

Progression of Literacy Units							
	Class 1	Class 2		Class 3		Class 4	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non- Fiction	Whole class Stories Wanted Poster Letters Lists Diary	Fact-file- Labels lists and captions Recount Instructions Explanation Letter Oral Presentation		Recount Non- Chronological report Persuasion Instructions Explanation Formal Letter Discussion Oral Presentation		Recount CV / Biography Non-chronological report Comparative report Newspaper report (Active and Passive voice) Instructions (persuasive) Explanation Persuasive letter Discussion Debate	
Fiction	Nativity Production Fact file Recount	Nativity Production Labels, captions and lists Re-telling familiar stories Story settings Diary entry Contemporary fiction Traditional tales Stories with predictable phrases Traditional myths Stories with reoccurring language		Play Script and Performance Story Settings Adventure Story Writing a legend character description Traditional Tales- alternative versions Diary Entry Stories from relevant cultures- Narrative		Lead performance Extended narrative Suspense writing Character description- Different perspectives Chapter Narrative Classic narrative- Shakespeare Myth- Alternate perspective Story setting and description Alternative endings	
Poetry	Nursery Rhymes And songs	Calligrams Performance poetry- Oral Rhyming couplets Riddles Shape poems		Narrative Poetry Performance Riddles Kennings Free Verse Poetry		Narrative Poetry Performance Riddles Kennings Free Verse Poetry- Rap Cinquian	

Progression in Report Writing			
EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Title (shared) • Simple subject specific language • Present or past tense • May be linked to a real life experience e.g. trip or visitor • Simple connectives e.g. 'and' 	<ul style="list-style-type: none"> • Subject specific language • Facts • Present or Past tense (depending on subject) • Usually written in third person (he, she. It, they) • Coordinating conjunctions to link two main ideas • Subordinating conjunctions • Title (shared) • Subheadings (shared) • Pictures/captions/labels could be used to aid presentation 	<ul style="list-style-type: none"> • Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... 	<ul style="list-style-type: none"> • Create cohesion within paragraphs using adverbials • Parenthesis using brackets, dashes and commas can be used to add additional information. • Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. • Consistent use of this can also create cohesion. • The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught.... • Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams

Progression in Recounts			
EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> Title (may be given) Simple sentence or sentences about an event Appropriate vocabulary Written in past tense 	<ul style="list-style-type: none"> An introduction which answers who, what, when where and why Time adverbials (first, next, then etc.) Use a range of punctuation where appropriate (.!?) Use coordinating and subordinating conjunctions (Y2) <p>Suggested layout:</p> <ul style="list-style-type: none"> ○ Introduction ○ Which clearly states: who? What? When? Where? Why? ○ Main body ○ Different sentences in time order. ○ Conclusion ○ What did you think about the event? 	<ul style="list-style-type: none"> 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 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). 	<ul style="list-style-type: none"> Higher level adverbials of time Cause and effect connectives 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. Indirect speech Be able to change 'writing voice' for different audiences A closing paragraph to explain feelings about the event <p>Suggested layout:</p> <ul style="list-style-type: none"> ○ Introduction ○ Which clearly states: who? What? When? Where? Why? ○ Main body ○ Different paragraphs in time order which elaborate on events, so the reader is able to visualise the experience. An inclusion of personal reflections on the event throughout. ○ Conclusion

		<p>Suggested layout:</p> <ul style="list-style-type: none"> ○ Introduction ○ Which clearly states: who? What? When? Where? Why? ○ Main body ○ Different paragraphs in time order. ○ Some elaboration ○ Conclusion ○ What did you think about the event? ○ What was your favourite part? ○ Would you like to go again? Why? 	<ul style="list-style-type: none"> ○ A paragraph of reflection: What did you think about the event? What was your favourite part? Would you like to go again? Why?
--	--	---	---

Progression in Instructional Texts			
EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Use of 'bossy' verbs • Title (can be given). • Simple instructional sentences written next to a given picture of step or steps 	<ul style="list-style-type: none"> • Simple time words first, next etc. Use of imperative verbs • (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) <p>Possible text structure:</p> <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> • Higher order conjunctions e.g. unless, until, so that etc. • Express time, place and cause using conjunctions, adverbs and prepositions • (Y4) Create cohesion through the use of nouns and pronouns to avoid repetition • (Y4) Use fronted adverbials (conditional adverbials) to offer alternatives • Headings and subheadings to guide the reader. • Written in paragraphs. • May include labelled illustrations or diagrams to support specifics in the text <p>Possible text structure:</p> <ul style="list-style-type: none"> ○ Introduction ○ This may include rhetorical questions to engage the reader ○ List of ingredients or quantities under a subheading. ○ Main body 	<ul style="list-style-type: none"> • Parenthesis can be used to add additional advice • Relative clauses can be used to add further information • Modal verbs can be used to suggest degrees of possibility • Avoid personalisation • (Y6) Adapt degrees of formality and informality to suit the form of the instructions • (Y6) Create cohesion across the text using a wide range of cohesive devices. • Use a variety of layout features to guide the reader including diagrams, fact boxes etc. <p>Possible text structure:</p> <ul style="list-style-type: none"> ○ Introduction ○ This may include rhetorical questions to engage the reader e.g. have you ever 35 wanted to know how to? ○ List of ingredients or quantities under a subheading. ○ Main body

		<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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.
--	--	--	--

Progression in Persuasion	
LKS2	UKS2
<ul style="list-style-type: none"> • Written in present tense. • 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. • 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... <p>Suggested Text Layout:</p> <ul style="list-style-type: none"> ○ Introduction ○ An opening paragraph that sums up the viewpoint being presented. ○ Main body ○ Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision. ○ Conclusion ○ A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis) 	<ul style="list-style-type: none"> • Modals 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... <p>Suggested Text Layout:</p> <ul style="list-style-type: none"> ○ Introduction ○ An opening paragraph that sums up the viewpoint being presented. ○ Main body ○ Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision. ○ Conclusion ○ A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).

Progression in Explanation Texts	
LKS2	UKS2
<ul style="list-style-type: none"> • More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect connectives e.g. therefore, consequently etc. • Precise, technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. • (Y4) Use of fronted adverbials e.g. During the night, nocturnal animals.... • (Y4) Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals... • They feed their young... These amazing hunters are..... <p>Possible text layout:</p> <ul style="list-style-type: none"> ○ Introduction ○ A title which should be a question and begin 'how' or 'why'. ○ A sentence to introduce the topic ○ Main body ○ A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information. ○ Conclusion ○ A paragraph to relate the subject to the reader. 	<ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs e.g. Perhaps.... surely or modal verbs e.g. might, should, will.... • Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. • Create cohesion within paragraphs using adverbials e.g. therefore, However • Relative clauses can be used to add further information e.g. • Hedgehogs, which are mammals... • Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air). • (Y6) Adapt degrees of formality and informality to suit the form of the explanation. An informal tone can sometimes be appropriate e.g. You'll be surprised to know that...Have you ever thought about the way that...? • Or a formal authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream.... • (Y6) The passive voice can also be used e.g. gases are carried. • (Y6) Brackets, dashes and commas can be used to add extra information e.g. photosynthesis, a process whereby a plant makes its own food, can never take place without sunlight.... <p>Possible text layout:</p> <ul style="list-style-type: none"> ○ Introduction ○ A title which should be a question and begin 'how' or 'why' ○ A sentence to introduce the topic ○ Main body ○ Selects and elaborates upon appropriate information to explain why or how something happens with additional specific information. ○ Conclusion ○ A paragraph to relate the subjectt to the reader

Progression in Discussion	
LKS2	UKS2
<ul style="list-style-type: none"> • 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. <p>Possible text layout:</p> <ul style="list-style-type: none"> ○ Introduction ○ A title which should be a question. ○ Sentences to introduce the issue to be discussed. ○ Main body ○ A number of paragraphs, each one giving a point for or against, supported with evidence. ○ Conclusion ○ Sentence 	<ul style="list-style-type: none"> • Cause and effect connectives e.g. consequently, hence. • (Y6) Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however. • (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. • (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. <p>Possible text layout:</p> <ul style="list-style-type: none"> ○ Introduction ○ A title which should be a question. ○ Sentences to introduce the issue to be discussed and why it is being discussed. ○ Main body ○ A number of paragraphs, each one giving a point for or against supported and elaborated with evidence. ○ Conclusion ○ Summary of key points for and against. ○ Personal recommendation and give a reason for it.

