

Skills progression Non-fiction KS1&2

| Year group | Recount | Report | Instruction | Explanation | Persuasion | Discussion |
|------------------------------------|--|--|--|--|---|--|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| Common forms of text types: | <p>Retelling stories in English lessons and other curriculum areas such as RE</p> <p>Giving accounts of schoolwork, sporting events, science experiments and trips out</p> <p>Writing historical accounts</p> <p>Writing biographies and autobiographies</p> <p>Letters and postcards</p> <p>Diaries and journals</p> <p>Newspaper reports</p> <p>Magazine articles</p> <p>Encyclopaedia entries</p> | <p>Describing aspects of daily life in history (e.g. transport, buildings)</p> <p>Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks, mythological creatures)</p> <p>Comparing and describing localities or geographical features</p> <p>Information leaflets</p> <p>Tourist guidebooks</p> <p>Encyclopaedia entries</p> <p>Magazine articles</p> <p>Letters</p> <p>Non-fiction books</p> <p>Magazine articles</p> | <p>How to design and make artefacts</p> <p>Technical manuals: how to operate computers, phones, devices</p> <p>How to carry out science experiments</p> <p>How to play a game</p> <p>Writing rules for behaviour</p> <p>How to cook and prepare food</p> | <p>Explaining science learning e.g. food chains</p> <p>Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions,</p> <p>Explaining phenomena such as the water cycle or how a volcano erupts in geography</p> <p>Explaining religious traditions and practices in RE</p> <p>Encyclopaedia entries Question and answer articles and leaflets Science write-ups</p> | <p>Writing publicity materials such as tourist brochures</p> <p>Writing editorials to newspapers about controversial issues</p> <p>Writing letters about topics such as traffic on the high street or deforestations</p> <p>Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse or to promote healthy living, etc.</p> <p>Writing book reviews for other pupils Book blurbs Political pamphlets</p> <p>Applying for a job or a position on the school council</p> | <p>Non-fiction book on an 'issues'</p> <p>Write-up a debate Leaflet or article giving balanced account of an issue</p> <p>Writing editorials about historical attitudes to gender, social class, colonialism etc.</p> <p>Writing letters about pollution, factory farming or smoking</p> <p>Writing essays giving opinions about literature, music or works of art</p> |

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Recount writing: To give an account of something from a particular point of view

| Generic features of recount writing | YEAR | Grammar skills to be explicitly taught | Preparing for recount writing |
|--|------|---|--|
| <p>Structure often includes:</p> <ul style="list-style-type: none"> orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) an account of the events that took place, often in chronological order (The first person to arrive was ...) some additional detail about each event (He was surprised to see me.) reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts | 1 | <p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> | <p><i>Teaching points that may be used during “planning” and “drafting” stages of the writing process.</i></p> <ul style="list-style-type: none"> Plan how you will organise the way you retell the events. You could use a timeline to help you plan. Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had). Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.) |
| | 2 | <p>Use past and present tense throughout writing. Use progressive forms of verbs. Use conjunctions for coordination and subordination. Use of noun phrases</p> | |
| | 3 | <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech</p> | |
| | 4 | <p>Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)</p> | |
| | 5 | <p>Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials</p> | |
| | 6 | <p>Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> | |

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Report writing : To provide detailed information about the way things are or were. To help the reader understand the information by organising it.

| Generic features of report writing | YEAR | Grammar skills to be explicitly taught | Preparing for recount writing |
|--|------|--|--|
| <p>In the absence of a chronological structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> • an opening statement, often a general classification (Sparrows are birds); • sometimes followed by a more detailed or technical classification (Their Latin name is...); • a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: • its qualities (Like most birds, sparrows have feathers.); • its parts and their functions (The beak is small and strong so that it can ...); | 1 | <p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> | <p><i>Teaching points that may be used during “planning” and “drafting” stages of the writing process.</i></p> <ul style="list-style-type: none"> • Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. • Gather information from a wide range of sources and collect it under the headings you’ve planned. • Consider using a question in the title to interest your reader (Vitamins – why are they so important?). • Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. • Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information. • Find ways of making links with your reader. <p>You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog.</p> |
| | 2 | <p>Use present and past tense throughout writing Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. because to aid explanation Use adjectives including comparative adjectives to create description</p> | |
| | 3 | <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation</p> | |
| | 4 | <p>Create cohesion through the use of nouns and pronouns and adverbials (within paragraphs) Use of paragraphs to organise ideas</p> | |
| | 5 | <p>Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader</p> | |
| | 6 | <p>Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms The passive voice can be used Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions.</p> | |

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Instruction and procedural writing : To tell someone how to do something so it is done successfully

| Generic features of instructional & procedural writing | YEAR | Grammar skills to be explicitly taught <i>NB: There are other 'generic' grammar skills in appendix 2 of the National Curriculum e.g. using relative clauses (y5) that are applicable across a range of text types and should be taught in line with age-related expectations</i> | Preparing for instruction and procedural writing <i>Teaching points that may be used during "planning" and "drafting" stages of the writing process.</i> |
|--|-------------|--|---|
| <ul style="list-style-type: none"> • Begin by defining the goal or desired outcome. E.g. How to make a board game. • List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. • Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) • A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat. | 1 | | <ul style="list-style-type: none"> • Use the title to show what the instructions are about. E.g. How to look after goldfish. • Work out exactly what sequence is needed to achieve the planned goal. • Decide on the important points you need to include at each stage. • Keep sentences as short and simple as possible. • Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. • Appeal directly to the reader's interest and enthusiasm. E.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now. • Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader. |
| | 2 | Use of command sentences Commas in lists | |
| | 3 | Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation | |
| | 4 | Create cohesion through the use of nouns and pronouns Use fronted adverbials | |
| | 5 | Parenthesis can be used to add additional advice Relative clauses can be used to add further information Modals can be used to suggest degrees of possibility Use layout devices to provide additional information and guide the reader | |
| | 6 | Adapt degrees of formality and informality to suit the form of the instructions Create cohesion across the text using a wide of cohesive devices including layout features | |

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Explanation Texts: To explain how or why something happens or is the way that it is

| Generic features of explanation writing | YEAR | Grammar skills to be explicitly taught <i>NB: There are other 'generic' grammar skills in appendix 2 of the National Curriculum e.g. using relative clauses (y5) that are applicable across a range of text types and should be taught in line with age-related expectations</i> | Preparing for explanation writing <i>Teaching points that may be used during "planning" and "drafting" stages of the writing process.</i> |
|--|------|---|---|
| <ul style="list-style-type: none"> A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. | 1 | | <ul style="list-style-type: none"> Choose a title that shows what you are explaining, perhaps using why or how. Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. Use the first paragraph to introduce what you will be explaining. Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. Add a few interesting details. Interest the reader by talking directly to them |
| | 2 | Consistent use of present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because | |
| | 3 | Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation | |
| | 4 | Use fronted adverbials Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns | |
| | 5 | Indicate degrees of possibility using adverbs and modal verbs Use layout devices to provide additional information and guide the reader Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words | |
| | 6 | Adapt degrees of formality and informality to suit the form of the explanation Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials The passive voice can be used | |

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Persuasion texts: To argue a case from a particular point of view and encourage the reader towards the same way of seeing things

| Generic features of persuasive writing | YEAR | Grammar skills to be explicitly taught | Preparing for persuasive writing |
|---|------|--|--|
| <ul style="list-style-type: none"> An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) | 1 | <i>NB: There are other 'generic' grammar skills in appendix 2 of the National Curriculum e.g. using relative clauses (y5) that are applicable across a range of text types and should be taught in line with age-related expectations</i> | <i>Teaching points that may be used during "planning" and "drafting" stages of the writing process.</i> <ul style="list-style-type: none"> Decide on the viewpoint you want to present and carefully select the information that supports it. Organise the main points to be made in the best order and decide which persuasive information you will add to support each. Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. Try to appear reasonable and use facts rather than emotive comments. Choose strong, positive words and phrases and avoid sounding negative. Use short sentences for emphasis. |
| | 2 | Written in present tense Rhetorical questions Effective use of noun phrases | |
| | 3 | Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbs | |
| | 4 | Create cohesion through the use of nouns and pronouns Use adverbials e.g. therefore, however... Use paragraphs to organise ideas Effective use of expanded noun phrases | |
| | 5 | Modals can be used to suggest degrees of possibility Create cohesion within paragraphs using adverbials | |
| | 6 | Make formal and informal vocabulary choices Adapt degrees of formality and informality to suit the form of the text The passive voice can be used in some formal persuasive texts Use conditional forms such as the subjunctive form to hypothesise Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials | |

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Discussion

Discussion texts: To present reasoned and balanced overviews of an issue or topic, providing two or more viewpoints with explanation, evidence or examples.

| Generic features of discussion writing | YEAR | Grammar skills to be explicitly taught | Preparing for discussion writing |
|---|------|--|---|
| <p>The most common structure includes:</p> <ul style="list-style-type: none"> • a statement of the issues involved and a preview of the main arguments; • arguments for, with supporting evidence/examples; • arguments against or alternative views, with supporting evidence/examples. <p>Another common structure presents the arguments 'for' and 'against' alternatively.</p> <p>Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided</p> | 1 | | <p>Teaching points that may be used during "planning" and "drafting" stages of the writing process.</p> <ul style="list-style-type: none"> • Questions often make good titles e.g. Should everyone travel less to conserve global energy? • Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot. • Make sure you show both/all sides of the argument fairly. • Support each viewpoint you present with reasons and evidence. • If you opt to support one particular view in the conclusion, give reasons for your decision. |
| | 2 | | |
| | 3 | | |
| | 4 | <p>Consistent use of present tense (Y2) Use present perfect form of verbs (Y3) Effective use of noun phrases Use of paragraphs to organise ideas Use adverbials e.g. therefore, however... Heading and subheadings used to aid presentation (Y3)</p> | |
| | 5 | <p>Create cohesion within paragraphs using adverbials Use layout devices to provide additional information and guide the reader</p> | |
| | 6 | <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials Make formal and informal vocabulary choices Use the passive voice to present points of view without Adapt degrees of formality and informality to suit the form of the discussion Use conditional forms such as the subjunctive form to hypothesise Make formal and informal vocabulary choices Use semi-colons, colons and dashes to make boundaries between clauses</p> | |