list.</li> <li>Diagram or illustration to support instructions</li> </ul>
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li>Imperative verbs (actions to support understanding)</li> <li>Capital letters full stops</li> </ul>	<ul style="list-style-type: none"> <li>Simple command sentence beginning with an imperative verb <i>e.g. Cut along the dotted line.</i></li> <li>Use of 'and' to link two ideas</li> </ul>	<ul style="list-style-type: none"> <li>Command sentence beginning with an imperative verb with adverbs to add detail <i>e.g. Cut along the dotted line carefully.</i></li> <li>Adverbials such as: <i>First, Later, Next, After, Then, Finally</i></li> <li>Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, so, or, when, if, because</i></li> </ul>	<ul style="list-style-type: none"> <li>Instructions beginning with an imperative verb with fronted adverbials to add detail <i>e.g. When the fold is in place cut along the dotted line.</i></li> <li>Subordinating conjunctions: <i>when, if, because, although</i></li> </ul>	<ul style="list-style-type: none"> <li>Instructions beginning with an imperative verb with fronted adverbials to add detail using a comma after the adverbial <i>e.g. When the fold is in place, cut along the dotted line.</i></li> <li>Precautionary advice and/or tips and suggestions are used to add detail <i>e.g. Be careful not to whisk too hard or the cream will turn into butter or best served with a dollop of whipped cream.</i></li> <li>Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i></li> </ul>	<ul style="list-style-type: none"> <li>Use adverbs/modal verbs to suggest alternative options within the instruction <i>e.g. perhaps an alternative topping could be used.</i></li> <li>Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i></li> </ul>	<ul style="list-style-type: none"> <li>Use modifiers to intensify, quantify and/or add precision <i>e.g. an exceptionally strong bowl is needed in order to hold the heavy mass of the mixture.</i></li> </ul>

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Writing for a Purpose: To Inform

Text Type: Recount, Diary Entry, Autobiography, Biography  
Retelling events from the past, in time order

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Opening sentence – who and what</li> <li>• Ideas grouped together in time sequence</li> <li>• First person (third for an biography)</li> <li>• Past Tense</li> <li>• Focused on individual or group participants</li> </ul>	<ul style="list-style-type: none"> <li>• Brief introduction and conclusion</li> <li>• Main ideas grouped</li> <li>• Chronological order using adverbials of time</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction</li> <li>• Organised into paragraphs about key events</li> <li>• A closing statement summarising the overall impact</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction and conclusion</li> <li>• Elaboration is used to reveal the writer’s emotions and responses</li> </ul>	<ul style="list-style-type: none"> <li>• Developed introduction and conclusion</li> <li>• Description of events are detailed and engaging</li> <li>• Chronologically organised with clear signals about time, place and personal response</li> <li>• Reveals the writer’s perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Well-structured and answers the reader’s questions</li> <li>• Writer understands the impact and thinks about the response to what is written</li> </ul>
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences</li> <li>• Ideas joined using ‘and’</li> </ul>	<ul style="list-style-type: none"> <li>• Simple adverbs e.g. <i>quickly, slowly etc..</i></li> <li>• Simple noun phrases e.g. <i>large tiger</i></li> <li>• Adverbials such as: <i>First, Later, Next, After, Then, Finally</i></li> <li>• Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, so, or, when, if, because</i></li> </ul>	<ul style="list-style-type: none"> <li>• Expanded sentences</li> <li>• Subordinating conjunctions: <i>when, if, because, although</i></li> <li>• Adverbials e.g. <i>When we arrived...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i></li> <li>• Adverbs to show how often: <i>additionally, frequently, rarely etc...</i></li> <li>• Sentences build from general to more specific</li> <li>• Emotive language e.g. <i>fabulous, memorable, inspired me to ....</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length varied for effect</li> <li>• Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i></li> <li>• Relative clauses (correctly punctuated</li> <li>• Adverbials: <i>Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</i></li> <li>• Brackets or dashes</li> </ul>	<ul style="list-style-type: none"> <li>• Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i></li> <li>• Active and passive voice e.g. Giraffes left the enclosure</li> <li>• Wide range of punctuation including colons and semi colons</li> <li>• Complex noun phrases e.g. The fragile eggs were slowly removed from the mother hen</li> </ul>

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Writing for a Purpose: To Inform

Text Type: Non Chronological Report, Fact Files

To describe what things are like. A way of organising and writing facts so that they are easy to locate and understand

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features		<ul style="list-style-type: none"> <li>Title identifying what the text is about</li> <li>Ideas grouped together by similarity</li> <li>Third person</li> <li>Written in the appropriate tense (usually present)</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction stating a general description of the chosen subject/topic</li> <li>Main ideas organised in groups</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction</li> <li>Organised into paragraphs shaped around a key topic</li> <li>Use of subheadings</li> <li>Conclusion</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion</li> <li>Links between sentences help to navigate the reader from one idea to the next</li> <li>Paragraphs organised correctly into key ideas</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Developed introduction and conclusion</li> <li>Description of the topic is technical and accurate</li> <li>Formal language used throughout</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Well-constructed and answers all of the reader's questions</li> <li>Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>
Grammar Skills (Word Classes, Sentences Structure and Punctuation)		<ul style="list-style-type: none"> <li>Simple sentences</li> <li>Ideas joined by 'and'</li> </ul>	<ul style="list-style-type: none"> <li>Simple adverbs e.g. <i>quickly, slowly etc..</i></li> <li>Simple noun phrases e.g. <i>large tiger</i></li> <li>Adverbials such as: <i>First, Later, Next, After, Then, Finally</i></li> <li>Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, so, or, when, if, because</i></li> </ul>	<ul style="list-style-type: none"> <li>Expanded sentences</li> <li>Subordinating conjunctions: <i>when, if, because, although</i></li> <li>Adverbials e.g. <i>When the caterpillar makes a cocoon..</i></li> </ul>	<ul style="list-style-type: none"> <li>Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i></li> <li>Adverbs to show how often: <i>additionally, frequently, rarely etc..</i></li> <li>Sentences build from general to more specific</li> <li>Technical vocabulary to show the writer's expertise</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied for effect</li> <li>Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i></li> <li>Relative clauses (correctly punctuated e.g. <i>Penguins, which are agile, glide underwater</i></li> <li>Brackets or dashes</li> </ul>	<ul style="list-style-type: none"> <li>Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i></li> <li>Active and passive voice e.g. Giraffes left the enclosure</li> <li>Wide range of punctuation including colons and semi colons</li> <li>Complex noun phrases e.g. The fragile eggs were slowly removed from the mother hen</li> </ul>

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Writing for a Purpose: To Inform

Text Type: Letter

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features	Reading and sharing letters Postcard/message	<ul style="list-style-type: none"> <li>Dear...From....</li> <li>Ideas grouped in time sequence</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction and conclusion</li> <li>Main ideas organised in groups</li> <li>Sequenced by time related words</li> <li>Appropriate greeting and sign off</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction</li> <li>Points about the issue/theme</li> <li>Organised into paragraphs denoted by time/place</li> <li>Topic related sentences</li> <li>Sender's address in the top right hand corner</li> <li>Date that the letter is written (under the sender's address)</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledgement of formal or informal greeting (Name/Miss/Mrs/Mr/Sir/Madam etc...)</li> <li>Paragraphs organised correctly into key ideas</li> <li>Distinguish the difference between 'Yours faithfully' and 'Yours sincerely'</li> <li>Use the appropriate sign off</li> <li>An awareness of informal/formal style</li> </ul>	<ul style="list-style-type: none"> <li>Recipient's address in the top left hand corner</li> <li>A conclusion, including any expectations, closing remarks and final words?</li> </ul>	<ul style="list-style-type: none"> <li>As previous</li> <li>The ability to use the appropriate features of both formal and informal letters</li> </ul>
Grammar Skills (Word Classes, Sentences Structure and Punctuation)		<ul style="list-style-type: none"> <li>Sentences using simple pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Simple adverbs e.g. yesterday, today</li> <li>Simple noun phrase e.g. red shoes</li> <li>Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, so, or, when, if, because</i></li> <li>Consistent use of tense</li> </ul>	<ul style="list-style-type: none"> <li>Expanded sentences</li> <li>Subordinating conjunctions: <i>when, if, because, although</i></li> <li>Adverbials e.g. <i>it was scary in the tunnel, we played after tea</i></li> </ul>	<ul style="list-style-type: none"> <li>Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i></li> <li>Adverbs to show how often: <i>additionally, frequently, rarely etc...</i></li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied for effect</li> <li>Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i></li> <li>Modal verbs</li> <li>Relative clauses (correctly punctuated Adverbials: <i>Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</i></li> <li>Brackets or dashes</li> </ul>	<ul style="list-style-type: none"> <li>Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i></li> <li>Fronted adverbials used to clarify writer's position e.g. <i>as a consequence of your actions...</i></li> <li>Active and passive voice e.g. Unfortunately, the care chair was broken</li> <li>Wide range of punctuation including colons and semi colons</li> </ul>

Southcoates Primary Academy - Genre Progression Framework

Writing for a Purpose: To Inform

Text Type: Explanation Text, Technical Manual

Explain how or why something happens with a focus on cause and effect

	Year 2	Year 3	Year 4	Year 5	Year 6
Text Features	<ul style="list-style-type: none"> <li>Title showing what the text is about often using how or why</li> <li>General statement to introduce the topic</li> <li>Chronological order</li> <li>Present tense</li> <li>Third person</li> <li>Causal conjunctions (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Title showing what the text is about often using 'how or why' (question)</li> <li>Opening paragraph introduces the process</li> <li>Causal conjunctions (age appropriate)</li> <li>Stages of the process clearly broken down</li> </ul>		<ul style="list-style-type: none"> <li>Causal conjunctions (age appropriate)</li> <li>Diagrams to add/support information with labels</li> <li>Formal tone</li> <li>Conclusion linking back to the opening</li> <li>Glossary of technical vocabulary</li> </ul>	
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li>Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, so, or, when, if, because</i></li> </ul>	<ul style="list-style-type: none"> <li>Expanded sentences</li> <li>Subordinating conjunctions: <i>when, if, because, although</i></li> <li>Adverbials of time e.g. <i>First, Then, Next, Finally etc...</i></li> </ul>	<ul style="list-style-type: none"> <li>Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i></li> <li>Technical vocabulary to show the writer's expertise</li> <li>Cause and effect t sentences explaining how one event leads to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied for effect</li> <li>Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i></li> <li>Relative clauses (correctly punctuated e.g. <i>Veins are blood vessels which transport deoxygenated blood back to the heart</i></li> <li>Brackets or dashes</li> </ul>	<ul style="list-style-type: none"> <li>Passive voice e.g. <i>The oxygenated blood is transported around the body.</i></li> <li>Wide range of punctuation including colons and semi colons</li> </ul>

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Writing for a Purpose: To Inform

Text Types Newspaper Article

	Year 3	Year 4	Year 5	Year 6
Text Features	<ul style="list-style-type: none"> <li>• Clear introduction</li> <li>• Organised into paragraphs denoted by time/place</li> <li>• Topical information included</li> <li>• Bold, eye-catching headline</li> <li>• 3<sup>rd</sup> person</li> <li>• Past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction (who, what, when, where, why, how)</li> <li>• Paragraphs organised correctly into key ideas</li> <li>• Written in columns</li> <li>• Bold, eye-catching headline which includes alliteration</li> <li>• Might include a photo with a caption</li> </ul>	<ul style="list-style-type: none"> <li>• Developed introduction</li> <li>• Paragraphs developed</li> <li>• Subheadings used as an organisational device</li> <li>• Formal language used throughout</li> <li>• Eyes witness quotations which are succinct and emotive</li> <li>• Conclusion – summing up and bring the story up to date e.g. <i>Police are still investigating thoroughly for more answers.</i></li> <li>• Include a byline - reporter's name and job title</li> </ul>	<ul style="list-style-type: none"> <li>• As previous</li> <li>• Headlines include puns</li> </ul>
Grammar Skills (Word Classes, Sentences)	<ul style="list-style-type: none"> <li>• Simple sentences with expanded description</li> <li>• Subordinating conjunctions: <i>when, if, because, although</i></li> <li>• Adverbs to express time e.g. <i>then, next, soon</i></li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i></li> <li>• Adverbs to show how often: <i>additionally, frequently, rarely etc...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length varied for effect</li> <li>• Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i></li> <li>• Brackets or dashes</li> <li>• Multiclausal sentences that use well known economic expression e.g. <i>Because of their courageous efforts, all the passengers were saved which was nothing short of a miracle</i></li> </ul>	<ul style="list-style-type: none"> <li>• Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i></li> <li>• Fronted adverbials used to clarify writer's position e.g. <i>as a consequence of the accident...</i></li> <li>• Active and passive voice to heighten engagement</li> <li>• Wide range of punctuation including colons and semi colons</li> </ul>

Southcoates Primary Academy - Genre Progression Framework

Writing for a Purpose: To Persuade

Text Types: Adverts, Articles, Letters, Brochure/Leaflet, Speech  
 Makes a case for a particular point of view with the aim to convince the reader

	Year 3	Year 4	Year 5	Year 6
Text Features	<ul style="list-style-type: none"> <li>• Use of 2<sup>nd</sup> person</li> <li>• An opening statement - Often begin with a question e.g. Do you know how good <i>vegetables are for you?</i></li> <li>• Planned repetition – to reinforce point/idea</li> <li>• Facts and Statistics</li> <li>• Positive language and powerful verbs for description to create persuasion</li> <li>• Use of colour and images for advertising (to stand out)</li> <li>• Argue and give reasons e.g. <i>They contain vitamins. Vitamin C is vital for ...</i></li> <li>• Present Tense</li> </ul>		<ul style="list-style-type: none"> <li>• As previously</li> <li>• Personal Pronouns</li> <li>• One paragraph for each argument/point</li> <li>• Short sentence for emphasis e.g. <i>This has to stop! Vote for change!</i></li> <li>• <i>Emotive language throughout to engage the reader</i></li> <li>• Hyperbole (used to exaggerate, intensify and emphasise different points in your writing - it is not meant to be taken literally!) <i>The décor is to die for! The NHS care was out of this world!</i></li> <li>• Conclusion .... to get people on side/agree</li> <li>• Use bold and capital letters to add emphasis</li> <li>• Catchy names and slogans</li> </ul>	
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li>• Imperative verbs to convey urgency e.g. <i>Buy it today! Listen very carefully...</i></li> <li>• Rhetorical questions to engage the reader e.g. Do you want to have an amazing day out?</li> <li>• Noun phrases to add detail and description e.g. <i>Our fantastic resort has amazing facilities for everyone</i></li> <li>• Subordinating conjunctions: <i>when, if, because, although</i></li> <li>• Adverbials: <i>Firstly, Also, Finally</i></li> <li>• ?! for rhetorical questions and exclamatory sentences</li> </ul>	<ul style="list-style-type: none"> <li>• ?! for rhetorical questions and exclamatory sentences</li> <li>• Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i></li> <li>• Adverbials: <i>Firstly, Also, In addition to, On the other hand, therefore, in conclusion</i></li> <li>• Commas after fronted adverbials e.g. <i>After your visit, you will not want to leave!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i></li> <li>• Relative clauses (correctly punctuated ) to provide additional enticement e.g. <i>Our hotel, which has three swimming pools, overlooks a stunning beach</i></li> <li>• Adverbials: <i>Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</i></li> <li>• Brackets or dashes for parenthesis for emphasis e.g. <i>This is our chance – our only chance – to make a difference</i></li> </ul>	<ul style="list-style-type: none"> <li>• Subjunctive form for formal structure e.g. <i>If I were you, I would ...</i></li> <li>• Colons and semi colons to list features, attractions or arguments</li> <li>• Semi colons for structure repetition e.g., <i>Bring your friends; bring your children; bring the whole family!</i></li> </ul>

Southcoates Primary Academy - Genre Progression Framework

Writing for a Purpose: To Discuss

Text Types: Argument (Speech), Balanced Argument, Debates, Essay, Interviews, Reviews

To present arguments and information from different viewpoints (for and against) with the view of helping the reader to choose a side

	Year 3	Year 4	Year 5	Year 6
Text Features	Interview Focus only <ul style="list-style-type: none"> <li>• Introduction to the interview e.g. <i>Good morning! Thank you for joining us. We are very excited to hear all about your job as a superhero</i></li> <li>• Layout in a Q and A style</li> <li>• Closing statement e.g. <i>Thank you for your time</i></li> <li>• Second Person for questions/First person for responses</li> <li>• Formal Tone</li> <li>• Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>		<ul style="list-style-type: none"> <li>• Introductory statement of the issue to be discussed</li> <li>• Paragraphs to structure arguments one point at a time</li> <li>• Maintain formal/ impersonal tone</li> <li>• Appropriate use of cohesive devices (adverbials)</li> <li>• Conclusion – a summary and maybe a recommendation</li> <li>• Present Tense</li> <li>• Technical Vocabulary relevant to the subject (age appropriate)</li> </ul>	
Grammar Skills (Word Classes, Sentences Structure and Punctuation)	<ul style="list-style-type: none"> <li>• Bold text/ capital letters for Q and A</li> <li>• Question marks to mark a question</li> <li>• Question words: <i>how, why, when where, who</i> which form open questions</li> <li>• Use of conjunctions when answering questions to expand on ideas: <i>when, if, because, although</i></li> </ul>	<ul style="list-style-type: none"> <li>• Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i></li> </ul>	<ul style="list-style-type: none"> <li>• Modal verbs to convey degrees of probability e.g. <i>It could be argued... Some might say that...</i></li> <li>• Relative clauses correctly punctuated to provide supporting detail.</li> <li>• Adverbials to provide cohesion across the text e.g. <i>Despite its flaws... On the other hand...</i></li> <li>• Adverbials: <i>Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</i></li> <li>• Brackets or dashes for parenthesis, including for emphasis e.g. <i>The performance- the first by such a young gymnast – was a masterpiece</i></li> </ul>	<ul style="list-style-type: none"> <li>• Passive voice e.g. <i>The film was made using CGI graphics</i></li> <li>• Semi colons to mark related clauses e.g. <i>some argue...; others say...</i></li> <li>• Colons and semi colons to punctuate complex lists</li> <li>• Use of subjunctive form where needed e.g. <i>If I were in charge ....</i></li> </ul>