

Holy Cross Catholic Primary School
Genre progression – Non-fiction



Writing to inform		Writing to persuade	Writing to discuss
	Writing to entertain		
Instructions Explanations Non-chronological report Information leaflet/fact file Magazine article Menu Recipe	Recount Letter Biography Autobiography Newspaper report Diary Journal	Advertisements Brochures Letter Complaint Magazine article Pamphlet Speech Advice	Balanced argument Discussion

Instructions – Writing to inform				
Manual, directions, recipe, science experiment, construction of an object.				
Rules and procedures to ensure that something is done properly and correctly		To tell somebody how to do or make something To give information on how to complete a task To describe a process in chronological order		
Year group	Text organisation	Sentence features	Grammatical features	Punctuation
Reception	Oral retelling of how to make and do something Simple sentence containing imperative verb at the start; spoken and then written	Use of simple sentence structures	Nouns and verbs correct	Capital letters and full stops
Year 1	Title or Goal List of Equipment/Materials Numbered Steps	Use of simple sentence structures. Imperative verbs to start sentences Lists	Noun Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Introduction – outline statement about what will be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and coordinating conjunctions Consistent use of tense throughout the piece	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction

			Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Introduction - outline statement about what will be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5/6	Instructions for more complex processes	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active voice	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons

Non-chronological reports – Writing to inform

Poster, letter, encyclopaedia, information leaflet, magazine article, book review.

Provides detailed information to the reader and is structured under clear categories.

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

Year group	Text organisation	Sentence features	Grammatical features	Punctuation
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures Caption Writing Creating Facts	Nouns and verbs correct	Capital letters and full stops
Year 1	Introduction	Use of simple sentence structures	Noun Past tense verbs	Spaces to separate words Full stops

	Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop	Use of time conjunctions at the start	Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun - I
Year 2	Clear introduction to classify the subject of the report Grouping information into specific paragraphs	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and progressive present and past tense verb form Subordinating and coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and third person Generalising words - many, most, some Use of technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun - I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses Sentences contain more than one clause using coordination and subordination	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Introductory sentence for each paragraph to explicitly give the main idea	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate clauses Relative clauses Variation in sentence length to support cohesion Use of passive and active Comparative sentences	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials	Brackets Dashes Colons Semi-colons

			Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	
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Explanations – Writing to inform

Encyclopaedia, technical manual, science investigation, question and answer.

Provides detailed information to the reader and is structured under clear categories

To explain why or how something happens
To explain cause and effect
To describe a scientific process, sometimes in chronological order

Year group	Text organisation	Sentence features	Grammatical features	Punctuation
Year 2	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and coordinating sentences used to add information and detail	Noun and noun phrase Simple and progressive present tense verb form Subordinating and coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Further detail of the process Use of subheadings to navigate the reader	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece	Variation in sentence structures and wider range of examples of:	More complex examples of: Adverbs of time Adverbs of place	Brackets Dashes Colons

Subheadings and bullets points enhance the organisation Description of the phenomenon is technical and accurate	Prepositional phrases Expanded noun phrases Subordinate clauses Relative clauses Variation in sentence length to support cohesion Use of passive and active Sentences are generalised to categories the information	Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Semi-colons
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Persuasion – Writing to persuade and entertain

Advertisement, travel brochure, political campaign, letter of persuasion, complaint or compliment, magazine article, review.

Provides the writer with the opportunity to encourage the reader/listener towards seeing things in a certain way

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

Year group	Text organisation	Sentence features	Grammatical features	Punctuation
Year 1/2	Posters and letters using key language features	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader Topic sentences to navigate the paragraph	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses Rhetorical questions Turning opinion into fact Emotive language	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement

			Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Brackets
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments are well-constructed Viewpoint of the writer is evident throughout	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons

Discussion – Writing to discuss

Debate, balanced argument, newspaper article, leaflet, essay.

Provides for a reasoned and balanced overview to discuss an issue or controversial topic.

To present arguments and information from different viewpoints
To show for and against

Year group	Text organisation	Sentence features	Grammatical features	Punctuation
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion.	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs	Brackets Dashes Colons Semi-colons

			Tense changes according to the purpose Reported speech as well as direct speech	
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Recount - Writing to inform and entertain

Letter, biography/autobiography, write up of a trip, newspaper report, diary/journal.

Provides for a reasoned and balanced overview to discuss an issue or controversial topic.

**To present arguments and information from different viewpoints
To show for and against**

Year group	Text organisation	Sentence features	Grammatical features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the event spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Title Introductory sentence to show - who, what, when, where and why Series of sequences demarcating the passing of time Simple ending	Use of simple sentence structures Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital letter for start of sentence, names, personal pronoun - I
Year 2	Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrases Simple and progressive past tense verb form Subordinating and coordinating conjunctions Consistent tense Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and third person	Full stops Capital letters Exclamation marks Capital letter for start of sentence, names, personal pronoun - I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Title Introduction to give a clear understanding of what they text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to navigate the reader	Variation in sentence structures Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past,	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to

	<p>Paragraphs organised around key events</p> <p>Elaboration within paragraphs to develop: description, action and feelings</p>		<p>past progressive and past perfect</p> <p>Fronted adverbials</p> <p>First and third person</p>	<p>demonstrate excitement</p> <p>Brackets</p>
Year 5/6	<p>Fully developed introduction and conclusion to include personal responses</p> <p>Paragraphed events, which are detailed and engaging</p> <p>Clear chronology throughout the piece by directing the reader to time and place</p> <p>Information is prioritised to the reader</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbial</p> <p>Implied second person</p> <p>Use of modal verbs</p> <p>Tense changes according to the purpose</p> <p>Reported speech as well as direct speech</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>