

Progression in Text Types

Text Type/Purpose	Y1	Y2	Y3	Y4	Y5	Y6
Narrative - Entertain	<ul style="list-style-type: none"> Write using past tense sequence of events. Use some traditional story language. 	In addition to Y1 outcomes, ensure pupils can: <ul style="list-style-type: none"> Write with a beginning, middle and end. Use some simple time conjunctions. Hint at characterisation by using <i>ly</i> adverbs and alternative verbs. Describe setting using noun phrases Use simple similes 	In addition to KS1 outcomes, ensure pupils can: <ul style="list-style-type: none"> Plan and write using consistent past tense. Write using three paragraphs: opening, problem and solution Describe settings using noun phrases, similes, alliteration, and onomatopoeia. Develop characterisation using noun phrases, adverbs, alternative verbs. Use alternatives to <i>said</i> and or <i>ly</i> adverbs to hint at character. Use limited direct speech to move the story on or help characterisation Use speech marks around spoken words 	In addition to KS1 and Y3 outcomes, ensure pupils can: <ul style="list-style-type: none"> Write using four paragraphs: opening and build up, problem, resolution, ending linked to beginning. Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark 	In addition to KS1 and lower KS2 outcomes, ensure pupils can: <ul style="list-style-type: none"> Write using five paragraphs: opening, build up, problem, resolution, ending tied to opening. Develop settings using personification and metaphor. Use a range of grammatical devices to create mood and atmosphere. Develop characterisation using what the character said and how it was said. Accurate speech punctuation. 	Refine
Recount	Ensure pupils can: <ul style="list-style-type: none"> Write simple sentences using past tense. Sequence events. Use simple time conjunctions eg <i>first, then, next, finally</i>. 	In addition to Y1 outcomes, ensure pupils can: <ul style="list-style-type: none"> Write an introductory sentence. Include <i>where, when, what</i> and <i>who</i> detail when planning and writing. Use consistent past tense. Write a final sentence as an opinion or reflection. Use time conjunctions eg <i>after that, soon, later</i> throughout the text. 	In addition to KS1 outcomes, ensure pupils can: <ul style="list-style-type: none"> Include a few personal reflective statements in their writing. Write a summary using one or two sentences. Use time conjunctions (adverbials) eg <i>once we arrived, meanwhile, whilst, sometime later, as soon as</i>. 	Refine	In addition to KS1 and lower KS2 outcomes, ensure pupils can: <ul style="list-style-type: none"> Plan and write using five paragraphs: introductory paragraph, three main paragraphs to organise events and a final reflective summary paragraph. Use reported speech 	Refine
Persuasion		Ensure pupils can: <ul style="list-style-type: none"> Write simple catchphrases and questions (poster/leaflet context) 	In addition to Y2 outcomes, ensure pupils can: <ul style="list-style-type: none"> Plan and write using at least three paragraphs – introduction (appeal to reader), main argument(s), summary – reiteration. Write rhetorical questions. Use facts to support the argument. Appeal to reader using <i>you</i>. Write using emotive language (effective verbs and <i>-ly</i> adverbs) Reason using conditionals: <i>if, when (complex sentences)</i> Write using conjunctions <i>although, but</i>. Exaggeration – superlatives and comparatives. Use appropriate conjunctions for text cohesion. Addition – <i>also, furthermore, moreover</i>. Reinforcing – <i>besides, after all, anyway</i>. Listing – <i>first of all, finally</i> 	Refine	In addition to Y2 and lower KS2 outcomes, ensure pupils can: <ul style="list-style-type: none"> Plan and write using a five-paragraph structure. Move from the general to the specific within the opening of each paragraph with sentences to expand the idea. 	Refine
Non-Chronological Report - Inform	Ensure pupils can: <ul style="list-style-type: none"> Write captions using present tense. Write labels for diagrams and pictures. 	In addition to Y1 outcomes, ensure pupils can: <ul style="list-style-type: none"> Organise information into subheadings. Use consistent present tense sentences. Improve noun phrases using alternative nouns and improve verbs (technical vocabulary). 	In addition to KS1 outcomes, ensure pupils can: <ul style="list-style-type: none"> Write in four or more paragraphs, perhaps using subheadings. Write an opening paragraph as an introduction to orient the reader to the content. Write a summary paragraph of one or two sentences. Engage the reader with a question – e.g. <i>Did you know?</i> 	Refine	As lower KS2, drawing on generic sentence level work to improve sophistication. <ul style="list-style-type: none"> Move from the general to the specific within the opening of each paragraph. General sentence followed by sentences to expand on subject matter. 	Refine

			<ul style="list-style-type: none"> • Turn a statement into a question. • Use a range of layout devices, e.g. glossary, maps, diagrams, flow charts, captions, fact boxes. 			
Instructions	<p>Ensure pupils can:</p> <ul style="list-style-type: none"> • Write simple instructions in chronological order. • Write sentences that begin with simple time conjunctions followed by imperative verbs. 	<p>In addition to Y1 outcomes, ensure pupils can:</p> <ul style="list-style-type: none"> • Write a title (How to...). • Write a section headed <i>you will need</i>. • Number and or bullet-point instructions. • Occasionally use <i>-ly</i> adverb to explain how, where it helps the reader. 	<p>In addition to KS1 outcomes, ensure pupils can:</p> <ul style="list-style-type: none"> • Write a closing statement • Use concurrent conjunctions e.g. <i>meanwhile, while</i> • Write a sentence beginning with <i>when</i> as a closing statement (complex sentence) • Include a comma separated list within a sentence. 	<p>In addition to KS1 and Y3 outcomes pupils can:</p> <p>Use imperative verbs</p>	Refine	Refine
Explanation				<p>Ensure pupils can:</p> <ul style="list-style-type: none"> • Plan and write using three paragraphs: opening general statement to orient the reader, the process – logical steps, and summary. • Write using simple present tense. • Use increasingly precise technical vocabulary - improve noun phrases using alternative nouns and improve verbs. • Write cause and effect sentences using <i>when, if and because</i>. • Use present tense. • Appeal to the reader using <i>you</i>. • Use a range of time conjunctions indicating result – <i>therefore, consequently, as a result, thanks to this, because of this</i> 	<ul style="list-style-type: none"> • As lower Y4 but using passive voice. 	Refine
Discussions - information					<p>Plan and write using five paragraphs – introduction (one or two sentences to briefly state two points of view... e.g. <i>some people</i>), each main paragraph stating arguments for and against, summary – possibly with a recommendation.</p> <ul style="list-style-type: none"> • Reason using conjunctions: <i>if, when (complex sentences)</i> • Use appropriate conjunctions for text cohesion. Opposition – <i>although, however, nevertheless, on the other hand, but, instead, in contrast, looking at it another way</i>. Logical – <i>this shows, however, because</i>. • Use facts to support each side of the argument. • Move from the general to the specific within the opening of each paragraph with sentences to expand the idea. 	Refine
Poetry - Entertain	<p>Poems with repetition</p> <p>Acrostic</p>	<p>Poems with alliteration</p> <p>Shape poems</p>	<p>Poems with Onomatopoeia</p> <p>Haiku</p>	<p>Limerick</p> <p>Free verse</p>	<p>Poems with personification</p> <p>Riddles</p>	<p>Sonnet</p> <p>Refine</p>