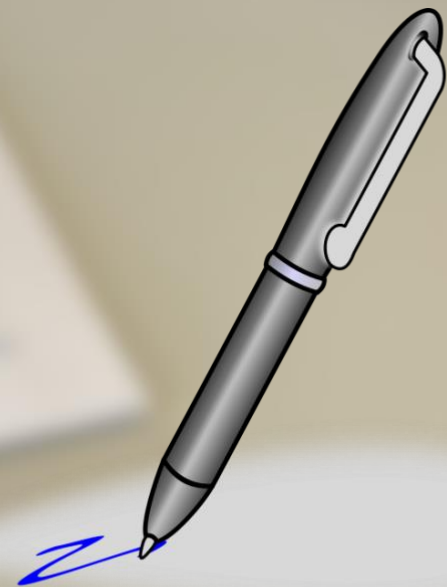


Grimoldby Primary School



**Fiction (including Poetry) & Non-Fiction
Writing Progression**



	AUTUMN	SPRING	SUMMER
EYFS	Labels (Initial sounds and CVC words) Lists (Initial sounds and CVC words) Instructions	Labels, Lists and Captions Narrative Poetry	Narrative Recount Invitations
Y1	Narrative Narrative Instructions Poetry Labels, Lists, Captions	Narrative Invitations Poetry Recount Labels, Lists, Captions	Narrative Narrative Recount Instructions Labels, Lists, Captions
Y2	Narrative Narrative N-C Report Poetry Recount	Narrative Instruction Explanation Recount	Narrative Persuasion Poetry Recount N-C Report
Y3	Narrative N-C Report Poetry Recount Instructions	Narrative Formal letters Persuasion Recount	Narrative Explanation Poetry N-C Report Recount
Y4	Narrative Narrative Explanation Play Script Persuasion	Narrative Poetry Recount Persuasion N-C Report	Narrative Poetry Explanation Play Script Formal letters
Y5	Narrative Persuasion Recount Informal letters N-C Report	Narrative Explanation Recount Poetry N-C Report	Narrative Discussion Persuasion Formal letters Explanation
Y6	Narrative N-C Report Poetry Persuasion Recount	Narrative Biography Recount N-C Report Formal letters	Narrative Explanation Poetry Play Script Discussion

It is important to note that the above is the minimum expectation for writing. With this in mind, opportunities for writing that appear throughout the year with local events, world news, experiences and encounters can be pursued.

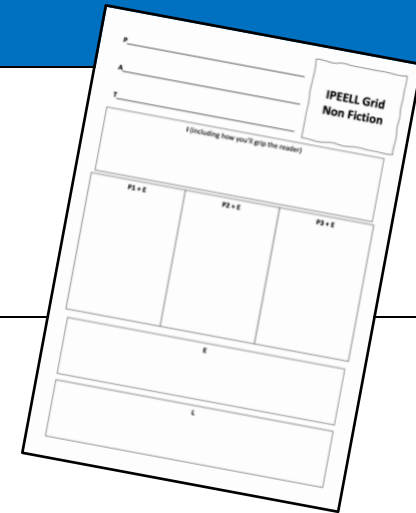
Please use this document alongside the **Spelling, Punctuation and Grammar overviews**, and the **Non-Fiction** and **Fiction Progression** documents for text types, features and knowledge progression.



INSTRUCTIONS

Purpose:
 To instruct.
 Follow standard IPEELL planning format.

- Types:**
- DIY Manual
 - Sewing or Knitting Pattern
 - Recipe
 - Science Experiment
 - Instructions and Packaging



Generic Text Structure

- A title
- An introduction which may include rhetorical questions to capture the reader’s interest (KS2)
- Subheadings e.g. What you need/What to do
- List of items needed
- Numbered steps to explain the process

Knowledge Progression

EYFS

- Use of ‘bossy’ verbs.
- Title (can be given).
- Simple instructional sentences written next to a given picture of step or steps.

KS1

- Simple time words first, next etc.
- Use of imperative verbs e.g. Cut the card.... Paint your design...
- Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not.
- (Y2) Commas in lists may be used to separate required ingredients/materials.
- Title e.g. How to.

- Bullet points or numbers.
- May include pictures with captions.
- Simple subheadings e.g. What you need/ What to do (can be given).
- Possible text structure:
 - Introduction.
 - Sentence to introduce item to be produced.
 - List of ingredients and quantities beneath a subheading (can be given).
 - Main body.
 - Sentences to describe each step with specific information.
 - Numbered steps.
 - Conclusion.
- A simple sentence to say what the end product will be like and what it can be used for.

LKS2

- Higher order conjunctions e.g. unless, until, so that etc.
- Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this....
- (Y4) Create cohesion through the use of nouns and pronouns to avoid repetition e.g. add the eggs and then beat them with a whisk until they are fluffy.
- (Y4) Use fronted adverbials (conditional adverbials) to offer alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions or just draw bigger flowers.
- Headings and subheadings to guide the reader.
- Written in paragraphs.
- Possible text structure:
 - Introduction.
 - This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to?
 - List of ingredients or quantities under a subheading.
 - Main body.
 - Sentences to describe each step with specific information and detail beneath subheading.
 - Conclusion A concluding paragraph to say what the end product will be like and what it can be used for.

UKS2

- Parenthesis can be used to add additional advice (It's a good idea to leave it overnight, if you have time)...
- Relative clauses can be used to add further information e.g. add further decorations, which can be home-made, or shop bought....
- Modals can be used to suggest degrees of possibility e.g. you should... you might want to...
- Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal.
- (Y6) Adapt degrees of formality and informality to suit the form of the instructions e.g. if writing for a traditional cookery book aimed at experienced cooks 'separate the egg yolks, putting the whites to one side, and add to the mixture.' Or for a website aimed at the beginner. 'Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!)
- (Y6) Create cohesion across the text using a wide of cohesive devices.
- Use a variety of layout features to guide the reader including diagrams, fact boxes etc.
- Possible text structure:
- Introduction.
- This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to...?
- List of ingredients or quantities under a subheading.
- Main body.
- Sentences to describe each step with specific information and detail beneath subheading.
- Conclusion.
- A concluding paragraph to say what the end product will be like and what it can be used for.



NARRATIVE

Purpose:

To entertain.

Use Narrative IPEELL planning format.

Types:

- Stories that use predictable and patterned language
- Traditional and/or folk tales
- Fairy tales
- Stories set in familiar settings
- Retellings of stories heard and read
- Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, etc)
- Stories set in historical contexts
- Myths and legend
- Stories with flashbacks
- Stories set in fantasy worlds
- Stories from different cultures

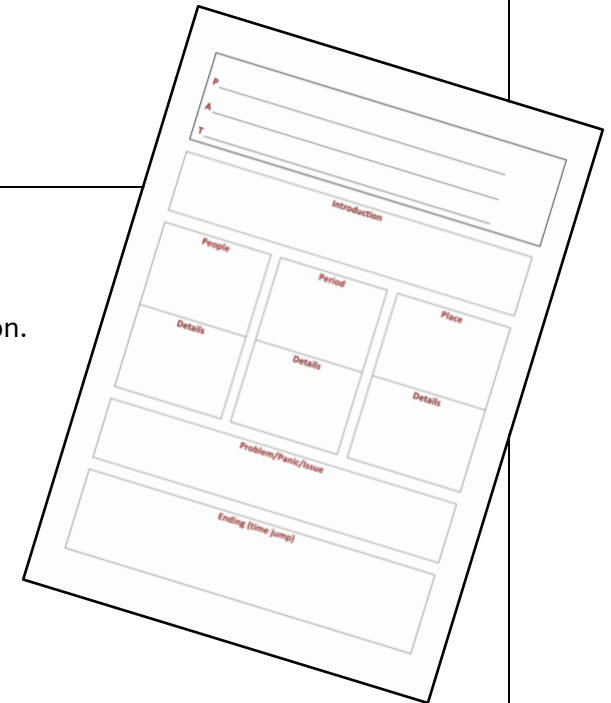
Knowledge Progression

EYFS

- Simple character/setting descriptions for narratives and retellings are told/ written in first or third person.
- Simple narratives are told/written in past tense.
- Simple narratives told use typical characters, settings and events whether imagined or real.
- Simple character/setting descriptions for narratives use some story language.

Year 1

- Simple narratives and retellings are told/ written in first or third person.
- Simple narratives are told/ written in past tense.
- Events are sequenced to create texts that make sense.
- The main participants are human or animal.
- Simple narratives use typical characters, settings and events whether imagined or real.





- 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.

Year 2

- Narratives and retellings are told/ written in first or third person.
- Narratives and retellings are told/ written in past tense
- Events are sequenced to create texts that make sense.
- The main participants are human or animal.
- Characters are simply developed as either good or bad.
- Simple narratives use typical characters, settings and events whether imagined or real.
- Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.

Year 3/4

- Narratives and retellings are written in first or third person.
- Narratives and retellings are written in past tense, occasionally these are told in the present tense.
- Events are sequenced to create chronological plots through the use of adverbials and prepositions.
- Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...
- Narratives use typical characters, settings and events whether imagined or real.
- Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.
- Language choices help create realistic sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)

Year 5/6

- Narratives and retellings are written in first or third person.
- Narratives and retellings are written in past tense, occasionally these are told in the present tense.
- Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions.
- Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.



- Dialogue is used to convey characters' thoughts and to move the narrative forward.

POETRY

Purpose:

To entertain.

No set planning format.

Types:

- Free Verse
- Haiku
- Sonnet
- Acrostic
- Cinquain
- Limerick
- Riddle
- Narrative Poem



Knowledge Progression

EYFS

- Enjoy listening to poems and rhymes, and join in with repeated refrains, anticipating key events and phrases.
- Continue a rhyming string.
- Use intonation, rhythm and phrasing to make the meaning clear to the audience.
- Show awareness of rhyme and alliteration, and recognise rhythm in spoken words.
- Listen and join in with some poems (including learning some simple ones off by heart).

Year 1

- Write short poems using single words or short sentences.
- Start to sequence sentences into verses.
- Start to use simple rhyming couplets.
- Start each line with a capital letter.
- Use adjectives to create simple expanded noun phrases.

Year 2

- Write longer poems using single words and short sentences.
- Sequence sentences into verses.
- Start to use poetic devices such as alliteration and rhyming couplets.
- Start to use exclamation marks, question marks and commas for lists within poems.
- Use adjectives to create expanded noun phrases.
- Use comparative adjectives.
- Use some adverbs.

Year 3

- Write poems, varying the length of sentences.
- Use verses to group related sentences.
- Use poetic devices such as alliteration, rhyme and repetition.



- Use a range of adjectives and verbs within poems.
- Start to use figurative language within poems (similes and metaphors).

Year 4

- Write poems, varying the length of sentences for poetic effect.
- Use verses to group related sentences.
- Use poetic devices such as alliteration, rhyme and repetition.
- Write poems using all four sentence types.
- Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- Use powerful verbs and adjectives (including comparatives and superlatives).
- Use similes, metaphors and personification.

Year 5

- Write poems, varying the length of sentences for poetic effect.
- Use verses to group related sentences.
- Use poetic devices such as alliteration, rhyme and repetition.
- Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- Use powerful verbs and adjectives (including comparatives and superlatives).
- Use similes, metaphors, personification, onomatopoeia and pathetic fallacy.

Year 6

- Write poems, varying the length of sentences for poetic effect.
- Use verses consistently to group related sentences.
- Use poetic devices such as alliteration, rhyme and repetition.
- Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- Use powerful verbs and adjectives (including comparatives and superlatives).
- Use similes, metaphors, personification, onomatopoeia, pathetic fallacy and hyperbole.



LETTERS

Purpose:

To inform/persuade.
 Follow standard IPEELL planning format.

Types:

- To keep in touch
- To introduce yourself
- To say thank you
- To give an invitation
- To ask for information
- To recount events
- To influence opinion (often formal)
- To complain (often formal)



Knowledge Progression

EYFS

- Start with 'dear' (can be given).
- End with 'from'.
- Usually written in first person 'I'.

KS1

- Sender's address at the top right.
- Use a greeting.
- Specific names people, places, things (proper nouns).
- Informal ending e.g. 'best wishes' etc.
- Chatty tone:
- Contracted forms of words e.g. can't won't etc.
- Questions and exclamations.
- Informal conjunctions, as in everyday speech e.g. and/ because/ so. Can also be used as openers.
- Possible text structure:
- Introduction – Include greeting and explain why you are writing.



- Main body – Write in detail about the subject.
- Conclusion - What did you think about the subject? Closing line e.g. I hope to see you soon.

LKS2

- Date underneath the address.
- Informal language.
- Paragraphs to organise ideas.
- Avoid use of contractions when writing in a formal tone.
- Chatty tone.
- Lively use of language e.g. ‘powerful’ verbs, adjectives and adverbs.
- ‘Asides’ (anecdotes and comments in brackets).
- Conversational openers e.g. Anyway, /By the way,/After all.
- Exaggerations (hyperbole).

UKS2

- Formal structure i.e. senders address top right/ addressee top left.
- Date beneath address of addressee.
- Use of ‘dear’ and addressee’s name (if known). Sir or madam if not known.
- Appropriate sign off i.e. yours sincerely (if addressee’s name is known); Yours faithfully (If addressee’s name isn’t known).
- Clear use of language, e.g. conventional vocabulary, ‘precise’ verbs, adjectives and adverbs.
- Effective use of language suitable for purpose e.g. to persuade or complain etc.
- Formal tone:
- Use formal conjunctions, e.g. furthermore..., However...,.
- Do not use first-person pronouns ("I," "me," "my," "we," "us," etc.). ...
- Avoid addressing readers as "you."
- Avoid the use of contractions.
- Avoid colloquialism and slang expressions.
- Avoid abbreviated versions of words.
- Avoid the overuse of short and simple sentences but be straight to the point.

DISCUSSION

Purpose:

To discuss.

Follows discursive IPEELL planning format.

Types:

- Non-fiction book on an issue
- Write-up of a debate
- Leaflet or article giving balanced account of an issue
- Writing editorials
- Writing letters about pollution, factory farming, smoking/vaping, etc
- Writing essays giving opinions about a subject area

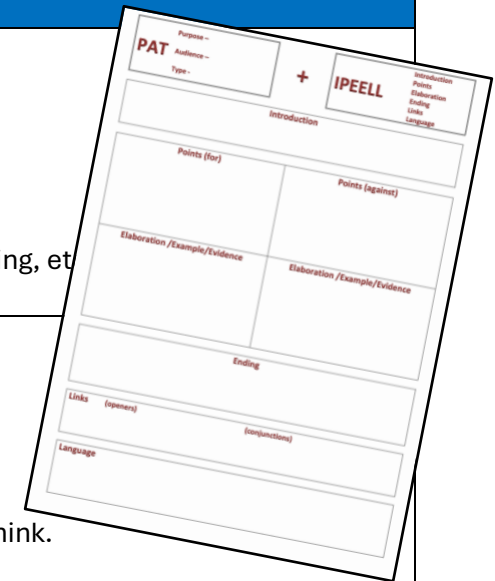
Knowledge Progression

LKS2

- Present tense.
- Third person.
- Language to illustrate a balanced viewpoint e.g. On one hand, On the other hand, Some people think, Others think.
- Use present perfect form of verbs e.g. some people have argued, Some people have said.
- Effective use of noun phrases e.g. uncountable noun phrases (some people, most dogs). Nouns that categorise (vehicles, pollution) and abstract nouns (power).
- A number of paragraphs, each one giving a point for or against supported with evidence.
- Use adverbials e.g. therefore, however...
- Pictures, labels or captions could be used to support the argument.
- Headings and subheadings could be used to aid presentation.
- A concluding paragraph to summarise main reasons for and against and also provide a personal opinion supported with evidence.
- A title which should be a question.

UKS2

- Cause and effect conjunctions e.g. consequently, hence.
- (Y6) Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however.



The image shows a sample of the IPEELL planning format. It is a grid-like structure with the following sections:

- PAT** (Purpose, Audience, Type)
- IPEELL** (Introduction, Points, Elaboration, Ending, Links, Language)
- Introduction**
- Points (for)** and **Points (against)**
- Elaboration / Example / Evidence** (two columns)
- Ending**
- Links (openers)** and **(conjunctions)**
- Language**



- (Y6) Make formal and informal vocabulary choices to adapt writing to the form of discussion e.g. by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian, for 20 years, commented...
- (Y6) Use the passive voice to present points of view e.g. it could be claimed that.... It is possible that...some could claim that....
- (Y6) Adapt degrees of formality and informality to suit the form of the discussion e.g. whether writing a formal letter or a blog. This can include vocabulary choices e.g. choosing habitat rather than home or indicate rather than shows.
- (Y6) Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales...
- (Y6) Semi-colons, colons and dashes can be useful for developing and linking ideas in complex discussion texts.
- A title which should be a question.

RECOUNT

Purpose:

To inform.

Follow standard IPEELL planning format.

Types:

- Giving accounts of schoolwork, sporting events, science experiments and visits/visitors
- Writing historical accounts
- Writing biographies and autobiographies
- Letters and postcards
- Diaries and journals
- Newspaper reports
- Magazine articles
- Obituaries for celebrity/character



Knowledge Progression

EYFS

- Title (may be given).
- Simple sentence or sentences about an event.
- Appropriate vocabulary.
- Written in past tense.

KS1

- An introduction which answers who, what, when, where and why.
- Adverbs of time (first, next, then etc.)
- Use a range of punctuation where appropriate (.!?)
- Use coordinating and subordinating conjunctions (Y2).

LKS2

- An introductory paragraph which answers who, what, when, where and why.
- More complex adverbials of time e.g. much later, shortly after that.

- Written in past tense.
- First person or third.
- Describes clearly what has happened.
- Chronological order.
- Possible use of paragraphs or subheadings to organise writing.
- Begin to use present perfect tense to place events in time e.g. this week we have visited the park.
- Use of relative clauses to add further detail e.g. we went to the museum, where we saw many exhibits, before moving on to the art gallery
- End with a closing statement or paragraph to re orientate the reader (see above).

UKS2

- Higher level adverbials of time.
- Cause and effect conjunctions e.g. consequently, as a result.
- Elaborate on events so the reader is able to visualise the experience.
- Include personal reflections on the event throughout.
- Reported and/or direct speech.
- Be able to change 'writing voice' for different audiences.
- A closing paragraph to explain feelings about the event.

NON-CHRONOLOGICAL REPORT

Purpose:

To inform.

Follow standard IPEELL planning format.

Types:

- Describing aspects of daily life in history
- Describing the characteristics of anything (e.g. particular animals or plants; the planets, the solar system, different rocks and materials; mythological creatures)
- Comparing and describing localities or geographical features
- Describing the characteristics of religious groups and their lifestyles in RE
- Information leaflets/websites
- Tourist guidebooks
- Non-fiction books
- Magazine/website articles

Knowledge Progression

KS1

- Written in present tense.
- Includes facts
- Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class?
- Effective use of noun phrases to create persuasive devices e.g. delicious chocolate.
- Powerful verbs and adverbs.
- May include a picture of the item and a caption.
- May include a product logo
- May include a price, if selling something.

LKS2

- Headings, subheadings or paragraphs to organise ideas into logical sections.
- Exaggerated language to describe the product benefits.



- Alliteration.
- Paragraphs: intro, main body (reasons supported by evidence); conclusion.
- Power of three sentences e.g. explore exotic caves, discover fantasy island and swim with sharks.
- (Y4) Include a slogan (present tense, including facts, adjectives, alliteration and a rhetorical question)
- (Y4) Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. They contain vitamins and minerals. In fact, these foods are incredible!
- (Y4) Use adverbials e.g. therefore, however...

UKS2

- Modal verbs can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to...
- Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups).
- (Y6) Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the hotel is extremely comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet.
- (Y6) Use the second person - appeal to the reader e.g. this is just what you've been looking for.
- (Y6) The passive voice can be used in some formal persuasive texts e.g. It can be said... It cannot be overstated....
- (Y6) Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions e.g. This proves that....So it's clear...Therefore...

PERSUASION

Purpose:

To persuade.

Follow standard IPEELL planning format.

Types:

- Publicity materials such as tourist brochures based on trips to places of interest
- Editorials to newspapers about controversial issues
- Letters about topics such as traffic on the high street or deforestation
- Posters and leaflets about issues such as bullying, stranger danger or substance abuse
- Posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition
- Articles/adverts/websites advertising a product (may include YouTube script)
- Book reviews for other pupils
- Book blurbs
- Political pamphlets
- Applications for a job or a position on the school council

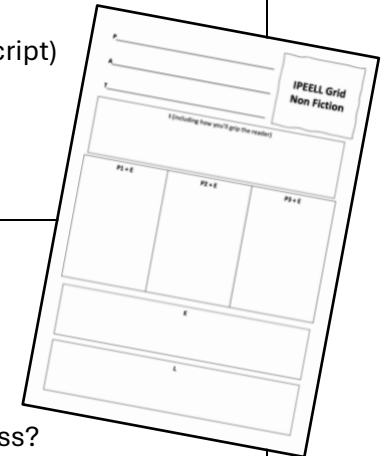
Knowledge Progression

KS1

- Written in present tense.
- Includes facts.
- Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class?
- Effective use of noun phrases to create persuasive devices e.g. delicious chocolate.
- Powerful verbs and adverbs.
- May include a picture of the item and a caption.
- May include a product logo.
- May include a price or discount, if selling something.

LKS2

- Headings, subheadings or paragraphs to organise ideas into logical sections.
- Exaggerated language to describe the product benefits.



- Alliteration.
- Power of three sentences e.g. explore exotic caves, discover fantasy island and swim with sharks.
- (Y4) Include a slogan (present tense, including facts, adjectives, alliteration and a rhetorical question).
- (Y4) Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!!
- (Y4) Use adverbials e.g. therefore, however...

UKS2

- Modal verbs can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to...
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