



Burbage Infant School

Progression of writing skills in different genres - March 2023

Instructions

Purpose: To ensure something is done effectively and/or correctly with a successful outcome for the participant(s).

Foundation	Year 1	Year 2
<p>Sequence simple pictures in order.</p> <p>Write key words and simple captions.</p> <p>Write simple instructions.</p> <p>Use of numbers to order.</p>	<p>Appropriate title, eg. How to ...</p> <p>Sequence pictures in order.</p> <p>Use of bullet points or numbers to signal order.</p>	<p>Appropriate title, eg. How to ...</p> <p>List of equipment needed including use of bullet points.</p> <p>Use of a 'hook' question to engage the reader.</p> <p>Use of sub-headings, eg. method.</p>

Written in the imperative, eg. Sift the flour.

Begin to use spaces between words.

Punctuate some sentences using capital letters at the start and full stops at the end of sentences.

Ideas grouped in sentences in time sequence with time adverbials.

Some use of adverbs.

Use of prepositions.

Use nouns and some use of pronouns.

Written in the imperative, eg. Sift the flour.

Use spaces between words.

Punctuate many sentences consistently using capital letters at the start and full stops at the end of sentences.

Written in sequenced steps to achieve goal.

Use of bullet points or numbers to signal order.

Use of tantaliser to engage the reader.

Diagrams and illustrations to make the process clearer.

Use of final evaluative statement (eg. Now go and enjoy playing your new game.)

Written in the imperative, eg. Sift the flour.

Use of adverbs.

Use commas in a list.

Use of conjunctions to extend sentences.

Use nouns and pronouns.

Use spaces between words consistently.

Punctuate most sentences using capital letters at the start and full stops at the end.

Recount

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Examples: experiences/ diary/newspaper reports

Foundation	Year 1	Year 2
<p data-bbox="376 338 517 368"><u>Recounts</u></p> <p data-bbox="152 416 741 488">Write labels/caption/simple sentences about a photo from experience.</p> <p data-bbox="241 536 651 566">Ideas written in first person.</p> <p data-bbox="248 614 645 644">Use of personal pronoun I.</p> <p data-bbox="163 692 730 722">Begin to use spaces between words.</p> <p data-bbox="125 770 768 874">Punctuate some sentences using capital letters at the start and full stops at the end of sentences.</p>	<p data-bbox="1055 338 1196 368"><u>Recounts</u></p> <p data-bbox="831 416 1420 488">Short narrative with cohesion of ideas. Use of personal pronoun I.</p> <p data-bbox="920 536 1330 566">Ideas written in first person.</p> <p data-bbox="965 614 1285 644">Written in past tense.</p> <p data-bbox="831 692 1420 764">Ideas grouped together in time sequence and use of time adverbials.</p> <p data-bbox="913 812 1337 842">Use spaces between words.</p> <p data-bbox="819 890 1431 994">Punctuate many sentences consistently using capital letters at the start and full stops at the end of sentences.</p>	<p data-bbox="1733 338 1874 368"><u>Recounts</u></p> <p data-bbox="1547 416 2063 446">Brief introduction and conclusion.</p> <p data-bbox="1559 494 2051 525">Main ideas organised in groups.</p> <p data-bbox="1503 572 2107 644">Use of adjectives to reflect personal feelings and thoughts and to describe.</p> <p data-bbox="1570 692 2040 722">Use of exclamation sentences.</p> <p data-bbox="1491 770 2119 842">Use of exclamation marks to show strong feelings.</p> <p data-bbox="1603 890 2007 920">Use of personal pronoun I.</p> <p data-bbox="1648 968 1962 999">Use of noun phrases.</p> <p data-bbox="1480 1046 2130 1198">Written in past tense using ed suffixes and irregular verbs (eg. I went...I saw...) and past progressive tenses (eg. the children <u>were playing.</u>)</p> <p data-bbox="1503 1246 2107 1318">Ideas organised in chronological order using connectives that signal time.</p> <p data-bbox="1491 1366 2119 1396">Use spaces between words consistently.</p> <p data-bbox="1469 1444 2141 1516">Punctuate most sentences using capital letters at the start and full stops at the end.</p>

Diary

As above but include dates to show order.

Informal style used to write, eg. Dear Diary.

Use of similes to compare.

Use of apostrophes to contract.

Use of present tense as well may be included. (eg. Imagine I'm at the part and I see a giant bat...)

Use of present progressive forms of verbs may be included (eg. I am really hoping...)

Use spaces between words consistently.

Punctuate most sentences using capital letters at the start and full stops at the end.

Newspaper reports

Brief introduction and conclusion.

More formal style used.

Main ideas organised in groups.

Ideas organised in chronological order using connectives that signal time.

Use of adjectives to reflect personal feelings and thoughts and to describe.

Use of exclamation sentences.

Use of exclamation marks to show strong feelings.

Use of noun phrases.

Written in past tense using ed suffixes and irregular verbs (eg. I went...I saw...) and past progressive tenses (eg. the children were playing.)

Use spaces between words consistently.

Punctuate most sentences using capital letters at the start and full stops at the end.

Biography

Sentences and captions about themselves.

Use of present tense.

Written in the first person.

Begin to use spaces between words.

Punctuate some sentences using capital letters at the start and full stops at the end of sentences.

Biography

Ideas grouped together in time sequence.

Focussed on individuals or group participants e.g, I or we.

Written in the first person.

Written in past tense.

Use spaces between words.

Punctuate many sentences consistently using capital letters at the start and full stops at the end of sentences.

Biography

Brief introduction.

Main ideas organised in groups.

Written in the past tense using ed suffixes and irregular verbs.

Written in 3rd person.

Use of adverbials.

Ideas organised in chronological order using connectives that signal time.

Use spaces between words consistently.

Punctuate most sentences using capital letters at the start and full stops at the end.

Fiction narrative

Purpose: To tell a story. The story makes a listener or reader respond in a particular way. They create imaginative worlds that can help us to understand ourselves and the things around us and take us beyond our own experience.

Examples: story - retell, own, change of part of story, eg. setting, in same structure, poem.

Foundation	Year 1	Year 2
<p style="text-align: center;"><u>Story</u></p> <p>Write simple sentences to retell a familiar story.</p> <p>Use story maps to recall key events in a familiar story heard.</p> <p>Retell main events in chronological order with some children using picture sequencing to help recall.</p> <p>The main participants are either human or animal.</p> <p>Begin to show an understanding that stories have a beginning, middle and end three- part process.</p> <p style="color: blue;">Use of past tense.</p> <p style="color: blue;">Use of 3rd person.</p> <p style="color: blue;">Begin to use spaces between words.</p> <p style="color: blue;">Punctuate some sentences using capital letters at the start and full stops at the end of sentences.</p>	<p style="text-align: center;"><u>Story</u></p> <p>Use story maps to recall key events in a familiar story heard.</p> <p>Make simple plans for own stories with captions.</p> <p>Write using cohesion.</p> <p>The main participants are either human or animal.</p> <p>Change parts of stories, eg. setting, ending, character using their own ideas.</p> <p>Begin to use traditional language when retelling traditional stories.</p> <p>Retell main events in chronological order with some children using picture sequencing to help recall.</p> <p>Demonstrate an understanding that stories have a beginning, middle and end three- part process.</p> <p>Simple narratives use typical characters, settings and events whether imagined or real.</p>	<p style="text-align: center;"><u>Story</u></p> <p>Plan stories heard and own versions of stories using a range of methods.</p> <p>Retell stories heard using a 4-part process to show beginning, middle- problem and resolution and ending.</p> <p>Retell stories heard. Retell stories making changes to characters, plot and setting.</p> <p>Write at greater length using cohesion.</p> <p>Use appropriate story language, eg traditional tales, informal.</p> <p>Proofread and edit their writing to make improvements based on their own thoughts and those of their peers and teachers.</p> <p>Use of repetitive phrases for effect.</p> <p>The main participants are either human or animal. They are simply developed as either good or bad characters.</p>

	<p>'Story language' (eg. once upon a time) may be used to create purposeful sounding writing.</p> <p>Children start to consider the intended audience and purpose of the story (eg. to amuse, tell a moral).</p> <p>Write using some extended sentences to retell a familiar story, eg. conjunctions and adjectives.</p> <p>Use a range of suffixes, eg. ed, ing and plurals with no change to the root word.</p> <p>Use question and exclamation marks in addition to capital letters and full stops.</p> <p>Use of past and present tense.</p> <p>Use of commas.</p> <p>Use spaces between words.</p> <p>Punctuate many sentences consistently using capital letters at the start and full stops at the end of sentences.</p>	<p>Simple narratives use typical characters, settings and events whether imagined or real.</p> <p>Children consider the intended audience and purpose of the story (eg. to amuse, tell a moral).</p> <p>Recognise and use 'story language' (eg. once upon a time) to create purposeful sounding writing.</p> <p>Use a range of suffixes where they have root word changes.</p> <p>Use a range of punctuation such as apostrophes for possession, contraction, commas, question marks and exclamation marks.</p> <p>Write extended sentences using conjunctions, adjectives, adverbials, noun phrases.</p> <p>Use of past tense.</p> <p>Write in 3rd person.</p> <p>Use a range of sentence types, eg. statement, question, exclamation.</p> <p>Start sentences with adverbial openers.</p> <p>Use of powerful verbs chosen for effect (e.g. grabbed instead of got).</p> <p>Ideas organised in chronological order using connectives that signal time.</p>
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		<p>Use of similes to compare.</p> <p>Use of past progressive form of verbs.</p> <p>Use spaces between words consistently.</p> <p>Punctuate most sentences using capital letters at the start and full stops at the end.</p>
<p style="text-align: center;"><u>Poetry</u></p> <p>Learn to say nursery rhymes.</p> <p>Suggest words that rhyme. Make lists.</p> <p>Write words about a topic in a simple shape poem.</p> <p>Begin to use spaces between words.</p> <p>Punctuate some sentences using capital letters at the start and full stops at the end of sentences.</p>	<p style="text-align: center;"><u>Poetry</u></p> <p>Write poems following a simple pattern which may have repeated lines.</p> <p>Begin to use verses in layout.</p> <p>Write descriptive poems and shape poems.</p> <p>Write poems using adjectives to describe.</p> <p>Show some range of punctuation such as exclamation marks.</p> <p>Use of conjunctions to extend sentences.</p> <p>Use of adverbs.</p> <p>Use spaces between words.</p> <p>Punctuate many sentences consistently using capital letters at the start and full stops at the end of sentences.</p>	<p style="text-align: center;"><u>Poetry</u></p> <p>Write poems following a pattern given or one of their making.</p> <p>Use verses in layout.</p> <p>Finish poems using rhyming words.</p> <p>Write a range of styles of poetry e.g shape, riddle, rhyming.</p> <p>Begin to recognise ways engage their audience, eg. use of question sentence.</p> <p>Write poems using adjectives and noun phrases to describe objects and feelings.</p> <p>Use a range of punctuation such as apostrophes for possession, contraction, commas, question marks and exclamation marks.</p> <p>Use onomatopoeia and similes.</p>

		<p>Use a range of sentence types, eg. statements, question and exclamation.</p> <p>Use of co-ordinated and sub-ordinated conjunctions to extend sentences.</p> <p>Use spaces between words consistently.</p> <p>Punctuate most sentences using capital letters at the start and full stops at the end.</p>
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Non-chronological reports

Purpose: To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.

Examples: non-chronological reports, letters

Foundation	Year 1	Year 2
<p style="text-align: center;"><u>Non-chronological reports</u></p> <p>Write labels/caption/simple sentences about a photo.</p> <p style="text-align: center;">Begin to use spaces between words.</p> <p style="text-align: center;">Punctuate some sentences using capital letters at the start and full stops at the end of sentences.</p>	<p style="text-align: center;"><u>Non-chronological reports</u></p> <p>Ideas grouped together for similarity.</p> <p>Use of non-fiction organisational features such as bullet points, fact boxes, diagrams with captions, labels.</p> <p>Begin to use a formal style of language.</p> <p>Attempts at third person writing, eg. The man was run over.</p> <p>Written in the appropriate tense, eg. Sparrow's rest... Dinosaurs were...</p> <p>Use of conjunctions to extend ideas.</p> <p>Use a range of statements and question sentences.</p> <p>Use of present tense or past.</p> <p>Use of prepositions.</p>	<p style="text-align: center;"><u>Non-chronological reports</u></p> <p>Brief introduction.</p> <p>Main ideas organised in groups- some use of paragraphs.</p> <p>Use of sub-headings.</p> <p>Include factual information.</p> <p>Use of formal language.</p> <p>Use of captions and labels.</p> <p>Use of non-fiction features such as fact boxes.</p> <p>Written in the appropriate tense, eg. Sparrow's rest... Dinosaurs were...</p> <p>Use of co-ordinating and subordinating conjunctions to extend sentences, eg. because, when, so.</p> <p>Use of apostrophe's for possession, eg. The King's army...</p>

Use of nouns and pronouns.

Start to include comparative and superlative adjectives with no root word changes needed.

Use spaces between words.

Punctuate many sentences consistently using capital letters at the start and full stops at the end of sentences.

Use of adverbial openers, eg. frequency adverbials like sometimes, occasionally

Use of plurals.

Use of question sentences.

Use of third person writing, eg. The man was run over.

Use of present tense or past.

Use of prepositions.

Use of nouns and pronouns.

Use of comparative and superlative adjectives including root word changes.

Use spaces between words consistently.

Punctuate most sentences using capital letters at the start and full stops at the end.

Letters

Write lists, notes, cards and short letters including envelopes for purpose. E.g Christmas card, to say thank you.

Sign name at the end of cards and letters so reader knows who it is from using a capital letter at the start.

Write words under each other in lists.

Start and letters using appropriate language such as Dear and from.

Write name with a capital letter.

Begin to use spaces between words.

Punctuate some sentences using capital letters at the start and full stops at the end of sentences.

Letters

Write lists, cards and short letters for purpose, eg. Christmas card, to say thank you.

Sign name at the end of cards and letters so reader knows who it is from using a capital letter at the start.

Use of adjectives to reflect thoughts and feelings in letters.

Use of question sentences to ask readers when writing letters.

Use conjunctions to extend ideas.

Use of nouns and pronouns.

Use spaces between words.

Punctuate many sentences consistently using capital letters at the start and full stops at the end of sentences.

Letters

Main ideas organised in groups.

Start and end letters using appropriate features, eg. Address, date, Dear.

Begin to note differences in language for formal and informal letter styles and use appropriate style.

Write in the past tense using ed suffixes and irregular verbs.

Use of apostrophe's for contraction if informal letter.

Use of question sentences to ask readers.

Use of exclamation sentences.

Use of co-ordinating and subordinating conjunctions to extend sentences, eg. because, when, so.

Use of nouns and pronouns.

Use spaces between words consistently.

Punctuate most sentences using capital letters at the start and full stops at the end.

Persuasion

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Examples: leaflet, poster

Foundation	Year 1	Year 2
<p>N/A</p>	<p><u>Leaflet/Poster</u></p> <p>Ideas grouped together for similarity.</p> <p>Use of pictures and diagrams with captions.</p> <p>Use of fact boxes.</p> <p>Use of labels.</p> <p>Some use of adjectives to influence reader.</p> <p>Use of exclamation marks to show strong feelings.</p> <p>Written in present tense.</p> <p>Use of some noun phrases.</p> <p>Use spaces between words.</p> <p>Punctuate many sentences consistently using capital letters at the start and full stops at the end of sentences.</p>	<p><u>Leaflet</u></p> <p>Brief introduction.</p> <p>Main ideas organised in groups.</p> <p>Use of pictures and diagrams with captions.</p> <p>Use of fact boxes.</p> <p>Use of labels.</p> <p>Use of formal vocabulary choices.</p> <p>Use of adjectives and noun phrases to influence reader</p> <p>Use of rhetorical question sentences, eg. Did you know?</p> <p>Use of exclamation marks to show strong feelings.</p> <p>Use of exclamation sentences.</p> <p>Use of frequency adverbials, eg. Sometimes, occasionally</p>

		<p>Use of co-ordinating and subordinating conjunctions to extend sentences, eg. because, when, so.</p> <p>Written in 3rd person.</p> <p>Use of plurals.</p> <p>Use of present tense.</p> <p>Use of noun phrases.</p> <p>Use spaces between words consistently.</p> <p>Punctuate most sentences using capital letters at the start and full stops at the end.</p>
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Balanced argument

Purpose: To present a reasoned and balanced view of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/or examples.

Example: speech

Foundation	Year 1	Year 2
N/A	N/A	<p>Brief introduction and conclusion.</p> <p>Written with impersonal style and formal vocabulary choices.</p> <p>Main ideas organised in groups.</p> <p>Use of powerful adjectives to persuade/inform.</p> <p>Use of frequency adverbials.</p> <p>Written in 1st person.</p> <p>A range of sentence types such as statement, exclamation and question.</p> <p>Use a range of suffixes where they have root word changes.</p> <p>Use of present tense.</p> <p>Use of noun phrases.</p> <p>Use spaces between words consistently.</p> <p>Punctuate most sentences using capital letters at the start and full stops at the end.</p>