

Stanhope Primary School
Writing Genre Progression Document



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions	List of instructions linked to actions or procedures	Ideas grouped in sentences in time sequence. Writing in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	A goal is outlined- a statement about what is to be achieved. Written in sequences steps to achieve the goal. Diagrams are using to make the process clearer.	A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg	Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.	Consolidate work from previous learning.
Recount – (experiences, diary, police reports, sports reports)	Labelling posters or writing about experiences.	Ideas grouped together in time sequence. . Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time	clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	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.	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	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.

						writer's perspective.	
Non-Chronological Reports	Writing about experiences or truffle moments.	Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... . Main ideas organised in groups.	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of subheadings.	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. Qualities, body parts, behaviour.	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized 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.	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.
Letters	Writing short letters to others, using envelopes.	Ideas grouped in sentences in time sequence.	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words.	Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. All letter layout features included.	Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader.	Letter well-constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.
Persuasion		Ideas are grouped together for similarity. Writes in first person.	Brief introduction and conclusion. Written In the present tense. Main	Clear introduction. Points about subject/issue. Organised into	Clear introduction and conclusion. Links between key ideas in the letter.	Developed introduction and conclusion using all the argument or	Arguments are well constructed that answer the reader's questions.

Purpose: (Advert, leaflet or argument)			ideas organised in groups.	paragraphs. Sub-heading used to organise texts	Paragraphs organised correctly into key ideas. Subheading Topic sentences	leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader.	The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.
Biography	Writing about themselves.	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Brief introduction and conclusion. Written in the past tense e.g. He went... She travelled Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	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.	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.	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.
Balanced Argument- Purpose: Speech or letter		Ideas are grouped together for similarity. Writes in first person.	Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised

						reader. Emotive language used throughout to engage the reader.	according to the writer's point of view.
Newspaper	Writing wanted or missing posters.	Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.	Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.	Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	Newspapers well constructed 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. Headlines include puns.
Narrative Story	Orally saying or writing stories of others and their own. Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction).	Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...	Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they	Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house.. Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis	Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the story Structural features of narrative are included e.g. repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods	The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text

--	--	--	--	--	--	--	--