

Collingwood Primary School: English Progression in Writing skills in **Non-fiction**



Progression in genres: **Instruction writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Nursery/ Reception	<ul style="list-style-type: none"> Based on a real experience, discuss instructions for a known activity Make a text map to show the process/ right order. Use the map to learn and retell instructions Use shared writing to invent new instructions, making changes to the known map. Include a title. 	<ul style="list-style-type: none"> Use numbers or time conjunctions Use short, clear direct sentences 	1, 2, 3 First Next After	<ul style="list-style-type: none"> Imperative (bossy) language e.g. <i>Put the flour in the bowl, then add some water, mix them together</i> etc. 	<ul style="list-style-type: none"> Use spaces to separate words Model how to use full stops Model how to use capital letters for the start of sentences.
Year 1	<ul style="list-style-type: none"> Ideas grouped in sentences in time sequence Written in the imperative e.g. <i>sift the flour</i> Use of numbers to signal order 	<ul style="list-style-type: none"> Simple conjunctions used to construct simple sentences e.g. <i>and, but, then, so</i> Imperative verbs start sentences e.g. <i>spread, slice, cut</i> Sentences do not include pronouns and are written impersonally 	1, 2, 3, 4, 5 First Next After Then Last	<ul style="list-style-type: none"> Nouns: what a noun is Regular plural nouns with 'er' Use imperative 'bossy' verbs Use third person, first person, singular Ending added to verbs where there is change to root. Simple past 'ed' Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: time and coordinating (join words and sentences using and/then) Use simple present tense. 	<ul style="list-style-type: none"> Use spaces to separate words Begin to use full stops Begin to use exclamation marks Capital letters for the start of sentence, names, personal pronouns Read words with contractions
Year 2	<ul style="list-style-type: none"> A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer 	<ul style="list-style-type: none"> Imperative verbs are used to begin sentences Use simple adverbs e.g. <i>slowly, quickly</i> Use simple noun phrases e.g. <i>long stick</i> 	First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly	<ul style="list-style-type: none"> Nouns: form nouns using suffixes and compounding Expanded noun phrases for description Add 'es' to nouns Progressive form of verbs in the past and present tense Add 'es', 'ed' and 'ing' to verbs Add 'er' and 'est' to adjectives where change is needed to root word Conjunctions: use subordination – <i>when, if, that, because</i> AND coordination – <i>or, and, but</i> Tense: correct and consistent use of past and present tense Adverbs: : 'ly' added to adjective to form adverb. 	<ul style="list-style-type: none"> Use spaces that reflect the size of the letters Use full stops correctly Use question marks correctly Use exclamation marks correctly Use capital letters correctly Apostrophes for contractions Possessive apostrophes for singular nouns Commas to separate items in a list

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Progression in genres: **Instruction writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 3	<ul style="list-style-type: none"> A set of ingredients and equipment needed are outlined clearly Organised into clear points denoted by time 	<ul style="list-style-type: none"> Simple sentences with extra description Some complex sentences using when, if, as etc. Adverbials e.g. <i>when the glue dries, attach the paperclip.</i> Imperatives 	<p>Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to</p>	<ul style="list-style-type: none"> Nouns: form nouns using prefixes Nouns and pronouns used to avoid repetition Verbs imperative verbs Present perfect forms of verbs instead of 'the' Adjectives: choose appropriate adjectives to build noun phrases Adverbs: introduce/revise adverbs Tense: correct and consistent use of past and present tense <p>Conjunctions:</p> <ul style="list-style-type: none"> Time e.g <i>first, next, finally</i> Co-ordinating join words and sentences e.g. <i>and, yet, but, or, so, while</i> Causal e.g. <i>when, so, before, because</i> 	<ul style="list-style-type: none"> Introduce possessive apostrophes for plural nouns
Year 4	<ul style="list-style-type: none"> A set of ingredients and equipment needed are outlined clearly Sentences include precautionary advice e.g. <i>be careful not to over whisk as...</i> Friendly tips/suggestions are included to heighten the engagement e.g. <i>the dish is served best with a dash of...</i> 	<ul style="list-style-type: none"> Variation in sentence structures e.g. <i>While the pastry cooks... As the sauce thickens...</i> Include adverbs to show how often e.g. <i>frequently, rarely.</i> 	<p>Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to... Avoid...</p>	<ul style="list-style-type: none"> Nouns: nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs: imperative Standard English forms for verbs Use a wide range tense Adverbs: fronted adverbials, use a comma after them Be introduced to the term determiners and use them appropriately in their writing. <p>Conjunctions:</p> <ul style="list-style-type: none"> Time e.g <i>first, next, finally</i> Co-ordinating join words and sentences e.g. <i>and, yet, but, or, so, while</i> Causal e.g. <i>when, so, before, because</i> 	<ul style="list-style-type: none"> Apostrophe to mark singular and plural possession Commas after fronted adverbials Use inverted commas and other punctuation to indicate direct speech

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Progression in genres: **Instruction writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 5	<ul style="list-style-type: none"> Consolidate work from previous learning Can write accurate instructions for complicated processes Can write imaginative instructions using flair and humour. 	<ul style="list-style-type: none"> Sentence length varied e.g. short/long Wide range of subordinate conjunctions e.g. <i>whilst, until, despite</i> 	Don't forget to... Be careful of... Don't worry about... Concentrate on... At this point...	<ul style="list-style-type: none"> Nouns: locate and identify expanded noun phrases Verbs: use modal verbs Prefixes for verbs; dis, de, mis, over Adjectives: convert adjectives using suffixes; ate, ise, ify Choose appropriate adjectives Conjunctions: use a wide range of conjunctions Tense: change tense according to features of the genre Adverbs: fronted adverbials, use a comma after them Using the perfect form of verbs to mark relationships of time and cause Use adverbials of time, place and number 	Consolidate all previous learning <ul style="list-style-type: none"> Use brackets, dashes or commas for parenthesis Use commas to clarify meaning Use apostrophes correctly and with further confidence
Year 6	Consolidate work from previous learning	<ul style="list-style-type: none"> Modifiers are used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> Sentence length and type varied according to purpose Fronted adverbials used e.g. <i>if the temperature gets too high...</i> Complex noun phrases used to add detail e.g. <i>The golden pastry can be decorated with smaller pastry petals</i> Prepositional phrases used cleverly e.g. <i>In the event of overcooking...</i> 	Whilst that is... Focus on... Try to make sure that... When you do, don't... I would suggest... Many people at this stage...	<ul style="list-style-type: none"> Nouns: expanded noun phrases to convey complicated information concisely Verbs: use modal verbs Prefixes for verbs; <i>dis, de, mis, over</i> Convert adjectives into verbs using suffixes; ate, ise, ify Adjectives: choose appropriate adjectives Use a wide range of conjunctions Tense: change tense according to features of the genre Adverbs: link ideas across a text using cohesive devices such as adverbials 	Use a wide range of punctuation throughout. <ul style="list-style-type: none"> Colons to introduce lists Semi-colons within lists Bullet points to list information

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Progression in genres: **Recount writing**

Year	Text	Sentence	Vocabulary	Word class
Nursery/ Reception	<ul style="list-style-type: none"> Imitation: learn and retell simple recounts based on real experiences that all children in the class have shared. Using maps and props, adapt model(s) to retell other experiences in sequence. 	<ul style="list-style-type: none"> Use complete sentences in sequence. Use past tense. 	First Next After Finally	<ul style="list-style-type: none"> Use some simple time conjunctions e.g. <i>first, then, after that, finally</i>
Year 1	<ul style="list-style-type: none"> Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. <i>I, we</i> 	<ul style="list-style-type: none"> Simple conjunctions are used to construct simple sentences e.g. <i>and, but, then, so.</i> 	First Next After Finally The best part was The worst part was I liked I didn't like	<ul style="list-style-type: none"> Nouns: what a noun is. Regular plural nouns with 'er' Verbs: third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: join words and sentences using <i>and/then</i>. Tense: simple past tense 'ed'.
Year 2	<ul style="list-style-type: none"> Brief introduction and conclusion. Written in the past tense e.g. <i>I went... I saw...</i> Main ideas organised in groups. Ideas organised in chronological order using conjunctions that signal time. 	<ul style="list-style-type: none"> Subject/verb sentences e.g. <i>He was... They were... It happened...</i> Some modal verbs introduced e.g. <i>would, could, should.</i> Use simple adverbs e.g. <i>quickly, slowly.</i> Use simple noun phrases e.g. <i>large tiger.</i> 	Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect	<ul style="list-style-type: none"> Noun: form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs: progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: use subordination – <i>when, if, that, because</i> AND coordination – <i>or, and, but.</i> Tense: correct and consistent use of past and present tense. Adverbs: 'ly' added to adjective to form adverb.

*Punctuation skills: as per punctuation progression grid

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Progression in genres: **Recount writing**

Year	Text	Sentence	Vocabulary	Word class
Year 3	<ul style="list-style-type: none"> • Clear introduction. • Organised into paragraphs shaped around key events. • A closing statement to summarise the overall impact. 	<ul style="list-style-type: none"> • Simple sentences with extra description. • Some complex sentences using <i>when, if, as</i> etc. • Consistent use of tense • Adverbials e.g. <i>When we arrived, the tour guide gave us a chocolate bar.</i> 	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to	<ul style="list-style-type: none"> • Nouns: form nouns using prefixes. • Nouns and pronouns used to avoid repetition. • Verbs: present perfect forms of verbs instead of 'the' • Adjectives: choose appropriate adjectives. • Conjunctions: express time and cause (<i>when, so, before, after, while, because, then, next, soon</i>) • Tense: correct and consistent use of past and present tense. • Adverbs: introduce/revise adverbs.
Year 4	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between sentences help to navigate the reader from one idea to the next. • Paragraphs organised correctly around key events. • Elaboration is used to reveal the writer's emotions and responses. 	<ul style="list-style-type: none"> • Variation in sentence structures e.g. <i>While we watched the sea lion show...</i> • Use embedded/relative clauses e.g. <i>Penguins, which are very agile,</i> • Include adverbs to show how often e.g. <i>additionally, frequently, rarely.</i> • Sentences build from a general idea to more specific. • Use emotive language to show personal response e.g. <i>fabulous, showcase inspired me</i> 	Later on... Before long... At that very moment... At precisely... When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about...	<ul style="list-style-type: none"> • Noun: nouns and pronouns used for clarity and cohesion. • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. • Verbs: Standard English forms for verbs. • Adjectives: choose appropriate adjectives • Conjunctions • Use a wide range of conjunctions. • Tense: correct use of past and present tense. • Adverbs: know what an adverbial phrase is. • Fronted adverbials: use a comma after a fronted adverbials.

*Punctuation skills: as per punctuation progression grid

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Progression in genres: **Recount writing**

Year	Text	Sentence	Vocabulary	Word class
Year 5	<ul style="list-style-type: none"> Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective. 	<ul style="list-style-type: none"> Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. <i>Giraffes left the enclosure.</i> Wide range of subordinate conjunctions e.g. <i>whilst, until, despite.</i> 	As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash... Presently Meanwhile In conclusion The experience overall..	<ul style="list-style-type: none"> Nouns: I locate and identify expanded noun phrases. Verbs: use modal verbs. Prefixes for verbs; <i>dis, de, mis, over</i> Convert adjectives in verbs using suffixes; <i>ate, ise, ify.</i> Adjectives: choose appropriate adjectives Conjunctions: use a wide range of conjunctions. Tense: change tense according to features of the genre. Adverbs: know what an adverbial phrase is Use fronted adverbials Use a comma after fronted adverbials. Use adverbials of time, place and Number e.g. <i>early one day, in the deepest part of the wood, twice a year...</i>
Year 6	<ul style="list-style-type: none"> The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the effect/response. Information is prioritised according to importance. 	<ul style="list-style-type: none"> Verb forms are controlled and precise e.g. <i>It would be regrettable if the wild life funds ended.</i> Modifiers are used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> Sentence length and type varied according to purpose. Fronted adverbials used to clarify writers position e.g. <i>As a consequence of...</i> Complex noun phrases used to add detail e.g. <i>The fragile eggs are slowly removed from the large mother hen.</i> Prepositional phrases used cleverly e.g. <i>In the event of a fire...</i> Understand and use shifts in sentence structure to reflect a change in formality. 	They are unusually They are rarely They are never... They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half...	<ul style="list-style-type: none"> Noun: expanded noun phrases to convey complicated information concisely. Verbs: use modal verbs. Prefixes for verbs; <i>dis, de, mis, over</i> Convert adjectives in verbs using suffixes; <i>ate, ise, ify.</i> Adjectives: choose appropriate adjectives Conjunctions: use a wide range of conjunctions. Tense: change tense according to features of the genre. Adverbs: link ideas across a text using cohesive devices such as adverbials. Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting.

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Progression in genres: **Non-chronological report writing**

Year	Text	Sentence	Vocabulary	Word class
Nursery/ Reception	<ul style="list-style-type: none"> Learn and retell simple information texts based on real experience. Use shared writing to create one. Use a title and simple introductory topic sentence. List and extend points. Use a personal conclusion: <i>We have a toy tractor...</i> Make shared writing into big books, reading walls etc. Children make individual books on topics of special interest to read independently and share. 	<ul style="list-style-type: none"> Emphasise use of classifying words and phrases e.g. <i>Some cars are red...</i>, <i>All cars have steering wheels</i>, 	<ul style="list-style-type: none"> and but so 	<ul style="list-style-type: none"> Develop a repertoire of generalising and classifying terms: <i>most some, a few, every, always, sometimes, never etc.</i> Practise using these words/phrases: on washing lines, word walls etc. and use the terminology frequently when talking to the children in other contexts, to internalise and reinforce it. Use complete sentences with correct punctuation and simple conjunctions <i>and, so, but etc.</i> to join and add information
Year 1	<ul style="list-style-type: none"> Ideas grouped together for similarity. Attempts at third person Writing e.g. <i>The man was run over.</i> Written in the appropriate Tense e.g. <i>Sparrow's nest... Dinosaurs were...</i> 	<ul style="list-style-type: none"> Simple conjunctions are used to construct simple sentences e.g. <i>and, but, then, so.</i> Begin to use and punctuate questions 	<ul style="list-style-type: none"> ___ are... ___ is... They are... The different... This is a ___ There are ___ 	<ul style="list-style-type: none"> Noun: what a noun is. Regular plural nouns with 'er' Verbs: Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: join words and sentences using and/then. Tense: simple past tense 'ed'.
Year 2	<ul style="list-style-type: none"> Brief introduction and conclusion. Written in the appropriate tense e.g. <i>Sparrow's nest... Dinosaurs were...</i> Main ideas organised in groups. 	<ul style="list-style-type: none"> Subject/verb sentences e.g. <i>He was... They were...</i> Some modal verbs introduced e.g. <i>would, could,</i> Use simple adverbs e.g. <i>quickly, slowly.</i> Use simple noun phrases e.g. <i>large tiger.</i> <i>Using commas to add extra information.</i> 	<ul style="list-style-type: none"> They like to They can It can Like many I am going to There are two sorts of They live in The ___ have but the ___ have 	<ul style="list-style-type: none"> Noun: form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns and es', 'ed' and 'ing' to verbs. Verbs: progressive form of verbs in the past and present tense. Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: use subordination – when, if, that, because AND coordination – or, and, but. Tense: correct and consistent use of past and present tense. Adverbs: 'ly' added to adjective to form adverb.

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Progression in genres: **Non-chronological report writing**

Year	Text	Sentence	Vocabulary	Word class
Year 3	<ul style="list-style-type: none"> Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings. 	<ul style="list-style-type: none"> Simple sentences with extra description. Some complex sentences using <i>when, if, as</i> etc. Use adverbials e.g. <i>When the caterpillar makes a cocoon...</i> 	The following report They don't It doesn't Sometimes Often Most	<ul style="list-style-type: none"> Noun: form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs: present perfect forms of verbs instead of 'the' Adjectives: choose appropriate adjectives. Conjunctions: express time and cause (<i>when, so, before, after, while, because, then, next, soon</i>) Tense: correct and consistent use of past and present tense. Adverbs: introduce/revise adverbs.
Year 4	<ul style="list-style-type: none"> Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Sub-headings are used to organise information. E.g. <i>qualities, body parts,behaviour.</i> 	<ul style="list-style-type: none"> Variation in sentence structures e.g. <i>While the eggs hatch female penguins</i> Use embedded/relative clauses e.g. <i>Penguins, which are very agile,</i> Include adverbs to show how often e.g. <i>additionally, frequently, rarely.</i> Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise. 	This report will The following Information Usually Normally Even though Despite the fact As a rule	<ul style="list-style-type: none"> Noun: nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs: Standard English forms for verbs. Adjectives: choose appropriate adjectives Conjunctions: use a wide range of conjunctions. Tense: correct use of past and present tense. Adverbs: know what an adverbial phrase is. Use fronted adverbials. Use a comma after fronted adverbials. Be introduced to the term determiners and use them appropriately in their writing.

*Punctuation skills: as per punctuation progression grid

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Progression in genres: **Non-chronological report writing**

Year	Text	Sentence	Vocabulary	Word class
Year 5	<ul style="list-style-type: none"> Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalised sentences are used to categorise and sort information for the reader. Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader. 	<ul style="list-style-type: none"> Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement e.g. <i>The eggs were removed from the beach.</i> Wide range of subordinating conjunctions e.g. <i>whilst, until, despite.</i> 	<p>As it happened As a result of The purpose of this report/article is to.. The information presented will... Some experts believe... This article is designed to Many specialists consider Firstly I will... It can be difficult ___ will enable you to understand. Unlike Despite Although Like many</p>	<ul style="list-style-type: none"> Noun: locate and identify expanded noun phrases. Verbs: use modal verbs. Prefixes for verbs; <i>dis, de, mis, over</i> Convert adjectives in verbs using suffixes; <i>ate, ise, ify.</i> Adjectives: choose appropriate adjectives Conjunctions: use a wide range of conjunctions. Tense: change tense according to features of the genre. Adverbs: know what an adverbial phrase is. Use fronted adverbials. Use a comma after fronted adverbials.
Year 6	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Verb forms are controlled and precise e.g. <i>It would be regrettable if the wild life funds ended.</i> Modifiers are used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. <i>As a consequence of their actions...</i> Complex noun phrases used to add detail e.g. <i>The fragile eggs are slowly removed from the large mother hen.</i> Prepositional phrases used cleverly e.g. <i>In the event of a fire...</i> Use passive sentences to affect the presentation of information e.g. <i>the trees were...</i> May use the subjunctive e.g <i>If you were...</i> 	<p>They are unusually They are rarely They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... It can be difficult to... Each paragraph... More than half Less than half...</p>	<ul style="list-style-type: none"> Noun: expanded noun phrases to convey complicated information concisely. Verbs: use modal verbs. Prefixes for verbs; <i>dis, de, mis, over.</i> Convert adjectives in verbs using suffixes; <i>ate, ise, ify.</i> Adjectives: choose appropriate adjectives Conjunctions: use a wide range of conjunctions. Tense: change tense according to features of the genre. Adverbs: link ideas across a text using cohesive devices such as adverbials.

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*Punctuation skills: as per punctuation progression grid

Progression in genres: **Letter writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 1	<ul style="list-style-type: none"> Ideas grouped in sentences in time sequence. 	<ul style="list-style-type: none"> Sentences using simple pronouns and conjunctions. 	Dear From I like/went/saw It was My favourite They were There was First Then Next After that And/but/so/when	<ul style="list-style-type: none"> Nouns: what a noun is. Regular plural nouns with 'er' Verbs: third person, first person singular. Ending added to verbs where there is change to root. Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: join words and sentences using simple coordination <i>and, but, so etc.</i> Use conjunctions related to time e.g. first, next etc Tense: simple past tense 'ed'. 	<ul style="list-style-type: none"> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.
Year 2	<ul style="list-style-type: none"> Brief introduction and Conclusion, with a more detailed middle section. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. 	<ul style="list-style-type: none"> Some modal verbs e.g. <i>would, could,</i> Use simple adverbs e.g. <i>yesterday, today.</i> Use simple noun phrases e.g. <i>red shoes</i> Use technical vocabulary for accuracy e.g. <i>siren, valve</i> Choose adjectives and similes to add detail and precision e.g. <i>brass nozzles, as high as...</i> 	And/but/so/when Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully Later Afterwards After that Eventually I would like to... We felt...	<ul style="list-style-type: none"> Nouns: form nouns using suffixes and compounding. Use expanded noun phrases for description e.g. <i>the blue butterfly</i> Add 'es' to nouns. Verbs: progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: subordination e.g. <i>when, if, that, because</i> AND coordination e.g. <i>or, and, but.</i> Tense: correct and consistent use of past and present tense. Adverbs: 'ly' added to adjective to form adverb e.g. <i>happily</i> 	<ul style="list-style-type: none"> Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

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Progression in genres: **Letter writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 3	<ul style="list-style-type: none"> • Clear introduction. • Sequenced points about the visit/issue. • Organised into paragraphs denoted by time/place (topic related sentences). • Some letter layout features included. 	<ul style="list-style-type: none"> • Simple sentences with extra description. • Some complex sentences using <i>when, if, as</i> etc. • Tense consistent e.g. modal verbs <i>can/will</i> • Adverbials used of time and place e.g. <i>When they have a problem, Later that day, In the furthest part of the wood...</i> 	<p>While/if/as/when. I would like to inform you that... It has come to my attention that... Thank you for... I hope that...</p>	<ul style="list-style-type: none"> • Nouns: form nouns using prefixes. • Nouns and pronouns used to avoid repetition. • Verbs: present perfect forms of verbs instead of 'the' • Adjectives: choose appropriate adjectives. • Conjunctions used to express time and cause (<i>when, so, before, after, while, because</i>) • Tense: correct and consistent use of past and present tense. • Adverbs: introduce/revise adverbs. 	<ul style="list-style-type: none"> • Introduce possessive apostrophes for plural nouns. • Introduce inverted commas.
Year 4	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between key ideas in the letter. • Paragraphs organised correctly into key ideas. • All letter layout features included. • Show how you feel – your emotions and attitudes through well-chosen description. 	<ul style="list-style-type: none"> • Variation in sentence structures, including complex sentences e.g. <i>While we were at the park... As we arrived...</i> • Use relative clauses e.g. <i>Mrs Holt, who was...</i> • Include adverbs & fronted adverbials, to show how often e.g. <i>additionally, frequently, rarely.</i> • Hook the reader: -add information: <i>also, additionally, furthermore</i> -change direction: <i>but, however, although.</i> -conclude and summarise: <i>finally..., in the end..., at last...</i> 	<p>As I stated earlier... Referring to... This is an unfortunate... It is with regret... I would be grateful if... I look forward to hearing from you in due course.</p>	<ul style="list-style-type: none"> • Nouns: nouns and pronouns used for clarity and cohesion. • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. • Verbs: Standard English forms for verbs. • Adjectives: choose appropriate adjectives. • Conjunctions: use a wide range of conjunctions. • Tense: correct use of past and present tense. • Adverbs: know what an adverbial phrase is. • Use fronted adverbials and commas after using one. • Use modal verbs to hint future action or possibilities e.g. <i>should, would...</i> • Be introduced to the term determiners and use them appropriately in their writing. 	<ul style="list-style-type: none"> • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech.

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Progression in genres: **Letter writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 5	<ul style="list-style-type: none"> Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritised information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader. 	<ul style="list-style-type: none"> Sentence length varied e.g <ul style="list-style-type: none"> Length e.g. short/long, complex sentences to combine information Sentences with lists of three to add meaning Active and passive voices: the chairs were broken Conditional and hypothetical (if...then) sentences e.g.: If we had wanted Varied sentence openers... Questions and exclamations <ul style="list-style-type: none"> Use a wide range of subordinate conjunctions e.g. <i>whilst, until, despite</i>. Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose' 	<p>I appreciate... Whilst we were waiting... Your concern... Until this is resolved... Despite speaking to... This is a disgrace... Unfortunately... Many other people also... I am delighted to inform you that...</p>	<ul style="list-style-type: none"> Nouns: locate and identify expanded noun phrases. Verbs: use modal verbs. Use prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives: choose appropriate adjectives Use a wide range of conjunctions. Tense: change tense according to features of the genre. Adverbs: know and use adverbial phrases, including a comma after fronted adverbials Use adverbials of time, place and number. Create and use banks of technical vocabulary. Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion 	<p>Consolidate all previous learning.</p> <ul style="list-style-type: none"> Use brackets, dashes or commas for parenthesis Use commas to clarify meaning
Year 6	<ul style="list-style-type: none"> Write a well-constructed letter that 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. 	<ul style="list-style-type: none"> Sentence length varied e.g <ul style="list-style-type: none"> Length e.g. short/long, complex sentences to combine information Sentences with lists of three to add meaning Active and passive voices: the chairs were broken Conditional and hypothetical (if...then) sentences e.g.: If we had wanted Varied sentence openers... Questions and exclamations <ul style="list-style-type: none"> Use a wide range of subordinate conjunctions e.g. <i>whilst, until, despite</i>. Verb forms are controlled and precise e.g. <i>It would be helpful if...this will enable us to take further action.</i> Modifiers are used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> 	<p>Please do not hesitate to contact me... An early response would be greatly appreciated... Please accept my... I wish to express... The impact of... Despite continued efforts... Subsequently...</p>	<ul style="list-style-type: none"> Nouns: use complex noun phrases used to add detail e.g. <i>the dilapidated fencing around the enclosure was extremely dangerous.</i> Verbs: use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives: choose appropriate adjectives Use a wide range of conjunctions. Tense: change tense according to features of the genre. Link ideas across a text using cohesive devices such as adverbials. Create and use banks of technical vocabulary. Prepositional phrases used cleverly e.g. <i>In the event of a fire...</i> Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. 	<p>Use a wide range of punctuation throughout the writing.</p> <ul style="list-style-type: none"> Semi-colons, colons and dashes to mark the boundary between independent clauses Hyphens to avoid ambiguity

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		<ul style="list-style-type: none">• Fronted adverbials used to clarify writers position e.g. <i>As a consequence of your actions...</i>• Use passive sentences to affect the presentation of information e.g. <i>the trees were...</i>• May use the subjunctive e.g. <i>If you were...</i>• Understand and use shifts in sentence structure to reflect a change in formality.			
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Progression in genres: **Persuasive writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 1	<ul style="list-style-type: none"> Ideas are grouped together for similarity. Write in first person. Exposure to simple persuasive texts linked to children's experience with a three-part structure: <ul style="list-style-type: none"> A catchy title naming the product /event & an opening sentence or two inviting readers to do something, A series of positive points to recommend the event/product e.g. You will really like ...because:... they are perfect for A conclusion e.g. so come to... and buy some today. 	<ul style="list-style-type: none"> Simple conjunctions are used to construct simple sentences e.g. <i>and, but, then, so.</i> 	It was Brilliant Best Exciting The most... Super Fantastic Great It will Now you can Try	<ul style="list-style-type: none"> Nouns: what a noun is. Regular plural nouns with 'er' Verbs: third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: join words and sentences using <i>and/then</i>. Tense: use the simple past tense 'ed' 	<ul style="list-style-type: none"> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.
Year 2	<ul style="list-style-type: none"> Brief introduction and conclusion. Written in past tense. Exposure to simple persuasive texts linked to children's experience with a three-part structure: <ul style="list-style-type: none"> A catchy title naming the product /event & an opening sentence or two inviting readers to do something, A series of positive points to recommend the event/product e.g. You will really like ...because:... they are perfect for A conclusion e.g. so come to... and buy some today. Using sequencing techniques – time related words. 	<ul style="list-style-type: none"> Subject/verb sentences e.g. I think... We want Some modal verbs Introduced e.g. <i>would, could, today.</i> Use simple adverbs e.g. <i>yesterday, today.</i> Use simple noun phrases e.g. <i>red shoes</i> Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention. 	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	<ul style="list-style-type: none"> Nouns: form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs: use the progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: use subordination – <i>when, if, that, because</i> AND Coordination – <i>or, and, but</i>. Tense: correct and consistent use of past and present tense. Adverbs: 'ly' added to adjective to form adverb. 	<ul style="list-style-type: none"> Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

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Progression in genres: **Persuasive writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 3	<ul style="list-style-type: none"> Consolidate the 3 part structure from Y1/2: <ul style="list-style-type: none"> a title to hook reader and capture the topic clearly e.g. Chocotastic choco bar – the world's best! an introduction which speaks directly to the reader e.g. Have you ever wondered...?, AND uses a topic sentence to make clear what is being promoted e.g. New Chocotastic could be just the... 	<ul style="list-style-type: none"> Use simple and compound sentences with extra description. Some complex sentences using <i>when, if, as</i> etc. Start sentences with verbs e.g. <i>imagine, consider, enjoy.</i> Use persuasive devices: <ul style="list-style-type: none"> informal language: <i>Join us for...</i> address the reader directly: <i>Don't forget to...</i> Repetition Boasting/exaggeration: <i>The highest wall... The Uk's first...</i> Short sentences: <i>try it now...</i> Rule of three Some use of rhetorical questions 	Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy	<ul style="list-style-type: none"> Nouns: form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs: present perfect forms of verbs instead of 'the' Adjectives: choose appropriate adjectives to enhance meaning. Conjunctions used to express time and cause (<i>when, so, before, after, while, because</i>) Tense: correct and consistent use of past and present tense. Adverbs: introduce/revise adverbs. Use comparatives and superlatives e.g. the best, the most amazing... Prepositions 	<ul style="list-style-type: none"> Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
Year 4	<ul style="list-style-type: none"> a main section setting out the key points Introduce points with a topic sentence Add information to tempt and entice Conclusion to round off e.g. <i>At the end of your visit why not...</i> Links made between key ideas in the letter. Talk directly to the reader (2nd person 'you') 	<ul style="list-style-type: none"> Variation in sentence structures and types Use relative clauses e.g. <i>The museum, which is...</i> Use persuasive devices: <ul style="list-style-type: none"> informal language: <i>Join us for...</i> address the reader directly: <i>Don't forget to...</i> Repetition Boasting/exaggeration: <i>The highest wall... The Uk's first...</i> Short sentences: <i>try it now...</i> Rule of three Short sentences: <i>try it now...</i> Rule of three Further use of rhetorical questions 	I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary	<ul style="list-style-type: none"> Nouns: nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs: Standard English forms for verbs. Adjectives: choose appropriate adjectives to enhance meaning. Use a wide range of conjunctions. Tense: correct use of past and present tense. Adverbs: know what an adverbial phrase is and use a comma after a fronted adverbial. Use modal verbs to hint at future action or possibilities e.g. <i>should, would, could.</i> Use comparatives and superlatives e.g. the best, the most amazing... Be introduced to the term determiners and use them appropriately in their writing. 	<ul style="list-style-type: none"> Apostrophe to mark singular and plural possession Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

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Progression in genres: **Persuasive writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 5	<p>Persuasion should be extended across a broader range of areas: historical, contextual (PSHE), environmental etc at this stage.</p> <ul style="list-style-type: none"> Clearly structured text with clearly defined points within each paragraph. All letter layout features are used when letter writing. 	<ul style="list-style-type: none"> Ideas should be supported with evidence and justification: <i>According to... It is now believed...</i> Both sides of the argument may be offered: <i>Some people might state that...</i> Opinions are made, with some made to appear as though factual: <i>The truth is..., It has been claimed...</i> Flattery, overgeneralisation and humour may be used to get the reader on side. Emotive language used: <i>traumatising, imagine...</i> Rhetorical questions: <i>Who would believe that...?</i> The rule of three used to stress arguments. 	<p>It appears that... There can be no doubt that.. It is critical.. Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example... I would like to draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be... Take a moment to...</p>	<ul style="list-style-type: none"> Nouns: identify and use expanded noun phrases to add detail/convey information precisely. Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives: choose appropriate adjectives Use a wide range of conjunctions.. Tense: change tense according to features of the genre. Adverbs: know what an adverbial phrase is. Use fronted adverbials with commas. Use adverbials of time, place and number. Formal language predominantly used throughout to engage the reader. Where appropriate, be introduced to the shift in formality within texts e.g. when quoting. 	<p>Consolidate all previous learning.</p> <ul style="list-style-type: none"> Use brackets, dashes or commas for parenthesis Use commas to clarify meaning
Year 6	<p>Persuasion should be extended across a broader range of areas: historical, contextual (PSHE), environmental etc at this stage.</p> <ul style="list-style-type: none"> Clearly structured text with clearly defined points within each paragraph. All letter layout features are used when letter writing. 	<ul style="list-style-type: none"> Verb forms are controlled and precise e.g. <i>It would be helpful if</i> Modifiers are used to intensify or qualify e.g. insignificant amount, Sentence length and type varied according to purpose. Prepositional phrases used cleverly. Use the passive voice to sound more formal: <i>It could be said that...</i> Use the subjunctive 'were' for the conditional/hypothetical: 'if we were... (Year 6 only) Understand and use shifts in sentence structure to reflect a change in formality (Year 6 only) 	<p>It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to Counter arguments state Over ...% of...agree 3/4 of... believe...</p>	<ul style="list-style-type: none"> Nouns: identify and use expanded noun phrases to add detail/convey information precisely. Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives: choose appropriate adjectives Use a wide range of conjunctions. Tense: change tense according to features of the genre. Adverbs: know what an adverbial phrase is. Use fronted adverbials with commas. Use adverbials of time, place and number. Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. 	<p>Use a wide range of punctuation throughout the writing.</p> <ul style="list-style-type: none"> Semi-colons, colons and dashes to mark the boundary between independent clauses Hyphens to avoid ambiguity

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Progression in genres: **Biography/Auto-biography writing**

Year	Text	Sentence	Vocabulary	Word class
Year 1	<ul style="list-style-type: none"> Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. <i>I, we</i> 	<ul style="list-style-type: none"> Simple conjunctions are used to construct simple sentences e.g. <i>and, but, then, so.</i> 	First Next After Finally When he/she was born... When he/she was five years old... An interesting thing about... A fact about... He/she will be remembered for...	<ul style="list-style-type: none"> Nouns: what a noun is. Regular plural nouns with 'er' Verbs@ third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: join words and sentences using <i>and/then</i>. Tense: simple past tense 'ed'.
Year 2	<ul style="list-style-type: none"> Brief introduction and conclusion. Written in the past tense e.g. <i>He went... She travelled</i> Main ideas organised in groups. Ideas organised in chronological order using conjunctions that signal time. 	<ul style="list-style-type: none"> Subject/verb sentences e.g. <i>He was... They were... It happened...</i> Some modal verbs introduced e.g. <i>would, could, should.</i> Use simple adverbs e.g. <i>quickly, slowly.</i> Use simple noun phrases e.g. <i>large crowd</i> 	As a child... As a teenager... At a young age... Many years later... One of the interesting things about...was... In my view... His/Her life was... I believe... He/She was He/She became...	<ul style="list-style-type: none"> Nouns: form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs: progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: use Subordination – <i>when, if, that, because</i> AND Coordination – <i>or, and, but.</i> Tense: correct and consistent use of past and present tense. Adverbs: 'ly' added to adjective to form adverb.

*Punctuation skills: as per punctuation progression grid

Collingwood Primary School: English Progression in Writing skills in **Non-fiction**



Progression in genres: **Biography/Auto-biography writing**

Year	Text	Sentence	Vocabulary	Word class
Year 3	<ul style="list-style-type: none"> • Clear introduction. • Organised into paragraphs shaped around key events. • A closing statement to summarise the overall impact. 	<ul style="list-style-type: none"> • Simple sentences with extra description. • Some complex sentences using <i>when, if, as</i> etc. • Tense consistent e.g. modal verbs <i>can/will</i> • Adverbials e.g. <i>When she arrived at the scene, the doctors told her exactly what happened.</i> 	During his/her early life... Soon afterwards... Sometimes he... Strangely... One of the most remarkable facts about... His/her greatest achievement was...	<ul style="list-style-type: none"> • Nouns: form nouns using prefixes. • Nouns and pronouns used to avoid repetition. • Verbs: present perfect forms of verbs instead of 'the' • Adjectives: choose appropriate adjectives. • Conjunctions used to express time and cause (when, so, before, after, while, because, then, next, soon) • Tense: correct and consistent use of past and present tense. • Adverbs: introduce/revise adverbs.
Year 4	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between sentences help to navigate the reader from one idea to the next. • Paragraphs organised correctly around key events. • Elaboration is used to reveal the writer's emotions and responses. 	<ul style="list-style-type: none"> • Variation in sentence structures e.g. <i>While we watched the show...</i> • Use relative clauses e.g. <i>Penguins, which are very agile,</i> • Include adverbs to show how often e.g. <i>additionally, frequently, rarely.</i> • Sentences build from a general idea to more specific. • Use emotive language to show personal response e.g. <i>fabulous, showcase, inspired me to....</i> 	In his /her early years... By the time he/she had... In his/ her final years... What is clear is that... Even though he/she was not popular at the time... Although feeling ran high... In many ways it wasn't until... He/She might have been... His/Her one regret was that...	<ul style="list-style-type: none"> • Nouns: nouns and pronouns used for clarity and cohesion. • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. • Verbs: Standard English forms for verbs. • Adjectives: choose appropriate adjectives • Use a wide range of connectives. • Tense: correct use of past and present tense. • Adverbs: know and use adverbial phrases, including a comma after fronted adverbials • Be introduced to the term determiners and use them appropriately in their writing.

*Punctuation skills: as per punctuation progression grid

Collingwood Primary School: English Progression in Writing skills in **Non-fiction**



Progression in genres: **Biography/Auto-biography writing**

Year	Text	Sentence	Vocabulary	Word class
Year 5	<ul style="list-style-type: none"> Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective. 	<ul style="list-style-type: none"> Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. Wide range of subordinate conjunctions e.g. <i>whilst, until, Despite.</i> 	<p>In (insert year) at the age of....he/she... The time came for... In his/her later years... Once he/she had... Nobody is sure why... In spite of... His/Her lasting legacy is that...</p>	<ul style="list-style-type: none"> Nouns: locate and identify expanded noun phrases. Verbs: use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives: choose appropriate adjectives Use a wide range of conjunctions. Tense: change tense according to features of the genre. Adverbs: know and use adverbial phrases, including a comma after fronted adverbials Use adverbials of time, place and number. Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion
Year 6	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Verb forms are controlled and precise e.g. <i>It would be regrettable if the wild life funds come to an end.</i> Modifiers are used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. <i>As a consequence of their actions...</i> Complex noun phrases used to add detail e.g. <i>The fragile eggs are slowly removed from the large mother hen.</i> Prepositional phrases used cleverly. Understand and use shifts in sentence structure to reflect a change in formality. 	<p>They are unusually They are rarely They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half...</p>	<ul style="list-style-type: none"> Nouns: expanded noun phrases to convey complicated information concisely. Verbs: use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives: choose appropriate adjectives Use a wide range of conjunctions. Tense: change tense according to features of the genre. Link ideas across a text using cohesive devices such as adverbials. Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting.

*Punctuation skills: as per punctuation progression grid

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Progression in genres: **Discussion/Balanced Argument**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 1	<ul style="list-style-type: none"> • A title which introduces the discussion e.g. <i>Should we...</i> • List the points in favour • List the points against • Conclude with a brief summary. • Written in first person 'I & We' • Present tense 	<ul style="list-style-type: none"> • Simple conjunctions are used to construct simple sentences e.g. <i>and, but, then, so.</i> • Simple and compound sentences used to explain points. 	but because some people like... some people feel... some people believe... other people like... other people feel... other people believe...	<ul style="list-style-type: none"> • Nouns: what a noun is. • Regular plural nouns with 'er' • Verbs: third person, first person singular. • Ending added to verbs where there is change to root. • Simple past tense 'ed' • Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. • Conjunctions: join words and sentences using and/then. 	<ul style="list-style-type: none"> • Use spaces to separate words. • Begin to use full stops. • Begin to use exclamation marks. • Capital letters for start of sentence, names, personal pronouns. • Read words with contractions
Year 2	<ul style="list-style-type: none"> • A title which introduces the discussion e.g. <i>Should we...</i> • Brief introduction and conclusion. • Main ideas organised in Groups: in favour/against • Conclude with a brief summary. • Written with an impersonal style. • Written in first person 'I & We' • Present tense 	<ul style="list-style-type: none"> • Subject/verb sentences e.g. <i>He was... They were...</i> • Some modal verbs introduced e.g. <i>would, could, should.</i> • Use simple adverbs e.g. <i>yesterday, last week</i> • Use simple noun phrases e.g. <i>angry mum</i> • Uses rhetorical questions. • Uses ambitious adjectives to grab the reader's attention. • Simple and compound sentences used to explain points. 	I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...	<ul style="list-style-type: none"> • Nouns: form nouns using suffixes and compounding. • Expanded noun phrases for description. • Add 'es' to nouns and 'es', 'ed' and 'ing' to verbs. • Verbs: progressive form of verbs in the past and present tense. • Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. • Conjunctions: use subordination – <i>when, if, that, because</i> AND coordination – <i>or, and, but.</i> • Use conjunctions for cause and effect e.g. <i>if, then...</i> • Adverbs: 'ly' added to adjective to form adverb. 	<ul style="list-style-type: none"> • Use spaces that reflect the size of the letters. • Use full stops correctly. • Use question marks correctly. • Use exclamation marks correctly. • Use capital letters correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists.

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Progression in genres: **Discussion/Balanced Argument**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 3	<ul style="list-style-type: none"> • Clear introduction to interest the reader in the topic. • Points about subject/issue organised into two clear for/against paragraphs. • A reasoned conclusion justified by the arguments. 	<ul style="list-style-type: none"> • Simple sentences with extra description. • Some complex sentences using <i>when, if, as</i> etc. • Use of tense is consistent. • Some modal verbs introduced e.g. <i>would, could, should</i>. • Use simple adverbs e.g. <i>yesterday, last week</i> • Use simple noun phrases e.g. <i>angry mum</i> • Uses rhetorical questions. • Uses ambitious adjectives to grab the reader's attention. • Use relative clauses • Use subordinate clauses 	<p>I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...</p>	<ul style="list-style-type: none"> • Nouns: form nouns using suffixes and compounding. • Expanded noun phrases for description. • Add 'es' to nouns. • Verbs: progressive form of verbs in the past and present tense. • Add 'es', 'ed' and 'ing' to verbs. • Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. • Conjunctions: use subordination – <i>when, if, that, because</i> AND coordination – <i>or, and, but</i>. • Use a wide range of conjunctions for structure: <i>on the other hand, however</i> • Tense: correct and consistent use of past and present tense. • Adverbs: 'ly' added to adjective to form adverb. 	<ul style="list-style-type: none"> • Use spaces that reflect the size of the letters. • Use full stops correctly. • Use question marks correctly. • Use exclamation marks correctly. • Use capital letters correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists.
Year 4	<ul style="list-style-type: none"> • Clear introduction to interest the reader in the topic. • Points about subject/issue organised into two clear for/against paragraphs. • A reasoned conclusion justified by the arguments. 	<ul style="list-style-type: none"> • Simple sentences with extra description. • Some complex sentences using <i>when, if, as</i> etc. • Tense consistent e.g. modal verbs could/might • Adverbials e.g. <i>When they have a problem, we played after tea</i>. • Start sentences with verbs e.g. <i>imagine, consider, enjoy</i>. • Use relative clauses • Use subordinate clauses 	<p>I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is... It is clear that...</p>	<ul style="list-style-type: none"> • Nouns: nouns and pronouns used for clarity and cohesion. • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. • Verbs: use Standard English forms. • Adjectives: choose appropriate adjectives. • Use a wide range of conjunctions for structure and cause and effect. • Tense: correct use of past and present tense. • Adverbs: know what an adverbial phrase is. • Use fronted adverbials and commas after one. • Be introduced to the term determiners and use them appropriately in their writing. 	<ul style="list-style-type: none"> • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech.

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Progression in genres: **Discussion/Balanced Argument**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 5	<ul style="list-style-type: none"> Developed introduction stating why you are discussing the issue and conclusion summarising the most valid points. Paragraphs developed with prioritised information, moving from the general to the specific e.g. <i>all children... one child...</i> Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader. Views are supported with reasons or evidence. 	<ul style="list-style-type: none"> Sentence length is varied e.g short/long. Active and passive voice used deliberately to heighten engagement e.g. <i>it could be said...</i> Wide range of subordinate conjunctions e.g. whilst, until, despite. Complex sentences that use well known expressions e.g Because of their courageous efforts, ... Persuasive statements are used to change the reader's opinion e.g. <i>you will never need to...</i> Address the reader directly: questions, exclamations, speculations. 	<p>It strikes me that... My intention is to... To do this I will... It appears to me... Naturally... It is precisely because... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... Let us consider the impact... In conclusion... The evidence presented leads me to conclude... Equally Similarly Another possible reason</p>	<ul style="list-style-type: none"> Nouns: identify and use expanded noun phrases. Verbs: use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives: choose appropriate adjectives Use a wide range of conjunctions. Tense: change tense according to features of the genre. Adverbs: know and use adverbial phrases, including a comma after fronted adverbials Use adverbials of time, place and number. Use indirect, reported speech e.g. <i>it has been reported that...</i> 	<p>Consolidate all previous learning.</p> <ul style="list-style-type: none"> Use brackets, dashes or commas for parenthesis Use commas to clarify meaning
Year 6	<ul style="list-style-type: none"> Arguments are well constructed that answer the reader's questions. The writer understands the impact of the emotive language. Paragraphs developed with prioritised information, moving from the general to the specific e.g. <i>all children... one child...</i> Views are supported with reasons or evidence. 	<ul style="list-style-type: none"> Verb forms are controlled and precise: use the conditional and hypothetical: '<i>if I were</i>' (subjunctive) Modifiers are used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> Sentence length and type varied according to purpose. Use the passive voice for formality e.g. <i>it could be said...</i> Persuasive statements are used to change the reader's opinion e.g. <i>you will never need to...</i> Address the reader directly: questions, exclamations, speculations. Understand and use shifts in sentence structure to reflect a change in formality. 	<p>I will present.. Following that I will... One argument is that... I would counter this view.... It seems plausible to... Moreover... In point of fact... Even though there has been a long history The evidence I would use to support this is... It surprises me that... It is my conviction... Finally I would like to add...</p>	<ul style="list-style-type: none"> Nouns: expanded noun phrases to convey complicated information concisely. Verbs: use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives: choose appropriate adjectives Use a wide range of conjunctions. Tense: change tense according to features of the genre. Link ideas across a text using cohesive devices such as adverbials. Use indirect, reported speech e.g. <i>it has been reported that...</i> Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. 	<p>Use a wide range of punctuation throughout the writing.</p> <ul style="list-style-type: none"> Semi-colons, colons and dashes to mark the boundary between independent clauses Hyphens to avoid ambiguity

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Progression in genres: **Explanation writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 1	<ul style="list-style-type: none"> • Exploration of these text types in real-life situations. • Understanding of chronology. • Learn and retell simple explanatory texts with a three-part structure in sentences or short paragraphs. These may be based on real experiences/processes or familiar stories. • A title which sets up expectations for the reader e.g. <i>Why does...?</i> • An opening that introduces reader to the topic and signals the purpose of the text e.g. <i>Bees are important because</i> • An ordered list of events or reasons answering the title question. • A logical conclusion. • Written in the present tense. • Usually written in 3rd person for objectivity. 	<ul style="list-style-type: none"> • Where appropriate, use generalising words: e.g. <i>most, many, some,</i> • Use complete simple and compound sentences to give information clearly and objectively, 	<ul style="list-style-type: none"> most some because when 	<ul style="list-style-type: none"> • Nouns: what a noun is. • Regular plural nouns with 'er' • Verbs: third person, first person singular. • Ending added to verbs where there is change to root. • Simple past tense 'ed' • Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. • Conjunctions: join words and sentences using and/then. 	<ul style="list-style-type: none"> • Use spaces to separate words. • Begin to use full stops. • Begin to use exclamation marks. • Capital letters for start of sentence, names, personal pronouns. • Read words with contractions
Year 2	<ul style="list-style-type: none"> • An opening that introduces reader to the topic and signals the purpose of the text e.g. <i>Bees are important because</i> • An ordered list of events or reasons answering the title question. • A logical conclusion. • Written in the present tense. • Usually written in 3rd person for objectivity. 		<ul style="list-style-type: none"> most many few some because so if then in order to that is why this means 	<ul style="list-style-type: none"> • Nouns: form nouns using suffixes and compounding. • Expanded noun phrases for description. • Add 'es' to nouns and 'es', 'ed' and 'ing' to verbs. • Verbs: progressive form of verbs in the past and present tense. • Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. • Use well chosen adjectives. • Conjunctions: use subordination – ○ <i>when, if, that, because</i> AND coordination – <i>or, and, but.</i> • Use conjunctions for cause and effect e.g. <i>if, then...</i> and for time e.g. <i>first, second</i> • Adverbs: 'ly' added to adjective to form adverb. • Use prepositions to show position and direction e.g. <i>below, above</i> 	<ul style="list-style-type: none"> • Use spaces that reflect the size of the letters. • Use full stops correctly. • Use question marks correctly. • Use exclamation marks correctly. • Use capital letters correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists.

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Progression in genres: **Explanation writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 3	<ul style="list-style-type: none"> • Texts will follow a simple explanatory text with a three-part structure in short paragraphs. These may be based on real experiences/processes or moral questions. • A title which sets up expectations for the reader using How or Why e.g. <i>Why does...?</i> • An opening that introduces the reader to the topic and signals the purpose of the text e.g. <i>Bees are important because</i> • The stages of the process are in chronological order. • Include diagrams to help the reader with captions. 	<ul style="list-style-type: none"> • Understanding of chronology. • Technical vocabulary is included and explained. 	most many few some because so if similarly in order to that is why this means as a result	<ul style="list-style-type: none"> • Nouns: form nouns using suffixes and compounding. • Expanded noun phrases for description. • Add 'es' to nouns. • Verbs: progressive form of verbs in the past and present tense. • Add 'es', 'ed' and 'ing' to verbs. • Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. • Conjunctions: use subordination – <i>when, if, that, because</i> AND coordination – <i>or, and, but</i>. • Use a wide range of conjunctions for structure: <i>on the other hand, however</i> • Tense: correct and consistent use of past and present tense. • Adverbs: 'ly' added to adjective to form adverb. 	<ul style="list-style-type: none"> • Use full stops correctly. • Use question marks correctly. • Use exclamation marks correctly. • Use capital letters correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists.
Year 4	<ul style="list-style-type: none"> • Written in the present tense. • Usually written in 3rd person for objectivity. 	<ul style="list-style-type: none"> • Understanding of chronology. • Technical vocabulary is included and explained. • May use relative clauses for additional information. • Uses a more developed language style e.g. <i>interestingly, though it may seem...</i> • Use generalisers e.g. <i>typically, the majority</i> 	many few frequently rarely occasionally because so if therefore consequently in order to that is why this means as a result it may occur that	<ul style="list-style-type: none"> • Nouns: nouns and pronouns used for clarity and cohesion. • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. • Verbs: use Standard English forms. • Adjectives: choose appropriate adjectives. • Use a wide range of conjunctions for structure, cause and effect, emphasis and to conclude. • Tense: correct use of past and present tense. • Adverbs: know what an adverbial phrase is. • Use fronted adverbials and commas after one. • Be introduced to the term determiners and use them appropriately in their writing. 	<ul style="list-style-type: none"> • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials.

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Progression in genres: **Explanation writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 5	<ul style="list-style-type: none"> Understanding of chronology. Texts will follow a three-part structure in detailed paragraphs. These may be based on real experiences/ processes or moral questions. A title which sets up expectations for the reader using How or Why e.g. <i>Why does...?</i> An opening that introduces the reader to the topic and signals the purpose of the text e.g. <i>Bees are important because</i> A detailed introduction about the topic. The stages of the process are in chronological order. Include diagrams to help the reader with captions. A detailed summary brings the text back to the question from the title. Written in the present tense. Usually written in 3rd person for objectivity. Use organisational and presentational devices to structure the text. 	<ul style="list-style-type: none"> Uses a range of sentence types including complex sentences. Use relative clauses for additional information. Use generalisers e.g. <i>typically, the majority</i> Refer to evidence to add authority. Use lists of three to enhance meaning. Some use of conditional and hypothetical sentences e.g. <i>If...then...</i> 	<p>many few frequently rarely occasionally because so if therefore consequently in order to that is why this means as a result it may occur that</p>	<ul style="list-style-type: none"> Nouns: identify and use expanded noun phrases. Verbs: use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives: choose appropriate adjectives Use a wide range of conjunctions. Tense: change tense according to features of the genre. Adverbs: know and use adverbial phrases, including a comma after fronted adverbials Use adverbials of time, place and number. Use indirect, reported speech e.g. <i>it has been reported that...</i> Technical vocabulary is included and explained. 	<p>Consolidate all previous learning.</p> <ul style="list-style-type: none"> Use brackets, dashes or commas for parenthesis Use commas to clarify meaning

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<p>Year 6</p>	<ul style="list-style-type: none"> • Understanding of chronology. • Texts will follow a three-part structure in detailed paragraphs. These may be based on real experiences/ processes or moral questions. • A title which sets up expectations for the reader using How or Why e.g. <i>Why does...?</i> • An opening that introduces the reader to the topic and signals the purpose of the text e.g. <i>Bees are important because</i> • A detailed introduction about the topic. • The stages of the process are in chronological order. • Include diagrams to help the reader with captions. • A detailed summary brings the text back to the question from the title. • Written in the present tense. • Usually written in 3rd person for objectivity. • Use organisational and presentational devices to structure the text. 	<ul style="list-style-type: none"> • Use complex sentences. • Use relative clauses for additional information. • Use generalisers e.g. <i>typically, the majority</i> • Use both active and passive sentences to affect the presentation of information e.g. <i>the trees were...</i> • May use conditional, hypothetical and subjunctive sentences e.g. <i>If you were..., If...then...</i> • Use opinions and facts as supporting evidence e.g. <i>Some people believe...</i> • Refer to evidence to add authority. • Use lists of three to enhance meaning. 	<p>many/few frequently rarely Occasionally At an earlier time/stage because/so/if therefore consequently in order to that is why this means as a result it may occur that this allows this enabled caused by Owing to the fact that This can be explained by Another reason why</p>	<ul style="list-style-type: none"> • Nouns: expanded noun phrases to convey complicated information concisely. • Verbs: use modal verbs. • Prefixes for verbs; dis, de, mis, over, ise, ify. • Convert adjectives in verbs using suffixes; ate, ise, ify. • Adjectives: choose appropriate adjectives • Use a wide range of conjunctions for structure, cause and effect, emphasis to conclude, and to generalise. • Tense: change tense according to features of the genre. • Link ideas across a text using cohesive devices such as adverbials. • Use adverbials to show the order of events. • Technical vocabulary is included and explained. 	<p>Use a wide range of punctuation throughout the writing.</p> <ul style="list-style-type: none"> • Semi-colons, colons and dashes to mark the boundary between independent clauses • Colons to introduce lists • Semi-colons within lists • Bullet points to list information • Hyphens to avoid ambiguity
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Progression in genres: **Newspaper report writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 1	<ul style="list-style-type: none"> Follow a simple three-part structure: brief opening, a series of simple events, a brief conclusion Ideas grouped in sentences in time sequence. Attempts at third person writing e.g. The man was run over. 	<ul style="list-style-type: none"> Simple conjunctions are used to construct simple sentences e.g. <i>and, but, then, so</i>. 	On Monday... The accident... People felt... Happened Angry Upset First Next After When Then So But It was...	<ul style="list-style-type: none"> Nouns: what a noun is. Regular plural nouns with 'er' Verbs: third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: join words and sentences using <i>and/then</i>. Tense: simple past tense 'ed'. 	<ul style="list-style-type: none"> Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.
Year 2	<ul style="list-style-type: none"> Follow a simple three part structure: opening, introducing the situation, a series of simple events, a brief conclusion Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption. 	<ul style="list-style-type: none"> Subject/verb sentences e.g. <i>He was... It happened...</i> Some modal verbs introduced e.g. <i>would, could, should</i>. Use simple adverbs e.g. <i>yesterday, today</i>. Use simple noun phrases e.g. <i>red shoes</i> 	It was a terrible... The scene was... Many passers by... Some children were... Shocking Awful Amazing Incredible Afterwards	<ul style="list-style-type: none"> Nouns: form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns and 'es', 'ed' and 'ing' to verbs. Verbs: progressive form of verbs in the past and present tense. Adjectives: add 'er' and 'est' to adjectives where no change is needed to root word. Conjunctions: use subordination – <i>when, if, that, because</i> AND coordination – <i>or, and, but</i>. Tense: correct and consistent use of past and present tense. Adverbs: 'ly' added to adjective to form adverb. Use prepositions to show position and direction e.g. <i>in front of, behind...</i> 	<ul style="list-style-type: none"> Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

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Progression in genres: **Newspaper report writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 3	<ul style="list-style-type: none"> • Clear introduction setting the scene. • Ordered points about the event. • Organised into paragraphs denoted by time/ place. • Some newspaper layout features included. • A bold eye-catching headline. 	<ul style="list-style-type: none"> • Simple sentences with extra description. • Some complex sentences using <i>when, if, as</i> etc. • Tense consistent e.g. modal verbs <i>can/will</i> • Adverbials e.g. <i>As the police arrived, the crowd scattered.</i> 	<p>While, if, as, when. Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by.. Hours later Unfortunately Fortunately</p>	<ul style="list-style-type: none"> • Nouns: form nouns using prefixes. • Nouns and pronouns used to avoid repetition. • Verbs: present perfect forms of verbs instead of 'the' • Adjectives: choose appropriate adjectives. • Conjunctions to express time and cause (<i>when, so, before, after, while, because</i>) • Tense: correct and consistent use of past and present tense. • Adverbs: introduce/revise adverbs. 	<ul style="list-style-type: none"> • Introduce possessive apostrophes for plural nouns. • Introduce inverted commas and begin to use them for direct speech.
Year 4	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between key ideas in the newspaper. • An opening (5 W's) which sets the scene and orientates the reader. • Paragraphs organised correctly into key ideas. • All newspaper layout features included. • Bold eye-catching headline which includes alliteration. 	<ul style="list-style-type: none"> • Variation in sentence structures e.g. <i>While the witness was distracted... As the police arrived...</i> • Use relative clauses e.g. <i>Mrs Holt, who was very angry...</i> • Include adverbs to show how often e.g. <i>additionally, frequently, rarely.</i> 	<p>John Smith (64), a retired community officer said... Within minutes... The school confirmed that... She claimed that.. He continued by informing us that... Police were...</p>	<ul style="list-style-type: none"> • Nouns: nouns and pronouns used for clarity and cohesion. • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. • Verbs: Standard English forms for verbs. • Adjectives: choose appropriate adjectives • Use a wide range of conjunctions. • Tense: correct use of past and present tense. • Adverbs: know what an adverbial phrase is. • Use fronted adverbials and a comma after using one. • Be introduced to the term determiners and use them appropriately in their writing. 	<ul style="list-style-type: none"> • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech.

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Progression in genres: **Newspaper report writing**

Year	Text	Sentence	Vocabulary	Word class	Punctuation
Year 5	<ul style="list-style-type: none"> Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings can be used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive. 	<ul style="list-style-type: none"> Sentence length and type varied e.g short/ long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate conjunctions e.g. <i>whilst, until, despite</i>. Indicate degrees of possibility using adverbs e.g. <i>perhaps, surely</i> 	<p>Until this is resolved... Unfortunately... Chaos ensued... Many panicked when... He disputed... She refused to accept that... The parents agreed that... Witnesses... Pupils emphasised... They spoke to... In addition to this... ...reported that... It has been stated...</p>	<ul style="list-style-type: none"> Nouns: locate and identify expanded noun phrases. Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives: choose appropriate adjectives Use a wide range of conjunctions. Tense: change tense according to features of the genre. Adverbs: know what an adverbial phrase is. Use fronted adverbials and a comma after one. Use adverbials of time, place and number. Where appropriate, be introduced to the shift in formality within texts e.g. when quoting. 	<p>Consolidate all previous learning.</p> <ul style="list-style-type: none"> Use brackets, dashes or commas for parenthesis Use commas to clarify meaning
Year 6	<ul style="list-style-type: none"> Reports are well-constructed and answer 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. Headlines may include puns. 	<ul style="list-style-type: none"> Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident... Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire... Use passive sentences to affect the presentation of information e.g. <i>the trees were...</i> May use the subjunctive e.g. <i>If you were...</i> Understand and use shifts in sentence structure to reflect a change in formality. 	<p>The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasised... Tragic... Crisis situation Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...</p>	<ul style="list-style-type: none"> Nouns: use expanded noun phrases to convey complicated information concisely. Verbs: use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives: choose appropriate adjectives Use a wide range of conjunctions. Tense: change tense according to features of the genre. Adverbs: link ideas across a text using cohesive devices such as adverbials. Understand and use shifts in vocabulary to reflect a change in formality e.g. when quoting. 	<p>Use a wide range of punctuation throughout the writing.</p> <ul style="list-style-type: none"> Semi-colons, colons and dashes to mark the boundary between independent clauses Colons to introduce quotes Hyphens to avoid ambiguity