

## **TEXT TYPE PROGRESSION**

### **NORTON COMMUNITY PRIMARY SCHOOL**

#### **OVERVIEW**

At the heart of our approach to literacy is the knowledge that most children acquire language naturally, through listening and copying verbal processes and eventually assimilating the patterns and rules they hear until they have an innate knowledge English grammar and punctuation. There are misconceptions and local inflections which need addressing, but children start from a strong position and they should therefore be confident that they already know much of what they are taught explicitly at school, they just need to understand how to present that knowledge in written form. Making connections between the verbal rehearsal and the written text is essential to foster children's resilience, confidence and their determination to succeed.

It is therefore necessary that children are exposed to a wide variety of texts throughout their schooling, but that their reading and writing in response to these texts develops in sophistication as they age. Norton Community Primary School has a "hooks and books" approach that centres children's learning on a specific text, making a web of connections around it, reaching out to the full panorama of subjects as well as forging links between and across genres. While by necessity whole class reading will sometimes be unrelated to writing, for every writing assignment there will be regular sessions where whole class reading leads directly to writing, either using the "hook" text or another related text. Relationships between texts could be by genre, style, type or topic but the links must be maintained to ensure that children benefit from the network of knowledge. Children listen to a wider variety of texts than they are able to read. They make connections between images and use televised stories to give them context and increase their experience of events. Children discuss textual features in texts that they can read or an adult/peer can read with them. Children may also use text starters (inspirational images or props) to help them generate ideas or to extend their own ideas. Consequently, our pupils have a ready-made bank of knowledge to draw upon, meaning that content is no longer a barrier to writing and instead they can focus on the lesson objective.

Essential to our vision is writing for a purpose. Children at all stages write for a specific readership and have the opportunity to write for real readers outside of the school such as readers of the school newspaper, recipients of letters, advertising for the school and to enter competitions.

This document demonstrates the progression of approach for different text types.

YEAR GROUP	TEXT TYPE	PROGRESSION
YEAR 1	Recount	<p>Children order the events in stories they have heard and become familiar with. They identify the beginning, the middle and the end events. Children order images and pre-written captions. They write their own captions and draw their own images for their own events. They start to use time adverbials to order events (e.g. then, after that, firstly, secondly, next).</p> <p>Verbally rehearse recounting personal events to their friends and the class. Attempt to write ideas with a group and a scribe. Record and listen back to sentences. Eventually, write sentences on strips of paper so that they can reordered as part of the editing process.</p> <p>Children are made aware that they are recounting a story from their own perspective, using “I”.</p>
YEAR 2		<p>In Year 2, children build on the skills learnt in Year 1 by ordering events in narratives, but they may only hear the narrative a couple of times. They will learn to summarise the events as a whole class and then to develop their summary skills using pictures. Children can use the summary as a basic plan, so that they establish this preparatory stage as a habit for the future.</p> <p>Once they have identified the order of events, scaffolded by word banks and sentence stems they will write their own version of a narrative as a character, using time adverbials and a greater range of conjunctions (using when, if, that, or because) and co-ordination (using or, and, or but). They will begin to use dictionaries to find unfamiliar words. Children understand they are writing using “I” and are that this is first person. They will read their work aloud and as a group with teacher support and discuss what is good about it and what could be better. They will look at a class example and as a group identify and implement edits to capitalisation, basic punctuation, spelling of year ½ words and keywords.</p>
YEAR 3		<p>As children move into Key Stage 2, they will be exposed to a wider variety of recounts in a broader spectrum of styles. Children move away from fiction and their personal experiences to factual recounts, for example, by historical figures. They experience recounts on screen, i.e the BBC Teach series of historical figures, and read diaries and third person recounts of events in whole class reading sessions. Children are introduced to the terminology <i>autobiographical</i> and</p>

		<p><i>biographical.</i></p> <p>Children learn that recounts can be first or third person and what this means. They start to develop notetaking skills while reading/listening with a partner. They summarise events and undertake numbering ordering activities. Children make basic plans of what they will write, organising their points into paragraphs with subheadings.</p> <p>Children use pronouns to vary their prose and may attempt to include direct speech. Teachers model good editing practises and children learn to edit a script as a whole class. They read aloud their work in groups/pairs and with peer support use dictionaries and thesauruses to edit their work.</p>
<b>YEAR 4</b>		<p>In Year 4 children will be increasing in confidence with the recount style. Their exposure to recount text exemplars will also include watching or listening to third person recounts such as news or sports reports on television, radio or podcast. Rather than ordering pre-prepared events, they will be able to identify the sequence of events from they have heard or read. Read examples of third person recounts such as letters, newspaper reports, biography and autobiography and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Children compare the different ways to present a recount and consider the specific requirements of that particular narrative.</p> <p>Children plan all work using a given format and are now encouraged to revisit and amend plans during the writing process. Children may write diary entries as a character and begin to write newspaper reports. At this stage, newspaper reports will be generic in style and no more than one page of A4 in length. Children will focus on organisational devices and the development of using quotes as evidence. Preparation for this may take the form of drama exercises. Children swap and edit their friend's work and work with a friend to complete the success criteria checklist.</p> <p>Children are given the opportunity to produce a class newspaper from their work.</p>
<b>YEAR 5</b>		<p>Children are exposed to a greater variety of recount texts in an increasingly sophisticated style. They look at how character can impact on narrative style and consider the effects of bias, particularly in historical or political recounts. Children are encouraged to consider who is writing and what their purpose/motivation is.</p>

	<p>Children identify the differing features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, tenses, the necessity or otherwise of illustrations, the degree of formality adopted and use of conjunctions.</p> <p>Children plan in detail and return to planning throughout the writing process. They practise with differing styles and select the most appropriate for the text they are writing. They write longer newspaper articles in a specific style (i.e. tabloid or broadsheet), varying the style for differing quotes and discuss the prioritisation of information, reflecting their decisions in the order the information is given in the text. Children maintain consistency of style in the headlines, subheadings and picture captions.</p> <p>Children write a detailed account of a school trip from their own perspective, or of another event from their own life. They learn that this is <i>autobiographical</i> and make decisions about whether to write in first or third person and how to present it. They write for a purpose identified by them. Editing is done both with peers and independently. They use dictionaries and thesauruses independently and generate questions to check and research.</p> <p>Children have the opportunity to write for the school newspaper.</p>
<b>YEAR 6</b>	<p>Children discuss and explore the differences between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. They revisit the concept of bias and consider viewpoints such as “history is written by the victors”.</p> <p>Children’s composition skills develop in terms of variation of tone and style being conscious decisions reflected in planning and the completed text. They choose the language conventions and grammatical features of the different types of text as appropriate. They experiment with different biographical and autobiographical writing in role, adapting voices, e.g. of historical characters, revisiting research and evolving the work over time, and describing events from differing perspectives, e.g. witness statements, letters, newspaper obituary.</p> <p>Children compare and contrast different styles of news reportage, e.g. television broadcast, vlog, radio etc and decide on the method they prefer.</p>

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		Work is edited in detail independently.
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YEAR GROUP	TEXT TYPE	PROGRESSION
YEAR 1	EXPLANATION	Children become familiar with a process through observation and re-enactment, e.g. how to build a castle out of lego, how to draw flower. Children verbally explain what they have experienced. They may order pictures and match the appropriate sections of text to the images. More able children may draw their own images and write numbered simple sentences.
YEAR 2		<p>Children look at pre-produced flowcharts alongside a familiar process. What is flowchart and how does it explain what happens? Is it useful? Could we carry out the process described without any other information?</p> <p>While there should be a practical element to this, the children may also use observation skills to engage with the process or activity they will be explaining. For example children might explain how penguins keep warm or how butterflies develop. In groups children order the events and create a flowchart or cyclical diagram, and labelled illustration to explain the process.</p> <p>The flowchart will operate as their planning stage. Children may then write their description of the process in sentences using time conjunctions to begin thinking about cohesion and present it to the class.</p>
YEAR 3		<p>Children examine a range of explanation texts for the same process and compare and contrast their efficacy. They are asked to critique the organisational features used and make suggestions for improvements. Do you still have questions about this process? Are there any key parts missing? Are the diagrams clear and helpful?</p> <p>Children then conduct the process themselves (e.g. practical science experiment) and in groups or as a whole class plan their own explanation using the reflective notes they have developed as a class. Children should be using a range of subordinating and coordinating conjunctions, paragraphs. Suitable headings and subheadings and labelled diagrams.</p> <p>Children should be drafting and editing with their peers and helping each other to check they have met the success criteria. Children should be able to identify who or what their purpose is in creating the text and explain this verbally.</p>
YEAR 4		Children continue to examine a range of explanation texts but at this stage they begin to develop an ability to explain how an explanation text is different from other types of information or factual text. They are able to articulate the main

	<p>differences and similarities and to appreciate where they might find examples of these texts. Using example texts children increase the textual features used to include a glossary for technical vocabulary, fact boxes, and different types of diagrams.</p> <p>Children consider how they might research a topic and then write an explanation of it, even if they have not got first-hand experience. They are given research questions but encouraged to build on these by adding their own. They are given research materials from a selection of texts to use. In their writing, they focus on style, using the passive voice and whether they need to be formal or informal in tone. They assess their presentation and begin to make informed choices for their own work, albeit from a restricted selection. As a class they write a draft together, with the teacher scribing or typing. They edit as they write and check the structure against a pre-conceived criteria with teacher modelling and input. Children begin to edit their work independently before cross-referencing with their peers.</p>
<b>YEAR 5</b>	<p>In groups children read and analyse a range of explanatory texts, investigating and noting features of style, sentence types, use of passive voice, technical vocabulary, the phrasing for ordering and organising stages of the explanation. Children consider the hypothetical language in the more sophisticated texts and make a list of potential vocabulary.</p> <p>Children are given a research area and as a class they begin to generate research questions that they will add to independently. Teachers model how to refine and organise their questions and they are able to research their specific topic in groups.</p> <p>Children develop their class success criteria and a planning format that the teacher models how to complete. HAPs may plan independently. They identify an intended readership and develop their planning with reference to this.</p> <p>Children use a wide range of organisational devices to guide the reader such as bullet points, underlining, italics and bold, in addition to headings, subheadings, glossaries and parentheses.</p> <p>Children edit independently before sharing and contributing to each other's editing process.</p>

<b>YEAR 6</b>		<p>Children continue to read and engage critically with a range of increasingly sophisticated texts. Independently, they choose the most appropriate form for their writing topic, to suit a specific purpose and readership. Children justify their decisions in their planning and return to their planning to edit and add to it as they write. Planning contains word suggestions, including technical vocabulary.</p> <p>Children use the full range of organisation devices learnt over the course of their education, writing confidently in an appropriate style. They read their work to their peers and reflect on their choices, editing as required. Children use paragraphing, a range of sentence types and ensure that sequencing devices are used to develop cohesion and organisation (i.e. time conjunctions and adverbials). Children may extend their work to include a discussion element, building on the use of hypotheticals in Year 5.</p>
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YEAR GROUP	TEXT TYPE	PROGRESSION
YEAR 1	INSTRUCTIONAL AND PROCEDURAL	<p>Children discuss what an instruction is and identify them within their own sphere. What are instructions at school? Can you tell me instructions you receive at home from your parents? Who are instructions for? (Writing for a purpose)</p> <p>Children look at different instructions that have importance for them, i.e. how to play a game. They follow the instructions as a class with support and attempt to order given images and match the instruction to the image.</p>
YEAR 2		<p>Children revisit what an instruction is and how to form one. They use the language of obligation even though they cannot name the terminology. Children devise a series of instructions to direct a friend to go somewhere or do something (this could link to programming) and ‘debug’ their instructions. What worked well? Where did you make mistakes? How could you improve? (editing skills)</p> <p>Children record both sets of instructions and reflect on the process.</p> <p>Children attempt to follow a more complex set of instructions, i.e. a basic recipe and write their own instructions to match images (either given or drawn by them). Children’s work is scaffolded with word banks and given sentence stems. They start to recognise and use imperative language and identify the language of obligation (should/would/could/must) in their reading. This will prepare them for learning what modal verbs are in KS2.</p>
YEAR 3		<p>Children read and follow instructions as a group with minimal support. This could be delivered as a game or escape room scenario. They critique the instructions and identify ways to improve them and make them clearer (editing skills).</p> <p>Children begin to compare and contrast instructions. They begin to identify the organisational devices and language that makes instructions easier to follow. They identify the style of instructional writing as simple, often formal and usually without embellishments.</p> <p>Children are asked to write a set of instructions independently for a familiar activity. They edit and review in pairs.</p>
YEAR 4		<p>Children compare and contrast more complex instructions, for example for a more involved recipe or to make a toy. They follow a more complex example set of instructions and consider the role of diagrams and specific details (such as</p>

		measurements). Children use fronted adverbials to order the stages of a procedure. They ensure that heading and subheadings are appropriate and functional. Children swap and compare their own work.
<b>YEAR 5</b>		Children critically evaluate the benefits of using different organisational devices for different sort of instructions by comparing text examples. They independently research, plan and organise their own set of instructions. They build on previous learning by revisiting the language of time, obligation (they are introduced formally to modal verbs), organisational devices (becoming more reflective on their choices) and diagrams.
<b>YEAR 6</b>		Children independently research, investigate and write instructions, making informed decisions about the style, vocabulary and formatting. They link the concept of instructions to modal verbs and degrees of obligation. Children edit and reflect on their work independently before receiving feedback from peers.

<b>YEAR GROUP</b>	<b>TEXT TYPE</b>	<b>PROGRESSION</b>
<b>YEAR 1</b>	<b>INFORMATION</b>	<p>Children develop early research skills through experience, observation and reading age-appropriate texts.</p> <p>They view videos that link to the topic and keep a scrapbook style log of information using drawing, photographs and, where possible, writing.</p> <p>With support in groups, they will discuss, simple, information texts and discuss how they are different to stories, they will do ‘spot-the-difference’ activities for textual features and see where there are titles and subheadings.</p> <p>How is a diagram different to an illustration in a story book? They practise finding pages and using a contents list as a game.</p> <p>Children predict whether a text is fiction or non-fiction from the cover and what the content may be. Teachers ask children to design a book cover for a book, about, for example, firemen or how to swim.</p> <p>Children are given a frame and, with guidance, add information to the various sections. This might be done step-by-step.</p>
<b>YEAR 2</b>		<p>Children increase their knowledge of information texts through fact files and books, although these are still supported with other multimedia. They go on a treasure hunt for books on certain subjects in the library and they justify why somebody might choose a certain text to read (purpose for writing).</p> <p>In small groups they are detectives and find information from a selection of texts on a specific topic that they are given, and then share that information with the class. As a whole class they build a bank of information to use.</p> <p>They know what a title is and start to become familiar with basic organisational devices such as fact boxes and subheadings. and, in a simplistic way, how formatting effects the way we respond to a text. Questioning might include: How did you find X? How did you know where to look? Which colours do you notice? Which words do you think are important? What makes you want to look at this text? What if it was black and white? Would you read it? Why?</p>

		<p>As a class they plan and start to write an example text and children are given an accessible success criteria, word bank and sentence stem suggestions (e.g. Did you know...? Fun facts are...). Children then write their own fact file or other short information text. They include captioned pictures but not necessarily diagrams at this stage.</p> <p>HMAPs and HAPs may not require writing frames at this stage.</p> <p>They share their work with their peers and talk about what they think they did well and what they might magpie from others.</p>
<b>YEAR 3</b>		<p>Children examine a greater range of information texts on a given topic. They identify who they think the intended readership is and what research questions the text answers. Children use glossaries and indices to help them to answer given questions and to locate facts. As a class they generate focussed research questions and use the information texts given to find answers.</p> <p>They pool research with teacher support and organise it into sections with subheadings.</p> <p>They use writing frames to create a text of their own. Each child will produce something stemming from the same questions but unique to them.</p> <p>The focus at this stage is on headings, sub-headings and paragraphing.</p>
<b>YEAR 4</b>		<p>Children generate their own research questions after analysing a more complex selection of texts (linked to a topic focus). They research from given websites and texts and make notes on a mind-map or similar under specific headings. Children further develop cohesive devices, thinking about the order of sections and how they might link to each other. They look at phrasing to develop these connections (e.g. if you are interested in ... then look at....) They use dictionaries and the internet to develop glossaries of technical terminology.</p> <p>Children extend their work with reference to other texts and connected issues.</p> <p>They share and edit their work and reflect on whether they answered the research questions they posed (writing for a purpose).</p>
<b>YEAR 5</b>		<p>Children compare texts on the same topic written in a variety of ways and argue for which is best and why. They analyse</p>

		<p>diagrams and where they are effective. They receive a task and consider what they already know and where they need to increase their knowledge. They receive some guidance for where to locate information but also find their own sources of information. They begin to develop awareness of whether one source is better than another and why.</p> <p>Their notetaking develops and becomes for efficient and they organise their own research into sections and consider in groups what to prioritise, what to cut, and the style and format of their work.</p> <p>They discuss why they have made their decisions and reflect on their own and others work against a class-generated success criteria.</p>
<b>YEAR 6</b>		<p>Children critically analyse information texts from a wide variety of sources, written in varying styles. They develop a comprehensive understanding of the different options and why they might be chosen for a particular readership. They develop their own research questions in relation to the class topic and find their own research sources, evaluating their suitability and reliability. Children plan, design and write their information texts, considering cohesive devices and style choices. They use organisational devices such as <i>headings, sub-headings, columns, bullets, or tables</i>. They annotate their finished draft, with comments on their decision-making process and edit accordingly. Extension might include the use of appendices or the creation of a related supplemental text.</p>

<b>YEAR GROUP</b>	<b>TEXT TYPE</b>	<b>PROGRESSION</b>
<b>YEAR 1</b>	<b>PERSUASION</b>	<p>Children explore the concept of persuasion through discussion and play. They are shown something they want (i.e. a prize) and asked to persuade the teacher to give it to them. How would you do this? Children work in pairs to generate techniques. Whole class discussion. Children examine simple persuasion texts, e.g. advertisements for shop's own brands and big name brands. What is it that makes you want it? Does it offer you more than you actually get? Would you like it as much if the colours weren't bright? The actors weren't friendly? They didn't tell you how amazing it was? Compare the cereal or similar, which do you want and why?</p> <p>Children create their own simple persuasion text, e.g. an advertisement or wanted poster. The focus is on a small number of stylistic suitable and grammatically correct simple sentences in a given format.</p>
<b>YEAR 2</b>		<p>Children examine a greater range of simple persuasion texts, such as, posters, flyers, adverts. They identify with support what the text is trying to achieve and start to break-down how it is designed to do this, i.e. the take-away wants you to buy food from them and we know because the food looks really appetising.</p> <p>They evaluate which texts achieve their goal.</p> <p>Children create posters and adverts, using some simple persuasive techniques, such as adjectives and alliteration or rhyme, and extend sentences with "because".</p> <p>They show their work to the class as a gallery and reflect on what works well and why.</p>
<b>YEAR 3</b>		<p>At the beginning of KS2 children read and evaluate a wider range of persuasive texts with more text than in KS1. They may look at, for example, leaflets and television advertisements. They begin to explain how to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. They reflect on the efficacy of different techniques and look at the differences in style between say, a letter and a leaflet.</p> <p>Through roleplay and drama they explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go</p>

		to bed.) and discuss the effectiveness of different strategies used.
<b>YEAR 4</b>		<p>Children identify key features in a greater range of textual exemplars (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). They begin to distinguish between texts which try to persuade and those that simply inform. They analyse the role of diagrams and graphs and consider how the order information is presented in may impact on the way the text is received.</p> <p>Children identify how certain phrases and styles of address may persuade different readerships. Children are given a view to persuade a reader of in a letter or leaflet and as a class they plan/create success criteria.</p> <p>Children plan and create their own text where appropriate, deciding where to add illustrations.</p> <p>They perform their text to the class and they reflect on how effective it was. Children then conduct further edits.</p> <p>Children explore the use of adverbs, adverbial phrases and conjunctions, to structure a persuasive argument, e.g. if, then, after that, in conclusion.</p>
<b>YEAR 5</b>		<p>The selection of texts is expanded to include speeches, which children should see performed as well as read. They are asked to evaluate the aspects of the performance as well as the rhetorical devices.</p> <p>How is language used to manipulate, garner sympathy, encourage, gain attention or respect.</p> <p>Children look at the use of bias in news reportage and propaganda.</p> <p>From reading, to collect and investigate use of persuasive devices that they think are effective. Class to reflect and discuss.</p> <p>Write a speech setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points</p> <p>Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.) Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.</p>
<b>YEAR 6</b>		<p>Children consider increasingly sophisticated persuasive texts for a wide range of purposes. They explore how the organisation of the text (through formatting or sequencing) impacts upon the reader. They critically examine the use of</p>

		<p>evidence and textual examples to support viewpoints. They examine the necessity of pre-empting or answering potential objections and of manipulating the audiences/readerships' preferences.</p> <p>Children develop their argument logically using evidence to support their points. They have whole class debates using the conventions and language of debate including standard English.</p>
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YEAR GROUP	TEXT TYPE	PROGRESSION
YEAR 1	DISCUSSION TEXTS	Discussion skills should be developed verbally whole class reading throughout the curriculum, with teachers challenging through questioning, asking children to prove their opinions and to take different viewpoints. This might be done through hot-seating.
YEAR 2		Using characters from reading and real-life scenarios, recognise, that different people (characters) have different opinions on events. Children discuss their ideas with their peers in small groups and in a whole class situation. Teachers support children and present obstacles when offered simplistic interpretations. Use role-play and staged scenarios to explore varying perspectives. Teachers might choose to link this to other areas of the curriculum at this stage, such as PSHE teaching on friendships, or British Values.  Children could write down simple responses to scenarios in the form of thought bubbles for different characters or a list of pros and cons for a tricky real-life situation.
YEAR 3		Children look at more complex situations in fiction and in life, with less certainties. They read and analyse discussion texts to see how views are balanced and arguments built, explained and even, justified. They use discussion and role-play. They discuss and write responses to challenge cards for a range of situations, either from the class text or real-life.
YEAR 4		Children continue to analyse a variety of texts but they identify the ways that discussion texts can be structured and present varying views. They consider the impact of bias in text and on screen, they look at when it is necessary to present both sides of an argument and the purpose of doing this. Children continue to use discussion and role-play to explore their ideas but they now commit their ideas to paper writing the view points of a selection of individuals, i.e. from a historical moment or textual event.
YEAR 5		Children develop their skills by exploring how they can compare and contrast viewpoints. Children write the viewpoints of a variety of individuals and then start to practise the skills necessary to bring together a cohesive and organised comparison between them, using conditionals, e.g. on the other hand, if, alternatively.

		<p>Children read and reflect on each other’s work and do a class edit of one script.</p> <p>Does the writing present a fair and balanced argument? Why is this important?</p> <p>Children appreciate the difference between persuasion and discussion and begin to identify different features of the style and structure for these texts. Examples might include: Balanced opinion pieces for newspapers, longer letters, for example, on the benefits and negatives of tourism in a specific place, discussion responses to texts on characters’ actions in whole class reading.</p>
<p><b>YEAR 6</b></p>		<p>Children can identify the language, grammar, organisational and stylistic features of a balanced written discussion using summary, evidence, pros and cons of different viewpoints, a reasoned conclusion and formal English. Extend the use of investigative conditionals and comparison vocabulary, i.e. whereas, similarly, potentially, as a result of this...</p> <p>Children may also explore the scope for discussion in other genres, such as newspaper reporting, balanced essay discussion (potentially exploring a view that is different to their personal opinion), review and closing statements for a court case.</p> <p>They reflect on their own work and that of others, using the techniques of debating to constructively argue the points.</p>

YEAR GROUP	TEXT TYPE	PROGRESSION
YEAR 1	NARRATIVE FICTION	<p>Children become familiar with stories through Pie Corbett inspired approaches, using story maps, actions and orally recounting tales. They order events, identify the beginning, middle and end of stories and identify key features such as <i>'once upon a time'</i> for fairy tales. Children emulate the patterning and structures in known tales.</p> <p>Children identify character types such as villains and heroes and justify their views for their selections. Children are encouraged to discuss writing techniques in books they read or listen to, e.g. how does the writer make this part exciting? They are given role-play opportunities and inspirational staged events linked to class texts to serve as a catalyst for writing, i.e. finding a message in a bottle. Children create story maps and have opportunities to rehearse their ideas before writing.</p> <p>They sequence sentences to form short narratives and join words and clauses together using <i>and</i>.</p>
YEAR 2		<p>Children can identify and order the sequencing of events, using the beginning, middle and end to help them with organisation. Make simplistic connections between books by the same author, and different tales within a certain category such as common fairy tale features.</p> <p>Children identify the characteristics of protagonists and with adult support explain how they know. They also detail the setting using textual examples and are encouraged to use a mixture of direct observations and impressions. Children can tell when a character is speaking and identify who that character is.</p> <p>In their writing they will extend their use of adjectives and use adverbials, retelling familiar stories with the use of illustrations. They use expanded noun phrases, correctly identify past and present tense and use the progressive form to show actions in progress.</p> <p>Even at this stage children are expected to try and make their creative writing as exciting and varied as possible.</p> <p>They use <i>when, if, that, because</i> for subordination and <i>or, and, but</i> for co-ordination.</p>
YEAR 3		<p>Children understand that authors make conscious decisions about the text and the direction of the plot and deliberately use</p>

		<p>techniques to impact on readers' feelings. Children identify the author's manipulation of setting for effect in their reading and develop the way they use settings to create atmosphere and to progress the plot. Children express time, place and cause in their writing using: conjunctions [for example, when, before, after, while, so, because]; adverbs [for example, then, next, soon, therefore]; or prepositions [for example, before, after, during, in, because of].</p> <p>With adult input and peer support, children plan, draft and write complete stories with a full sequence of events including a dilemma or conflict and resolution, and dialogue that shows the relationships between characters. They start to paragraph their own work. Children read aloud their work, reflecting on their success at entertaining their readership.</p>
<b>YEAR 4</b>		<p>In addition to the expectations above, they now see how some included events are briefly addressed and others are told in more depth. They are questioned about why this and encouraged to discuss and challenge each other's opinions. They develop awareness that the author sets up dilemmas in the story and they discuss how they are resolved. Children begin to forge judgements about the success of the narrative and whether they would choose to do things differently. Teachers might ask them to imagine a character made a different choice and how that could change the story. Children develop an initial understanding of figurative language and how that might be used.</p> <p>Children develop an understanding of how character <i>types</i> can be complicated through drama and descriptive games. Settings are inspired through illustrations and class trips. As a class they plan and individually tell own versions of stories both orally and in writing, using gestures, repetition, traditional story openings and endings as appropriate. After modelling, they write their own original tale using a familiar structure. Character should be largely sustained and speech correctly punctuated. Noun phrases are expanded with the use of modifying adjectives and children use fronted adverbials to prioritise information in their sentences. Children use paragraphing to group text around a theme and vary between nouns and pronouns to aid cohesion and avoid repetition.</p> <p>Children person their texts and discuss potential improvements or alterations for reflection and editing.</p>
<b>YEAR 5</b>		<p>Children analyse more complex narrative structures and narratives that do not have a simple linear chronology recognising that the writer's viewpoint and the narrative/narrator's viewpoint is not always the same. Children look for evidence of</p>

		<p>characters changing during a story and discuss possible reasons; they use evidence to support their assertions and can respond to opposing viewpoints with a logical counter argument.</p> <p>Children plan in detail, explicitly listing grammar and punctuation they need to use correctly as well exploring aspects of character and plot before beginning their first draft. In their own writing, their descriptions of setting and place increase in sophistication. For example, in addition to choosing a locale for their setting, they might also choose a particular weather phenomenon to reflect the events of the plot or a character's mood. Children develop sensory perceptions through experiential learning and increase their vocabulary through sharing and the further use thesauruses and magpie techniques to increase their range of synonyms and antonyms. Figurative language should no longer centre on cliché but be original, based on personal experiences (including their own reading, film, TV viewing etc). At this stage children are honing their skills in developing character and dialogue. They use relative clauses to do this and modal verbs. Speech should be largely reflective of protagonist personality and the story arc should build logically in clearly defined but linked paragraphs. Cohesion between paragraphs is established with adverbials of time, place and number, as well as with tense selection. Within a paragraph, children build cohesion using, for example, <i>then, after that, this, firstly</i>.</p> <p>With peer support, children edit as they write and reflect on the direction of their narrative, returning to and amending their plans as necessary.</p>
<b>YEAR 6</b>		<p>Children examine increasingly varied and complex narratives, making connections between disparate texts of style, content and structure. They can comment upon how historical period impacts upon writing style and content and critically analyse the efficacy of different authorial choices. They begin to understand the concept of untrustworthy narration and how a narrator can manipulate a reader. They appreciate how an author might use our expectations of stock characters or familiar patterning to surprise or shock. Children explore how small changes to setting can affect reader responses.</p> <p>Children plan independently and efficiently, identifying the appropriate structure and style for their allotted genre and using a variety of structures to reveal events, e.g. flashbacks, nested stories, different narrative voices. They use variance of tone, emphasis, dialogue, figurative language, pace, tense and voice (including the passive). Children link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example,</p>

		<p>the use of adverbials such as <i>on-the-other-hand</i>, <i>conversely</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis. Children recognise and utilise the difference between structures typical of informal speech and structures appropriate for formal speech and writing, for example, the use of question tags. Children edit independently but also share their work with their peers, reflecting on their authorial choices and critically evaluated their success. Children are given time to write at length and to redraft and edit as necessary.</p>
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YEAR GROUP	TEXT TYPE	PROGRESSION
Year 1	POETRY	<p>Children experience a wide variety of poetry read to them and learn to join in with words and phrases. They discuss their favourite poems and explain why they like them. With adult guidance, they examine particular words and phrases and consider the patterning of language. Children clap the rhythms and hum them. They identify and discuss the repetitive sounds and rhymes. They are given props to encourage them to generate rhymes and look at the words for simple rhymes, examining what is different and what is the same, i.e cat/hat/bat.</p> <p>Children create simple topic or special occasion driven poems using visual imagery and artwork to motivate and inspire. Children learn simple rhymes and poems by heart and perform as a group, imitating and inventing actions. Children write using rhyme and their senses. They use familiar structures, and with support, adapt them to showcase their own ideas.</p>
Year 2		<p>Children start to engage with the poem as having a message or over-arching meaning. They talk at greater length about their opinions on poetry, and, with adult guidance they select and discuss important words and phrases, or interesting devices, such as alliteration. They are introduced to the terms: stanza and verse.</p> <p>Children perform both independently and with their peers, speaking audibly and at a reasonable pace. They add and use actions or props to reflect the poem's mean.</p> <p>Children begin to use structures more creatively, and, rather than simply adapting a structure, now use it to present their own ideas. Examples of poetic form they might use, include: concrete poetry or acrostic. They experiment with alliteration and onomatopoeia.</p>
Year 3		<p>Children begin to develop an understanding of the emotional impact of a poem and that this might be open to interpretation. They begin to make links between different poems based on style or content. They confidently recognise the terms: verse, stanza, line and rhyme. They begin to appreciate that rhyme and rhythm are distinct and question why an author has chosen to use them in a particular way.</p>

		<p>Children perform poetry both individually and in small groups, they make performances choices based on their interpretation, and vary tone, volume and pace.</p> <p>Children begin to use similes and experiment with word play. They appreciate the difference between powerful nouns and verbs and make choices about when to use them. Children use their senses in their descriptions. Children start to write free verse and experiment with other forms such as haiku and limerick. They may also make links between poem types they are familiar with, i.e. can you write a concrete free verse poem? They begin to see where characterisation can be used in poetry.</p>
<b>Year 4</b>		<p>Children become more confident discussing a poem's impact and using evidence to explain their own viewpoint and why it is different to another child's. They explore the author's choices in terms of similes, alliteration, and are introduced to metaphors and personification. They discuss why an author might choose one form over another.</p> <p>When performing they further develop their dramatic intentions through group work and experimentation.</p> <p>Children are introduced to narrative poetry in short form and attempt their own short narrative poem, developing a theme from start to finish. They begin to use a wider range of figurative language, although some of these may be maggied from class texts. They further develop their use of the five senses in their work and attempt to make links between figurative language and the sense. Other poetry forms they might use at this stage may include: calligrams, nonsense poetry and free verse (further developed through the more sophisticated and sustained use of metaphor).</p> <p>They read aloud their work and reflect on flow and sense with their peers.</p>
<b>Year 5</b>		<p>Children use context to discuss a poet's potential motivation, bias or desire to convince and persuade. They discuss the textual choices using evidence from outside and inside the text itself. They compare the poem to other work by the same author. Children compare different works on a theme and their efficacy and consider how the same theme or structure might be used to effect the reader.</p> <p>They perform confidently, potentially developing more sustained and complex dramatics to accompany the poetry.</p> <p>Children also consider links between poetry and song.</p>



		<p>Children plan and write their own poetry, developing original imagery and using the full range of figurative language. They begin to appreciate the difference between persona and poet. They start to develop an ability to use the lengths of lines (counting syllables), rhythms, sounds and rhyming patterns to reflect the content of their poetry. Poetry structures they might use at this stage could include: sonnet, cinquain and they begin developing their own structures, considering the best way to present a topic.</p>
<b>Year 6</b>		<p>Children compare, contrast and critically analyse poetry of increasing complexity, developing and discussing nuances of meaning and how tone and opinion might vary throughout a poem. HAPs might be extended by looking at conceits and the volta. Children use evidence to support all opinions and aim to balance their discussion.</p> <p>Performance uses a wide range of techniques, appropriately chosen for the poem to be performed. Children perform longer pieces such as narrative poetry or sections of epic. They are aware that poetry is intended for performance and independently take that into consideration when writing. They meticulously plan and revise poems, looking for the best word choices, linking ideas through rhyme and assonance and considering rhyming patterns, syllables and the most appropriate sounds.</p> <p>Children plan and write narrative poetry. They choose appropriate structure and style to present their ideas in poetry. They explore using extended metaphors (conceits) and developing more subtle uses of language to convey sensory perception. Children understand the use of syllables in lines and the echoes of sound to convey mood, such as plosives and softer, euphonious sounds like “sh”, “s”, “f”.</p>

YEAR GROUP	TEXT PROGRESSION CURRICULUM OVERVIEW
YEAR 1	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p> <p>Sequencing sentences to form short narratives</p>
YEAR 2	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
YEAR 3	<p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example: <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
YEAR 4	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
YEAR 5	<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p>

	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>]</p> <p>or tense choices [for example, <i>he had seen her before</i>]</p>
<b>YEAR 6</b>	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech]</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis [both for omission and suspense]</p> <p>Layout devices [for example, <i>headings, sub-headings, columns, bullets, or tables, to structure text</i>]</p>