



Harcourt Primary School – Writing Genre Progression Overview

Year group	Genre Progression - Fiction	Genre Progression – Non-fiction
Year 1	<p><i>Narratives-</i> traditional and fairy tales</p> <ul style="list-style-type: none"> • Establish beginning, middle and ending. • Recall main events. • Stories with predictable endings and patterned language • Rhyming stories • Familiar stories <p><i>Character/ descriptions</i></p> <ul style="list-style-type: none"> • Adjectives in a simple sentence to describe • Settings based on familiar and unfamiliar, real life or fantasy. <p><i>Diary entry</i></p> <ul style="list-style-type: none"> • <i>First person</i> • <i>Past tense</i> • <i>Days of the week with capital letter</i> • <i>Adjectives to express emotion</i> • <i>Events told in the correct order</i> 	<p><i>Labels, lists and captions</i></p> <ul style="list-style-type: none"> • Write words and simple sentences to label familiar objects • Group and number the items in a list • One item laid about above the next <p><i>Instructions</i></p> <ul style="list-style-type: none"> • Give oral instructions. • Read and follow simple classroom instructions on labels with pictures or symbols. • Order and write single instructions and then a series of two or three instructions using imperative verbs. <p><i>Post cards</i></p> <ul style="list-style-type: none"> • Convey simple information to inform the reader • ‘To’ and ‘from’ • Written in the first person • Written in the past tense <p><i>Informal letter writing-</i></p> <ul style="list-style-type: none"> • Informal language • Features of a letter (to, from)
Year 2	<p><i>Narratives-</i></p> <ul style="list-style-type: none"> • Five parts to a story (beginning, build- up, problem, resolution and ending). • Different stories by the same author • Stories with familiar settings • Extended stories/ significant authors. • Stories from other cultures. • Diary entries <p><i>Character/ setting descriptions</i></p> <ul style="list-style-type: none"> • Use of descriptive words and phrases (noun phrases) 	<p><i>Instructions-</i></p> <ul style="list-style-type: none"> • Read and follow simple written instructions • Order instructions correctly • Use numbers to convey order • Use imperative verbs and adverbs • Use sentence starters to convey time <p><i>Explanation texts-</i></p> <ul style="list-style-type: none"> • Carry out a practical activity e.g. investigation or experiment. • Explain process orally then use a flowchart.



Harcourt Primary School – Writing Genre Progression Overview

	<ul style="list-style-type: none"> Settings based on familiar and unfamiliar, real life or fantasy. 	<p><i>Information texts-</i></p> <ul style="list-style-type: none"> Write simple information texts incorporating labelled pictures, diagrams and lists as appropriate. Write in the correct tense (historical past). Create a glossary ordered alphabetically. <p><i>Informal letter writing-</i></p> <ul style="list-style-type: none"> Informal language Features of a letter (sender’s address, to, from). Questions <p><i>Recounts-</i></p> <ul style="list-style-type: none"> Describe incidents from own experiences Sequencing language then, after that, next, when Write in first person maintaining consistency in tense and person. Use co-ordination and sub-ordination to extend sentences
<p>Year 3</p>	<p><i>Narratives-</i></p> <ul style="list-style-type: none"> Five parts to a story (beginning, build- up, problem, resolution and ending). Stories with familiar settings Fables Alternative fairy stories Adventure Dialogue and playscripts Diary entry <p><i>Character/ setting descriptions.</i></p> <ul style="list-style-type: none"> Build tension Change of scenes that move the plot on Make inferences deductions about characters feelings, behaviours and relationships based on their descriptions and actions. 	<p><i>Instructions</i></p> <ul style="list-style-type: none"> Read and compare examples of instructional texts evaluating effectiveness. Analyse more complicated instructions Identify organisational devices e.g. lists, numbered, bullet points, diagrams, arrows, keys. Evaluate effectiveness of their own instructions and their peers. <p><i>Recount</i></p> <ul style="list-style-type: none"> Identify sequence of main events Third person Using a wide range of conjunctions Use of pronouns Use co-ordination and sub-ordination to extend sentences <p><i>Report</i></p> <ul style="list-style-type: none"> Factual Non-emotive



Harcourt Primary School – Writing Genre Progression Overview

		<ul style="list-style-type: none"> • Non-descriptive • Non-chronological <p><i>Letter writing</i></p> <ul style="list-style-type: none"> • Formal language • Persuasive language • Features of a letter include- recipient and senders address, formal greeting and signature, paragraphs. <p><i>Explanation texts</i></p> <ul style="list-style-type: none"> • Sequential explanation i.e. organised into paragraphs. • Use of passive voice. • Conjunctions that show time and cause. • Presentational features e.g. diagrams, flow-charts, subheadings
<p>Year 4</p>	<p>Fiction</p> <p><i>Narratives-</i></p> <ul style="list-style-type: none"> • Five parts to a story (beginning, build-up, problem, resolution and ending) more than one problem to be resolved. • Story endings with a twist • Stories with a moral or theme • Stories from a historical setting • Stories that raise issues or dilemmas • Stories from an imaginary world • Narratives from different viewpoints • Diary entry • Playscripts <p><i>Character/setting description</i></p> <ul style="list-style-type: none"> • Identify the use of figurative and expressive language to build a fuller picture of a character or setting. • Explore relationships between characters. • Build suspense and a plot. 	<p>Non fiction</p> <p><i>Persuasive texts includes an advert</i></p> <ul style="list-style-type: none"> • Identify texts that persuade and texts that inform. • Viewpoints • Rhetorical questions • Use of statistics to reinforce. • Persuasive devices (puns, alliterations, exaggerated claims). • Use of adverbs and adverbial phrases to structure a persuasive argument e.g on the other hand. <p><i>Explanation texts</i></p> <ul style="list-style-type: none"> • Summarise process with diagrams and flow charts. • Sequential explanation i.e. organised into paragraphs. • Use of passive voice. • Conjunctions that show time and cause. • Presentation e.g. diagrams, subheadings <p><i>Newspaper report</i></p> <ul style="list-style-type: none"> • Third person • Agreement in use of pronouns.



Harcourt Primary School – Writing Genre Progression Overview

		<ul style="list-style-type: none"> • Wide range of conjunctions e.g. meanwhile • Varied but consistent use of the past tense. • Degree of formality. <p><i>Leaflets</i></p> <ul style="list-style-type: none"> • Comparisons • Precision of technical terminology • Non-chronological • Devices to aid conciseness such as numbers, lists, bullet points, headings. • Impersonal style. <p><i>Letter writing</i></p> <ul style="list-style-type: none"> • Formal language • Persuasive language • Features of a letter include- recipient and senders address, formal greeting and signature, paragraphs. <p><i>Non-chronological report</i></p> <ul style="list-style-type: none"> • Technical language • Impersonal language • Present tense • Note taking skills and research (use of ICT). • Subject verb agreement • Use of organisational features such as paragraphs, headings, sub-headings
<p>Year 5 and 6</p>	<p>Fiction <i>Extended narratives-</i> Year 5 coverage:</p> <ul style="list-style-type: none"> • Myths and legends • Suspense and mystery • Play scripts 	<p>Non-fiction <i>Recount autobiography or biography</i> Year 5 and 6 coverage:</p> <ul style="list-style-type: none"> • First and third person • Fact, opinion and fiction. • Points of view



Harcourt Primary School – Writing Genre Progression Overview

Year 5/6 coverage

- Stories from our literary heritage
- Address reader directly
- Setting/ character descriptions
- Dialogue used to explain the plot
- Different story openers instead of just a setting or character description

Year 6 coverage, as above plus

- Film narrative
- Flashbacks
- Plot to a story has highs and lows.
- Several episodes build to the conflict
- Portray events happening simultaneously

Year 6 coverage, as above plus

- Research biographical accounts e.g. police perspective, newspaper reports and school reports.

Persuasive writing

Year 5 and 6 coverage

- Persuasive devices, words and phrases e.g. surely.
- Persuasive definitions e.g. every right thinking person would...
- Rhetorical questions.
- Emotive language
- Personal views e.g. in my opinion...

Year 6 coverage, as above plus

- Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes
- Deliberate ambiguities e.g. probably be the best, known to cure all.

Non-chronological reports

Year 5 coverage

- Consolidate from year 4 features of a non-chronological report

Year 5 and 6 coverage

- Overall classification of what is being described
- Short statements for each new item
- Technical language
- Impersonal language
- Present tense
- Note taking skills and research (use of ICT).
- Subject verb agreement

Year 6 coverage, as above plus

- Comparison of subjects

Journalistic texts/ newspaper arguments

Year 5 and 6 coverage



Harcourt Primary School – Writing Genre Progression Overview

		<ul style="list-style-type: none">• Local issue and debate• Summarise different sides of an argument• Balanced and reasoned views.• Perspective• Presented through discussion, debate and drama.• Signal personal opinions clearly• Able to draw reasoned conclusions <p><i>Explanation text</i></p> <p>Year 5 coverage</p> <ul style="list-style-type: none">• Introduction to summarise content• Summarise process with diagrams and flow charts.• Sequential explanation i.e. organised into paragraphs.• Use of passive voice.• Conjunctions that show time and cause.• Presentation e.g. diagrams, subheadings
--	--	---