



Writing: Genres

Years R-3 Yearly Progression grid

	Reception	Year 1	Year 2	Year 3
		Covered in Pathways to ~Write English planning Cycle A: Autumn 2, Cycle B: Spring 2		
Substantive Knowledge	<p>Know how to write from the viewpoint of someone else.</p> <p>Know how to talk about an event that has happened.</p>	<ul style="list-style-type: none"> • Recount Know that a recount should contain the following features: <ul style="list-style-type: none"> - A title that relates to the writing. - Chronological order - Descriptions of events - Writer's feelings and thoughts. 	<ul style="list-style-type: none"> • Diary entry/ recount Know that a diary entry/ recount should contain the following features: <ul style="list-style-type: none"> - A title that relates to the writing. - An introduction that briefly explains: who, what, where and when. - Chronological order - Detailed descriptions of events - A conclusion - Writer's feelings and thoughts. 	<ul style="list-style-type: none"> • Diary entry/ recount Know that a diary entry/ recount should contain the following features: <ul style="list-style-type: none"> - An introduction paragraph that briefly explains: who, what, where and when (recount). - Chronological order - Quotations from witnesses - Emotive language - A concluding paragraph - Writer's feelings and thoughts. - Detailed and technical vocabulary.
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> • Writes simple sentences or phrases to explain what has happened. • Sentences start with a capital letter. • Sentences end with a full stop. • Sentences include a noun and verb. 	<ul style="list-style-type: none"> • Sentences begin with a capital letter. • Sentences end with a full stop. • Content of the recount includes who, where, when and what. • Events are sequences in order. • The title relates to the text. • Text is written in the past tense. 	<ul style="list-style-type: none"> • Sentences begin with a capital letter. • Sentences end with a full stop. • Content of the recount includes who, where, when and what. • Events are sequences in order with time conjunctions. • The title relates to the text. • Text is written in the past tense. • The conclusion includes the last event and how the author felt about the event. 	<ul style="list-style-type: none"> • The recount/ diary entry is written in the first or third person consistently. • Paragraphs are used. • The style of writing is considered: formal/ informal. • Thoughts and feelings are included. • Quotes are used. • The recount/ diary is written in chronological order.

		<ul style="list-style-type: none"> The conclusion includes the last event and how the author felt about the event. 		
Vocabulary	sentence, event.	recount, title, chronological order, event, conclusion	recount, title, chronological order, event, conclusion, introduction	recount, title, chronological order, event, conclusion, introduction, quote, formal, informal.
		Covered cross-curricular through Art and Design		
Substantive Knowledge		<ul style="list-style-type: none"> Instructions Know that instructions give clear simple steps. Know that a title explains what the instructions are for. Know that instructions need to include a list of things needed. Know that imperative verbs (bossy verbs) should be used to give instruction, at the start of each instruction. Know that the steps should be numbered and the next step should be started on a new line. Know that the steps should be in chronological order. 	<ul style="list-style-type: none"> Instructions Know that instructions give clear simple steps. Know that a title explains what the instructions are for. Know that a subheading shows each section. Know an opening sentence explains what the instructions are for. Know that instructions need to include a list of things needed. Know that imperative verbs should be used to give instruction. Know that the steps should be numbered. Know that the steps should be in chronological order. Know how to include adverbs such as 'slowly', 'carefully'. 	<ul style="list-style-type: none"> Instructions Know that instructions give clear simple steps. Know that a title explains what the text is about, often beginning with "How to..." Know that subheadings are used to create clear sections. Know that an opening sentence should encourage the reader to 'have a go'. Know that instructions should have a list of materials and equipment. Know that instructions should be written in chronological order. Know that time adverbs and conjunctions should be used to explain how and why. Imperative verbs are used to explain what needs to be done. Know how to include technical vocab.

				Know how to write in the present tense. Know how to write consistently in the second person.
Disciplinary knowledge (Skills)		<ul style="list-style-type: none"> • Sentences begin with a capital letter. • Sentences end with a full stop. • The title states 'How to...' • A list of ingredients and equipment are included. • Numbered instructions are listed. • Instructions are written in order. • Instructions are clear and precise. • Bossy verbs are used in the instructions. 	<ul style="list-style-type: none"> • Sentences begin with a capital letter. • Sentences end with a full stop. • The title states 'How to...' • A list of ingredients and equipment are included. • Numbered instructions are listed. • Instructions are wrote in order. • Instructions are clear and extended using conjunctions. • Verbs are used in the instructions. • Adverbs are used. • Diagrams are included to support the text. 	<ul style="list-style-type: none"> • Clear, simple steps are given. • The steps are written in chronological order, • Past tense is used consistently. • The instructions are written in the third person. • Subheadings are used. • A title is given. • A list of materials and equipment are given. • Adverbs and conjunctions are used.
Vocabulary		title, equipment, resources, imperative verbs, bullet points, chronological order	title, equipment, resources, imperative verbs, bullet points, chronological order, adverbs	title, equipment, resources, imperative verbs, bullet points, chronological order, adverbs, second person.
	Covered in Pathways to Write planning Autumn 1 and 2	Covered through Pathways to Write planning: Cycle A: Autumn 1, Spring 1 and Summer 1, Cycle B: Autumn 1, Spring 1, Summer 2		
Substantive Knowledge	Narrative writing Know how to join in with key events and phrases in a retelling of a story. Know how to represent a story with images and labels.	Narrative writing – Fiction Know how to write about the setting, using adjectives to describe. Know to include characters. Know to include a beginning, middle and end.	Narrative writing – Fiction Know that narrative writing should contain a title. Know how to write about the setting, using adjectives to describe.	Narrative writing Know that narrative writing should contain the following features: - A title that reflects what will happen in the story

	Know that a character is a person or animal in the story. Know how to create a story map. Know how to sequence pictures/ events so they are in order.	Know to use exciting and interesting language (adjectives and nouns).	Know how to write about the characters, using adjectives to describe. Know to include a beginning, build-up, problem, resolution and ending. Know to use exciting and interesting language (adjectives, adverbs, expanded noun phrases).	<ul style="list-style-type: none"> - Exciting and interesting language (adjectives, adverbs, powerful verbs) - Dialogue, using inverted commas - Emotions and feelings of characters - Plenty of action
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> • Able to join in with a familiar story. • Able to identify the characters within the story. • Knows what the setting is. 	<ul style="list-style-type: none"> • Narrative writing includes characters and these are described. • A setting is included and described. • Events are included and described. • The story has a beginning, middle and an end. • The text is written in sequence. 	<ul style="list-style-type: none"> • Narrative writing includes characters and these are described. • A setting is included and described. • Events are included and described. • A solution is given to conclude. • The text is written in sequence. 	<ul style="list-style-type: none"> • The story flows • Paragraphs are included • Suspense is created • The correct tense is used consistently. • The main character is introduced at the right time. • The setting is given and is clear (who, what, where, when, why). • The dilemma is given and a resolution is thought of. • The story will have an ending.
Vocabulary	character, setting	beginning, middle and end, setting, character	title, setting, character, problem, resolution	title, setting, character, dilemma, resolution
	Spring 1	Covered through Pathways to Write planning Cycle A: Summer 2, Cycle B: Autumn 2		-
Substantive Knowledge	Know how to describe and talk about a particular object. Know that some books give information -they tell you about things.	Non-chronological report Know that a non-chronological report includes a topic title that covers the whole subject. Know that a non-chronological report can include a leaflet, poster, fact sheet or non-fiction book.	Non-chronological report Know that a non-chronological report includes a topic title that covers the whole subject. Know how to write an introduction using who, what, where. Know how to write information in sections with subheadings.	Non-chronological report Know that a non-chronological report includes: <ul style="list-style-type: none"> - A topic title that covers the whole subject - An introduction using who, what, where - Subheadings

		<p>Know how to write information in sections with subheadings.</p> <p>Know how to write facts and include factual language.</p> <p>Know to include pictures to support the text.</p> <p>Know how to write in the third person.</p> <p>Know how to write in the present tense.</p>	<p>Know how to write facts and include factual language.</p> <p>Know how to draw pictures with captions.</p> <p>Know how to write in the third person.</p> <p>Know how to write in the present tense.</p>	<ul style="list-style-type: none"> - Facts and factual language - Technical language - A glossary - Third person - Formal language - Present tense
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> • Talks about a particular topic. • Able to verbalise facts. 	<ul style="list-style-type: none"> • The report has a purpose, e.g. non-fiction book, information leaflet, poster, fact sheet. • The report has factual information. • The report includes pictures to support the text. • The report has a heading and subheadings. 	<ul style="list-style-type: none"> • The report has a purpose, e.g. non-fiction book, information leaflet, poster, fact sheet. • The report has factual information. • The report includes pictures to support the text. • The pictures have a caption. • The report has a heading and subheadings. • The report is written in the third person. 	<ul style="list-style-type: none"> • The report has a purpose, e.g. non-fiction book, information leaflet, poster, fact sheet. • The report has factual information. • The report includes pictures to support the text. • The pictures have a caption. • The report has a heading and subheadings. • The report is written in the third person. • The report includes the use of paragraphs.
Vocabulary	facts	non-chronological report, subheading, third person, present tense.	non-chronological report, introduction, subheadings, caption, third person, present tense.	non-chronological report, introduction, subheadings, caption, third person, present tense, paragraphs.
	Covered through Pathways to Write planning Cycle A and B: Summer 2	Covered through Pathways to Write planning Cycle A: Cycle B: Summer 2		
Substantive Knowledge	Poetry Know how to continue a rhyming string.	Poetry Know there are different types of poem: Rhyming, shape and acrostic. Know how to keep a rhyming pattern.	Poetry Know there are different types of poem: Rhyming, free verse, shape and acrostic.	Poetry Know there are different types of poem:

	<p>Know that a rhyme is a word that sounds similar.</p> <p>Know and understand humour, i.e. nonsense rhymes, jokes.</p> <p>Know that some words start with the same sound.</p>	<p>Know that poem can include a title.</p> <p>Know that poems should contain interesting verbs and adjectives</p> <p>Know that a poem contains alliteration. Know that alliteration is words that start with the same sound.</p> <p>Know that interesting vocabulary should be used.</p> <p>Know about repetition and how this helps us remember.</p>	<p>Know that an acrostic poem is where certain letters of each line spells out a word, name, or phrase when read vertically.</p> <p>Know how to keep a rhyming pattern.</p> <p>Know that poem can include a title.</p> <p>Know that a poem contains alliteration and humour.</p> <p>Know that poems should contain interesting verbs and adjectives</p> <p>Know how to compare poems, identifying the same and different.</p> <p>Know that poems can include similes</p> <p>Know that interesting vocabulary should be used.</p> <p>Know about repetition.</p>	<p>- Rhyming, haiku, keening, diamantes, free verse, limericks, shape and acrostic.</p> <p>Know how to keep a rhyming pattern.</p> <p>Know that poems can be used to show mood and feelings.</p> <p>Know that a poem should have a title.</p> <p>Know that poems can have alliteration.</p> <p>Know that poems can have rhyme.</p> <p>Know that a simile is a method of comparison.</p> <p>Know that personification is a thing or individual that embodies a specific quality.</p> <p>Know to use interesting adjectives to make the poem exciting.</p> <p>Know to add repetition in a poem.</p> <p>Know that a stanza is a verse.</p>
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> Shows an awareness of listeners needs. Understands what a joke is. 	<ul style="list-style-type: none"> Writes a shape, rhyming or acrostic poem. Able to keep a rhyming pattern. Able to write a title that links to the poem. Able to include repetition in their poem. Able to use alliteration. Includes a title. 	<ul style="list-style-type: none"> Writes a Rhyming, free verse, shape or acrostic poem. Lines begin with a capital letter. Lines end with either a full stop or comma. A title is included. The body of the text relates to the title. Text is organised in a stanza. When writing alliteration, most of the initial letter sounds of the words in each line are the same. 	<ul style="list-style-type: none"> Uses interesting vocabulary Includes a title. Includes alliteration. Includes rhyme. Uses similes Uses personification. Uses interesting verbs and adjectives. Uses repetition. Writes in stanzas.

			<ul style="list-style-type: none"> When writing rhyme, the last sounds in paired lines are the same. 	
Vocabulary	joke, rhyme	acrostic, shape poem, rhyme, repetition, alliteration, title.	acrostic, shape poem, rhyme, repetition, alliteration, title, comma, stanza.	acrostic, shape poem, rhyme, repetition, alliteration, title, comma, stanza, personification.
		Covered through a cross-curricular approach in Geography and History		-
Substantive Knowledge			Chronological report Know how to write a headline and know that it should be positioned at the top of the page. Know that the report should include facts about the main event. Know how to write a concluding paragraph. Know how to include technical language. Know how to write in the past tense using -ed suffix.	Newspaper report/ chronological report Know that a report includes: <ul style="list-style-type: none"> - A headline - Facts about the main event - A concluding paragraph - Technical language - Is written in the past tense - Quotes
disciplinary knowledge (Skills)	•	•	<ul style="list-style-type: none"> Writes with the intended purpose in mind, i.e. account of what has happened. Writes about where, when, what, why and who. Includes a headline. Includes key facts and explains. 	<ul style="list-style-type: none"> Able to write with the intended purpose in mind, i.e. newspaper, match report. Able to write about where, when, what, why and who. Includes a headline. Includes key facts and explains. Includes paragraphs. Writes in the past tense. Includes quotes.
Vocabulary			recount, report, headline, facts, paragraph, main event.	newspaper report, chronological report, quote.

		Covered through Pathways to Write planning Cycle A: Spring 2, Cycle B: Summer 1		-
Substantive Knowledge	Know that a letter can start with To..... and end with From... Know that a letter is sent to another person.	Letter Know that a letter should contain the sender's address in the right-hand corner. Know how to include a greeting to address who the letter is to, i.e. Dear Mr Pickles... Know how to include a sign off, such as 'From'. Knows the purpose of the letter: to persuade, to complain, to give information, to apply for a job, to say thank you, to keep in touch...	Letter Know that a letter should contain the sender's address in the right-hand corner. Know that a letter should contain the recipients' address on the left hand. Know it should include the date on the right-hand side. Know how to include a greeting to address who the letter is to, i.e. Dear Mr Pickles... Know how to include a sign off, such as 'From' or 'Yours Sincerely'. Know how to include a question to make the letter more interesting. Knows the purpose of the letter: to persuade, to complain, to give information, to apply for a job, to say thank you, to keep in touch... Know when a letter is formal/ informal.	Letter Know that a letter should contain the following features: <ul style="list-style-type: none"> - Sender's and recipient's addresses - The date - An appropriate greeting - Either formal or informal language depending on the letter - An appropriate sign off such as 'Yours Sincerely', 'Yours Faithfully'... - Knows the purpose of the letter: to persuade, to complain, to give information, to apply for a job, to say thank you, to keep in touch... - Know when a letter is formal/ informal
Disciplinary knowledge (Skills)	<ul style="list-style-type: none"> • Writes a letter in role play. • Writes a simple letter with To and From. 	<ul style="list-style-type: none"> • Writes the sender's address • Writes who the letter is to. • Signs off with who the letter is from. 	<ul style="list-style-type: none"> • Write's the sender's address • Writes the date • Writes a greeting • Writes an introduction • Write with detail • Writes a conclusion • Signs letter off. 	<ul style="list-style-type: none"> • Writes for the intended purpose • Writes in the appropriate way: formal/ informal • An introduction is written and an explanation is given as to why they are writing. • The letter is concluded. • The correct addresses are put in the right places. • An appropriate greeting is given.

Vocabulary	letter	letter, sender, address	letter, informal, formal, date, sender, recipient, address	letter, informal, formal, date, sender, recipient, address
				Biography Know that a biography may include: <ul style="list-style-type: none"> - A question in the opening to hook the reader in - Adverbials of time to link paragraphs - Written in the past tense - Written in the third person.