

St John's Genre Progression Map

Progression Document to Support Writing Purposes

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
<p>Writing to instruct.</p> <p>Evolves to procedural writing in Y5/6 (Eg survival Guide)</p>	<ul style="list-style-type: none"> Title Simple, easy vocabulary Time Adverbials Imperative verbs Numbered points 	<ul style="list-style-type: none"> Title Technical vocabulary Time Adverbials Imperative verbs Numbered points Written in correct order and make sense 	<ul style="list-style-type: none"> Title Introductory sentences. Technical vocabulary. Time Adverbials Imperative verbs Adverbs Numbered / Bullet points Labelled diagrams Written in correct order and make sense Use commas to separate items in a list 	<ul style="list-style-type: none"> Title Introductory paragraph. Time Adverbials Imperative verbs/ adverbs. Sub-headings. Technical and precise language. Numbered / Bullet points Labelled diagrams Written in the second person Written in correct order and make sense 	<ul style="list-style-type: none"> Title Introductory paragraph. Time Adverbials/ fronted adverbials where appropriate. Imperative verbs/ adverbs. Sub-headings. Technical and precise language. Numbered / Bullet points Labelled diagrams Written in the second person Written in correct order and make sense 	<ul style="list-style-type: none"> Title Subheadings: Equipment / ingredients / procedure / method Time Adverbials Imperative verbs Cohesive paragraphs or sections. Labelled diagrams Adverbs Range of conjunctions to write more detailed sentences Written in correct order and make sense Parenthesis – semi colon/ colon. Vocabulary matches formality.

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to recount in the form of a diary.	<ul style="list-style-type: none"> • Appropriate salutation and ending (Eg Dear Diary) • Write in first person • Retell the important events that have taken place • Simple adjectives to describe feelings • Written in chronological order • Time adverbials • Written in past tense 	<ul style="list-style-type: none"> • Appropriate salutation and ending (Eg Dear Diary) • Write in first person, using contractions where appropriate (I'm) • Describe the important events that have taken place • Emotive language • Use the four sentence forms where appropriate • Written in chronological order • Time adverbials • Language matches diary owner. • Written in past tense 	<ul style="list-style-type: none"> • Appropriate salutation and ending (Eg Dear Diary) • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time adverbials • Language matches the diary owner. • Written in past tense • Ideas organised into paragraphs or sections. 	<ul style="list-style-type: none"> • Appropriate salutation and ending (Eg Dear Diary) • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time adverbials/ fronted adverbials where appropriate. • Language matches the diary owner. • Written in past tense • Ideas organised into paragraphs or sections. 	<ul style="list-style-type: none"> • Appropriate salutation and ending (Eg Dear Diary) • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time adverbials/ fronted adverbials where appropriate. • Language matches the diary owner. • Written in past tense • Ideas organised into paragraphs – a range of cohesive devices. • Use relative clauses and parenthesis. 	<ul style="list-style-type: none"> • Appropriate salutation and ending (Eg Dear Diary) • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time adverbials/ fronted adverbials where appropriate. • Language matches the diary owner. • Written in past tense • Ideas organised into paragraphs – a range of cohesive devices. • Use relative clauses and parenthesis. • Consistent use of KS2 punctuation.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
Writing to entertain – story writing.	<ul style="list-style-type: none"> Beginning Middle End Characters Setting Adjectives to describe 	<ul style="list-style-type: none"> Sequenced and coherent ideas. Include an opening which describes characters and setting, where appropriate. Include a problem or dilemma where appropriate. Begin to describe the character's feelings and emotions Include simple adjectives and, verbs. Use noun phrases which add detail to description Use and to link two main ideas 	<ul style="list-style-type: none"> Sequenced and coherent ideas. Include an opening which describe characters and setting Include a problem or dilemma Describe the character's feelings and emotions Include powerful adjectives, verbs and adverbs. Use coordinating and subordinating conjunctions. Use noun phrases which add detail to description Use the progressive form for verbs (Goldilocks was walking through the woods) Use a variety of sentence forms. Use nouns and pronouns for clarity and cohesion (Goldilocks, the little girl, she, her) 	<ul style="list-style-type: none"> Sequenced and coherent ideas organised in paragraphs. Include an opening paragraph which describes characters and setting Include a problem or dilemma Describe the character's feelings and emotions Include powerful adjectives, verbs and adverbs. Use coordinating and subordinating conjunctions. Use conjunctions, prepositions and adverbials for time and cause. Use noun phrases which add detail to description Use the appropriate tense. Use a variety of sentence forms. Use nouns and pronouns for clarity and cohesion (Goldilocks, the little girl, she, her) Begin to use inverted commas for direct speech. 	<ul style="list-style-type: none"> Sequenced and coherent ideas organised in paragraphs. Include an opening paragraph which describes characters and setting Include a problem or dilemma Describe the character's feelings and emotions Include powerful adjectives, verbs and adverbs. Use multiclaue sentences, including fronted adverbials. Use conjunctions, prepositions and adverbials for time and cause. Use noun phrases which add detail to description Use the appropriate tense. Use a variety of sentence forms. Use nouns and pronouns for clarity and cohesion (Goldilocks, the little girl, she, her) Use inverted commas and internal punctuation for direct speech. 	<ul style="list-style-type: none"> Sequenced and coherent ideas organised in paragraphs. Include an opening paragraph which describes characters and setting Include a problem or dilemma Describe the character's feelings and emotions Include powerful adjectives, verbs and adverbs. Use multiclaue sentences, including fronted adverbials. Use conjunctions, prepositions and adverbials for time and cause. Use noun phrases which add detail to description Use the appropriate tense. Use a variety of sentence forms. Use nouns and pronouns for clarity and cohesion (Goldilocks, the little girl, she, her) Use inverted commas and internal

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				<ul style="list-style-type: none">• Use vocabulary appropriate to style of narrative.	<ul style="list-style-type: none">• Dialogue conveys character and/ or moves the action on.• Use vocabulary appropriate to style of narrative.	<p>punctuation for direct speech.</p> <ul style="list-style-type: none">• Dialogue conveys character and/ or moves the action on.• Use vocabulary appropriate to style of narrative.• Consistently uses KS2 punctuation effectively.
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	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Writing to persuade – eg advert, letter, speech, leaflet	<ul style="list-style-type: none"> • Use descriptive language. • Use imperative verbs, • Include picture with labels. 	<ul style="list-style-type: none"> • Use descriptive language. • Use imperative verbs, • Include picture with labels. • Use and to join ideas. • Use persuasive phrases appropriate to the task. • Use comparative and superlative language. • Use questions and exclamations where appropriate. 	<ul style="list-style-type: none"> • Use descriptive language/ expanded noun phrases. • Use imperative verbs, • Include picture/ diagram with labels. • Use coordinating and subordinating conjunctions. • Use cohesive devices appropriate to form of writing (letter/ speech/ leaflet) • Use persuasive phrases appropriate to the task. • Use comparative and superlative language. • Use questions and exclamations where appropriate. • Use alliteration.(slogan) 	<ul style="list-style-type: none"> • Use descriptive language/ expanded noun phrases. • Use imperative verbs, • Include picture/ diagram with labels. • Use multiclaue sentences. • Use cohesive devices appropriate to form of writing (letter/ speech/ leaflet) • Use persuasive phrases appropriate to the task. • Use comparative and superlative language. • Use questions and exclamations where appropriate. • Use alliteration (slogan) • Use paragraphs or sections where appropriate. • Use rhetorical questions where appropriate. • Vocabulary and grammar matches the formality of the audience. 	<ul style="list-style-type: none"> • Use descriptive language/ expanded noun phrases. • Use imperative verbs, • Use modal verbs. • Include picture/ diagram with labels. • Use multiclaue sentences. • Use cohesive devices appropriate to form of writing (letter/ speech/ leaflet) • Use persuasive phrases appropriate to the task. • Use comparative and superlative language. • Use questions and exclamations where appropriate. • Use alliteration.(slogan) • Use parenthesis to add in additional information. • Use colons and semi colons to join independent clauses. • Use paragraphs or sections where appropriate. • Use rhetorical questions where appropriate. • Vocabulary and grammar matches the formality of the audience.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
<p>Writing to report.</p> <p>Non-chronological report.</p>	<p>Maybe presented as a fact file.</p> <ul style="list-style-type: none"> Title Opening sentence that explains what the report is about Picture / diagram with labels. Sentences linked to the pictures Technical vocabulary. 	<p>Maybe presented as a fact file. (Summer term report)</p> <ul style="list-style-type: none"> Title Opening sentence that explains what the report is about Use and to link two main ideas. Information which is factual and accurate. Pictures / diagrams with caption. Subheadings Technical vocabulary. Use of question, where appropriate. 	<ul style="list-style-type: none"> Title Opening section that explains what the report is about Use coordinating and subordinating clauses to link two main ideas. Information which is factual and accurate. Pictures / diagrams with caption. Subheadings – organised into sections. Technical vocabulary. Use of question, where appropriate. 	<ul style="list-style-type: none"> Title Opening section that explains what the report is about Use coordinating and subordinating clauses to link two main ideas. Use a range of adverbials. Information which is factual and accurate. Pictures and captions. Diagrams with arrows. Subheadings/ text boxes – organised into sections. Technical vocabulary. Use of question, where appropriate. Organise work into paragraphs and sections. Tone of report matches the audience (younger children/ adults/ in the style of Attenborough) 	<ul style="list-style-type: none"> Title Opening section that explains what the report is about Use coordinating and subordinating clauses to link two main ideas. Use a range of adverbials. Information which is factual and accurate. Pictures and captions. Diagrams with arrows. Subheadings/ text boxes – organised into sections. Technical vocabulary. Use of question, where appropriate. Organise work into paragraphs and sections. Tone of report matches the audience (younger children/ adults/ in the style of Attenborough) 	<ul style="list-style-type: none"> Title Opening section that explains what the report is about Use multiclausal sentences. Use a range of adverbials. Information which is factual and accurate. A range of cohesive devices including Pictures, captions and diagrams with arrows. Subheadings/ text boxes – organised into sections. Technical vocabulary. Organise work into paragraphs and sections. Tone of report matches the audience (younger children/ adults/ in the style of Attenborough) Use all KS2 punctuation effectively.

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	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Writing to recount (eg newspaper, letter, blog, biography)	<ul style="list-style-type: none"> • Time adverbials (first, next, after, later) • Describe clearly what has happened • Chronological order – sentences sequenced coherently. 	<ul style="list-style-type: none"> • Who, what, when, where and why in a few sentences. • Time adverbials (first, firstly, next, after, later) • Written in the appropriate tense • Chronological order - sentences sequenced coherently. • Use and to join ideas. 	<ul style="list-style-type: none"> • An introduction which answers who, what, when, where and why. • Time adverbials (first, firstly, next, after, later) • Written in the appropriate tense. • Describe clearly what has happened. • Chronological order organised into sections. • Use coordinating and subordinating conjunctions • Use appropriate vocabulary. • Closing statement/ section. 	<ul style="list-style-type: none"> • An introduction which answers who, what, when, where and why. • Time adverbials (first, firstly, next, after, later) • Written in the appropriate tense. • Describe clearly what has happened. • Chronological order organised into sections. • Cohesive devices appropriate to the form of writing. • Use multiclaue sentences. • Use appropriate vocabulary. • Quotations, correctly punctuated. • Closing statement/ section. • Vocabulary and grammar matches the audience (informal/ formal) 	<ul style="list-style-type: none"> • An introduction which answers who, what, when, where and why. • Time adverbials (first, firstly, next, after, later) • Written in the appropriate tense. • Describe clearly what has happened. • Chronological order organised into sections. • Cohesive devices appropriate to the form of writing. • Use multiclaue sentences including relative clauses. • Use appropriate vocabulary. • Quotations, correctly punctuated. • Closing statement/ section. • Vocabulary and grammar matches the audience (informal/ formal) • Use parenthesis to add extra information. • Effective use of all KS2 punctuation.