



Non-Fiction Writing Whole School Progression Document



Lent Rise School – English coordinators: S. Boxall, S. North and H. Springford

<p>NATIONAL CURRICULUM</p> <p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.</p> <p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by</p>		<p><u>EYFS</u></p> <p><u>Key Stage 1:</u></p> <p>In Year 1, pupils should be taught to:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read their writing aloud, clearly enough to be heard by their peers and the teacher <p>In Year 2, pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing for different purposes <p>consider what they are going to write before beginning by:</p>	<p><u>Key Stage 2:</u></p> <p>In Years 3 and 4, pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 - organising paragraphs around a theme - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>In Years 5 and 6, pupils should be taught to:</p>
--	--	---	---

<p>equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.</p>		<ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
---	--	---	--



Explanation texts

Writing to Inform

Purpose:

To explain why or how something happens

To explain cause and effect

To describe a scientific process sometimes in chronological order

EY

Y1

Y2

Y3

Y4

Y5

Y6

Examples

Explaining electricity, forces, food chains, how fossils are formed etc in Science

Explaining inventions such as the steam train or the causes of historic events such as WW2

Explaining phenomena such as the water cycle or how a volcano erupts in Geography

Explaining religious traditions and practices in RE

Talk about why things happen and how things work; ask questions and speculate

Listen to someone explain a process and ask questions to check understanding

Give oral explanations e.g. their own or another's motives; why and how they made a construction

Explain own knowledge and understanding, and asks appropriate questions of others

Develop own explanations by connecting ideas and events

Use labels and captions on simple diagrams e.g. parts of the body

Orally use conjunctions such as and, but, because, if

Read captions, pictures and diagrams on wall displays and in simple books that explain a process

Draw pictures to illustrate a process and use the picture to explain the process orally

Ask questions to extend their understanding and knowledge

Write a series of sentences to explain a simple process based on first-hand experience

After carrying out a practical activity (e.g. experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process as member of group with the teacher

After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately

Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently

Following other practical tasks, produce a simple flowchart or cyclical diagram independently

Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced

Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively

Read and analyse explanatory texts to identify key features

Distinguish between explanatory texts, reports and recounts, while recognising that an information book might contain examples of all these forms of text or a combination of these forms

Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate

Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, conjunctions and the other key language and structural features


Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections

Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when...), and causal and temporal conjunctions (e.g. while, during, after, because, as a result, due to, only

Choose the appropriate form of writing and style to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types

Use the language conventions and grammatical features of the different types of text, as appropriate

Science write-ups					<p>appropriate to explanatory writing</p> <p>Structure writing to include an introduction, followed by sequential explanation, organised into paragraphs</p> <p>Write (usually) in present tense; use conjunctions of time and cause and effect; use passive voice presentation: include diagrams and other illustrations, organise writing into paragraphs, include subheadings</p> <p>After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the features modelled in shared writing</p>	<p>when, so) as appropriate</p> <p>In both shared and independent writing, plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</p>	
-------------------	--	--	--	--	--	--	--

	Instruction texts Writing to Inform			<u>Purpose:</u> To tell how to do or make something To give information on how to complete a task To describe a process in chronological order			
	EY	Y1	Y2	Y3	Y4	Y5	Y6

<p><u>Examples</u></p> <p>How to design and make historical artefacts</p> <p>Technical manuals: how to operate computers, phones, devices</p> <p>How to carry out science experiments or a mathematical procedure</p> <p>How to play a game</p> <p>Writing rules for behaviour</p> <p>How to prepare and cook food</p> <p>Instructions on packaging</p>	<p>Give oral instructions when playing</p> <p>Read and follow simple classroom instructions on labels with additional pictures or symbols</p> <p>Listen to and follow single instructions, and then a series of two and three</p>	<p>Listen to - and follow - a single, more detailed instruction, and a longer series of instructions</p> <p>Think out and give clear single oral instructions</p> <p>Routinely read and follow written classroom labels carrying instructions</p> <p>Read and follow short series of instructions in shared context</p> <p>Contribute to class composition of instructions with teacher scribing</p> <p>Write at least two consecutive instructions independently</p> <p>Use numbered steps</p> <p>Start sentences with imperative verbs</p>	<p>Listen to - and follow - a series of more complex instructions</p> <p>Give clear oral instructions to members of a group</p> <p>Read and follow simple sets of instructions such as recipes, plans, and constructions which include diagrams</p> <p>Analyse some instructional texts and note their function, form and typical language features;</p> <ul style="list-style-type: none"> • statement of purpose • list of materials or ingredients • sequential steps • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive language not generally used <p>As part of a group with the teacher, compose a set of instructions with additional diagrams</p> <p>Write simple instructions independently e.g. getting to school, playing a game</p>	<p>Read and follow instructions</p> <p>Read and compare examples of instructional texts, evaluating their effectiveness</p> <p>Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys</p> <p>Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions</p> <p>Try out with other children, giving instruction and listening and following theirs</p> <p>Evaluate effectiveness of instructions</p> <p>Write clear written instructions using correct register and devices to aid the reader</p>	<p>In group work, give clear oral instructions to achieve the completion of a common task</p> <p>Follow oral instructions of increased complexity</p> <p>Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness</p> <p>Embed tips, suggestions and precautionary advice in the text</p> <p>Include a variety of adverbs, including fronted adverbials e.g. of time, place, manner, frequency</p>	<p>Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes)</p> <p>Compare these in terms of audience/purpose and form (structure and language features)</p> <p>Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</p>	<p>Use the language conventions and grammatical features of the different types of text as appropriate</p> <p>Be precise in the use of active and passive tense</p>
---	---	--	--	--	--	---	---



Non-chronological reports

Writing to Inform

Purpose:

To describe what things are like (were like)
To inform the reader of a specific subject content

EY

Y1

Y2

Y3

Y4

Y5

Y6

Examples

Describing aspects of daily life in history (e.g. fashion,

Describe something/someone orally (possibly after drawing it/them) using a simple sentence containing an adjective

Find out about a subject by listening and following text as information books are read, or when watching a video

After a practical activity, or undertaking some research in books or on the internet, take part in a discussion, generalising from repeated occurrences or observations

Analyse multiple report texts and note their function, form and typical language features:
- introduction indicating an overall

Draw attention to the precision in the use of technical terminology


Distinguish between generalisations and specific information

Collect information to write a report in which two or more subjects are compared, e.g. spiders and beetles; solids, liquids and gases,

Secure understanding of the form, language conventions and grammatical features of non-chronological reports

<p>transport, buildings)</p> <p>Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures)</p> <p>Comparing and describing localities or geographical features</p> <p>Describing the characteristics of religious groups and their lifestyles in RE</p> <p>Information leaflets</p> <p>Tourist guidebooks</p> <p>Encyclopaedia entries</p>	<p>Develop the description in response to prompts or questions (what does she like to play? Has she got a pet?)</p> <p>Ask similar probing questions to elicit a more detailed description from someone else</p> <p>In a shared reading context, read information books and look at/re-read the books independently</p> <p>Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations</p>	<p>Contribute to a discussion on the subject as information is assembled and the teacher writes the information</p> <p>Assemble information on a subject in their own experience, e.g. food, pets, games</p> <p>Write a simple non-chronological report by writing sentences to describe aspects of the subject, with similar ideas grouped together</p>	<p>Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general</p> <p>Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's etc</p> <p>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.</p> <p>Include an introduction and specific paragraphs e.g. habitat, diet etc</p>	<p>classification of what is being described - use of short statement to introduce each new item - language (specific and sometimes technical) to describe and differentiate - impersonal language - mostly present tense</p> <p>Teacher demonstrates research and note-taking techniques using information on a subject and using an appropriate method such as a spider diagram to organise the information</p> <p>Teacher demonstrates how to write a non-chron report using notes from e.g. the spider diagram, drawing attention to importance of subject verb agreements with generic participants e.g. family is..., people are...</p> <p>Write own report independently based on notes from several sources</p>	<p>and between recounts and reports, using content taken from another area of the curriculum</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings</p> <p>Plan, compose, edit and refine short non-chronological report focusing on clarity, conciseness and impersonal style.</p> <p>Ensure paragraphs are organised correctly into key ideas</p> <p>Analyse broadcast information to identify presentation techniques and notice how the language used signals change</p>	<p>observing that a grid rather than a spider diagram is appropriate for presenting the information</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style</p> <p>Use subheadings and bullet points effectively to enhance the organisation</p> <p>Ensure the introduction and conclusion provide detail and give cohesion to the piece</p>	<p>Write reports as part of a presentation on a non-fiction subject</p> <p>Include an introductory sentence for each paragraph to explicitly give the main idea</p> <p>Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>
--	---	--	--	---	--	---	--

Magazine articles				<p>Include a clear introduction and conclusion</p> <p>Use subheadings to organise information</p>			
-------------------	--	--	--	---	--	--	--

	Recounts Writing to Inform and entertain			Purpose: To retell events in time order To give an account of an event or experience To write in chronological order			
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Examples Retelling stories in English lessons and other curriculum areas such as RE Giving accounts of schoolwork, sporting events, science experiments and trips out	<p>Informally recount incidents in own life to other children or adults and listen to others doing the same</p> <p>Write sentences to match pictures or sequences of pictures illustrating an event</p> <p>Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing</p>	<p>Describe incidents from own experience using sequencing words and phrases such as 'then', 'after that'</p> <p>Include an introductory sentence to show who, what, where and why</p> <p>Listen to others' recounts and ask relevant questions</p>	<p>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when</p> <p>Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>	<p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcast</p> <p>Identify the sequence of main events</p> <p>Write in separate paragraphs organised around key events</p> <p>Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same</p>	<p>Link sentences and paragraphs to guide the reader</p> <p>Elaborate within paragraphs to develop description, action and feelings</p> <p>Include a concluding paragraph to summarise the overall impact</p>	<p>Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. 'As he was running away he noticed...'; possible supporting illustrations, degree of formality</p>	<p>Distinguish 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</p> <p>Develop the skills of biographical and autobiographical writing in role,</p>

<p>Writing historical accounts</p> <p>Writing biographies and autobiographies</p> <p>Letters and postcards</p> <p>Diaries and journals</p>				<p>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</p>		<p>adopted and use of conjunctions</p> <p>Use the language features of recounts including formal language when recounting events orally</p> <p>Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader</p>	<p>adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate</p>
--	--	--	--	--	--	--	---



Persuasion

Writing to persuade and entertain

Purpose:

To make a case for a particular point of view
To motivate, move or convince someone towards a certain opinion

	EY	Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Examples</u></p> <p>Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues</p> <p>Writing letters about topics such as traffic on the high street or deforestation</p> <p>Creating posters and leaflets about issues</p>	<p>Make a suggestion to someone orally using a simple sentence containing (which game to play next, what colour to make a picture)</p> <p>Develop the suggestion in response to prompts or questions (Why would the teddy look best in blue?)</p> <p>Ask similar probing questions to elicit a more detailed description from someone else</p>	<p>Contribute to a discussion, sharing what they think should happen, e.g. persuading a character in a story to make a certain choice, persuading an explorer to visit a setting in a story</p> <p>Write a simple persuasive text e.g. letter or poster by writing simple sentences, with similar ideas grouped together</p>	<p>Take part in a discussion, generalising from repeated occurrences, observations or making links with a text</p> <p>Read persuasive texts containing particular points of view in a simple format</p> <p>Assemble information on another subject and use the text as a template for writing, using appropriate language to argue for a point</p> <p>Include a brief introduction and conclusion</p> <p>Write in the present tense</p>	<p>Include a clear introduction</p> <p>Make several points to support one side of the subject/ issue</p> <p>Organise these ideas into paragraphs</p> <p>Analyse multiple persuasive texts and note their function, form and typical language features e.g. rhetorical questions, imperative verbs, emotive language, use of facts and statistics</p>	<p>Include a clear introduction and conclusion to state and re-state the argument being made, the suggestion being put forward etc</p> <p>Make links between the main points in the text (letter, advert etc)</p> <p>Organise paragraphs effectively around the key points</p>	<p>Include a developed introduction and conclusion using all the specific persuasive genre layout features</p> <p>Develop paragraphs with prioritised information</p> <p>Ensure the view point is transparent for the reader</p> <p>Use emotive language throughout to engage and move the reader</p>	<p>Arguments are well constructed that answer the reader's questions</p> <p>The writer understands the impact or the emotive language and thinks about the response</p> <p>Information is prioritised according to the writer's point of view</p>

<p>such as bullying, stranger danger or substance abuse</p> <p>Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition</p> <p>Writing book reviews for other pupils</p> <p>Book blurbs</p> <p>Political pamphlets</p> <p>Applying for a job or a position on the school council, eco council etc</p>			<p>Organise main ideas into groups</p>				
---	--	--	--	--	--	--	--



Planning, Drafting and Editing

Purpose:

To develop the skills and stamina to effectively communicate thoughts, ideas and emotions

EY

Y1

Y2

Y3

Y4

Y5

Y6

Planning

Say aloud what they are going to write about

Drafting

Compose a sentence orally before they write it

Evaluating and Editing

Discuss what they have written with the teacher and other pupils

Planning

Jot down key words and new vocabulary

Say aloud what they are going to write about

Drafting

Compose a sentence orally before they write it

Evaluating and Editing

Re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher and other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher

Planning

Plan or say aloud what they are going to write

Write down ideas/key words including new vocabulary

Drafting

Encapsulate what they want to say sentence by sentence

Write narratives about personal experiences and those of others

Evaluating and Editing

Evaluate their writing with the teacher and other pupils

Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently

Proof-read to check for errors in spelling, grammar and punctuation

Planning

Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar

Drafting

Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures

Organise paragraphs around a theme

Create settings, characters and plots

Evaluating and Editing

Assess the effectiveness of their own and other's writing suggesting improvements

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Planning

Identify the audience and purpose of the writing and select the appropriate form

Note and develop initial ideas, drawing on reading and research, where necessary

Drafting

Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning

Precis longer passages

Use a range of devices to build cohesion within and between paragraphs

Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

Evaluating and Editing

Assess the effectiveness of their own and others' writing

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Ensure that consistent and correct use of tense throughout a piece of writing

Ensure correct subject and verb agreement when using singular and plural

			Read aloud what they have written so that the meaning is clear		Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear
--	--	--	---	--	---

[file:///C:/Users/harri/Downloads/narrative-progressions-document-2020-2021%20\(2\).pdf](file:///C:/Users/harri/Downloads/narrative-progressions-document-2020-2021%20(2).pdf)

<https://primarysite-prod-sorted.s3.amazonaws.com/st-michaels-primary/UploadedDocument/eab062df0f824b589e886a8eb29690c1/progression-in-non-fiction-text-types.pdf>