

## Explanatory Text

**Purpose:** To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is. Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. Like all text types, explanatory texts vary widely and are often found combined with other text types.

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> <li>• A general statement to introduce the topic being explained. (In the winter some animals hibernate.)</li> <li>• The steps or phases in a process are explained logically, in order. (When the nights get longer... because the temperature begins to drop... so the hedgehog looks for a safe place to hide.)</li> </ul>	<ul style="list-style-type: none"> <li>• Generally (but not always) written in simple present tense. (Hedgehogs wake up again in the spring.)</li> <li>• Use of time/ sequencing adverbs, e.g. first, then, after that, finally.</li> <li>• Use of reinforcing and opposing adverbs to link ideas between sentences and paragraphs: e.g. in addition to, because of this.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a title that shows what you are explaining, perhaps using why or how. (How do hedgehogs survive the winter? Why does it get dark at night?)</li> <li>• Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary.</li> <li>• Use the first paragraph to introduce what you will be explaining.</li> <li>• Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. Add a few interesting details.</li> <li>• Interest the reader by talking directly to them (You'll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...).</li> <li>• Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information.</li> <li>• Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose</li> </ul>

	Explanation Text
Reception	<ul style="list-style-type: none"> <li>• Talk about why things happen and how things work; ask questions and speculate</li> <li>• Listen to someone explain a process and ask questions</li> <li>• Give oral explanations e.g. their own or another's motives; why and how they made a construction</li> <li>• Explain own knowledge and understanding, and asks appropriate questions of others</li> <li>• They develop their own explanations by connecting ideas and events ☐ Use labels and captions on simple diagrams e.g. parts of the body</li> </ul> <p><b>Grammar opportunities:</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas through simple sentences</li> <li>• Show awareness of listener.</li> <li>• Orally use joining words such as and, but, because, if e.g. explaining what happens if different fabric is put down a car ramp. Adult asks 'If I put fabric down the ramp, what will happen to the car? Child responds 'It will go slow because it will get in the way of the wheels'.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Read captions, pictures and diagrams on wall displays and in simple books that explain a process</li> <li>• Draw pictures to illustrate a process and use the picture to explain the process orally</li> <li>• Asks questions to extend their understanding and knowledge</li> <li>• Write a series of sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, life cycle of a frog</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of explanatory texts</li> <li>• Draw on and use new vocabulary from reading explanatory texts</li> <li>• After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process</li> <li>• After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately</li> <li>• Read flowcharts or cyclical diagrams explaining other processes</li> <li>• Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced</li> <li>• Write a series of sentences to explain the flowchart</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Read explanations as a whole class, in groups and individually</li> <li>• Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart)</li> <li>• Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&amp;T or geography)</li> <li>• Ensure relevant items are grouped together</li> <li>• In formal presentations, explain processes orally using notes</li> <li>• Write a series of extended sentences to explain a process</li> <li>• Ensure relevant details are included and accounts ended effectively</li> </ul>

Year 4	<ul style="list-style-type: none"> <li>• Read and analyse a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used)</li> <li>• 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</li> <li>• Comment on, and justify views about, a range of explanatory texts</li> <li>• Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Read and analyse a range of explanatory texts linked to other curriculum areas e.g. 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Teacher demonstration of how to research and plan a page for a reference book</li> <li>• In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Choose the appropriate form of writing and style to suit a specific purpose and audience</li> <li>• Consider the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle)</li> <li>• Investigate when a different tense is needed</li> </ul>

### Explanations in Key Stage 1

Suggested contexts: captions, leaflets, observations, flowcharts

#### Year 1

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Regular plural noun suffixes –s &amp; -es</li> <li>• Use of the prefix un- to change the meaning of verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal of sentence structure</li> <li>• Joining words and joining clauses using 'and' and 'because'</li> <li>• Third person</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short passages e.g. Chicks have a spike on their beak. This is called the egg tooth.</li> </ul>	<ul style="list-style-type: none"> <li>• Separating words with spaces</li> <li>• Use of capital letters and full stops to demarcate sentences</li> <li>• Introduction to use of question marks and exclamation marks to demarcate sentences</li> <li>• Use of capital letters for names and the pronoun I</li> </ul>

Year 2

<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes (-ness, -er)</li> <li>• Formation of adjectives using suffixes (-ful, -less)</li> <li>• Use of -er and -est in adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of sentence types: statement, command, exclamation or question → explore titles of explanations texts and identify that they usually begin with 'how' or 'why' → write general statements to introduce topics being explained e.g. In the winter some animals hibernate</li> <li>• Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g some hibernating animals, the adult male frog in the pond</li> <li>• Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and use of present tense or past tense throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practice generating their own titles for explanations texts, for example, How do hedgehogs survive the winter? Why do we use bricks to build houses?</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes for singular possession</li> </ul>
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Explanations in Lower Key Stage 2

Suggested contexts: leaflets, science experiments, newspaper reports, letters, diary

Year 3

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes (super-, anti-, auto-)</li> <li>• Use of 'a' or 'an' according to whether the next word starts with a vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Use of prepositions (during, in, because of, before, after,) to express time, cause and place e.g. Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of paragraphs as a way to group related information</li> <li>• Headings and subheadings to aid presentation and guide the reader</li> <li>• Use of present perfect instead of simple past (it has grown over two</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation of all KS1 punctuation</li> <li>• Fronted adverbial (beginning to use a comma)</li> </ul>

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<ul style="list-style-type: none"> <li>Word families based on common words showing how words are related in form and meaning</li> </ul>	<p>build up their stores of fat during autumn.</p> <ul style="list-style-type: none"> <li>Use of adverbs to express time, place and cause ( then, next, soon, therefore) e.g. to show sequence, first, then, after that, finally</li> <li>Use of coordinating and subordinating conjunctions (when, while, after, because, soon, while) to express time and cause e.g. '...because the temperature begins to drop', '...so the hedgehog looks for a safe place to sleep.'</li> <li>Formation of subordinate clauses using subordinating conjunctions</li> </ul>	<p>years rather than it grew over two years)</p>	
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Year 4

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</li> <li>Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</li> <li>Grammatical difference between plural and possessive –s.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a wider range of subordinating conjunctions</li> <li>Noun phrases further expanded by adding adjectives and prepositions to modify the noun (e.g. When an animal dies, the soft part of the animal rots away. Millions of years later, the rock surrounding the skeleton rises to the Earth's surface)</li> <li>Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency e.g. Millions of years later,... , When an animal or plant dies..., Consequently,...</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader.</li> <li>Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition. Decide on an appropriate balance between nouns and pronouns to aid clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Use of commas after fronted adverbials</li> <li>Apostrophes for plural possession</li> </ul>

Explanations in Upper Key Stage 2

Suggested contexts: science conclusions, newspaper reports, eye witness reports, letters

Year 5

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise)</li> <li>• Verb prefixes (dis-, de-, mis-, over-, re-)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun e.g. use relative clauses to add an extra layer of information,</li> <li>• Use of modal verbs to indicate degree of certainty</li> <li>• Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>• Linking ideas across paragraphs using adverbials of time, place and number or tense choices</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes and commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>

Year 6

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Difference between formal and informal vocabulary and structures</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the passive voice</li> <li>• Use of subjunctive form for formal writing</li> <li>• Use modal verbs to recommend and assert e.g. it might be advisable...it should be relatively easy to...there may be an opportunity to...</li> <li>• Precise use of a range of sentence structures for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wider range of cohesive devices to link ideas across paragraphs o repetition of a word or phrase o use of a wider range of adverbials o ellipsis</li> <li>• Use of a range of layout devices to structure text o headings &amp; subheadings o columns &amp; bullet points o tables &amp; diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Use of semi-colon, colon or dash to mark the boundary between independent clauses</li> <li>• Use of bullets, colons &amp; semicolons to punctuate lists</li> </ul>

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	e..g. Use embedded phrases and clauses for succinctness e.g. The final stage, to be completed by June, will involve...		
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## Persuasive Text

**Purpose:** Persuasive texts can be used to argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including letters, moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts. Work on persuasion will involve children using elements from all of the cross curricular, key aspects of learning - creative thinking, communication, empathy, enquiry, evaluation, information processing, managing feelings, motivation, problem solving, reasoning, self-awareness and social skills.

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> <li>• An opening statement (thesis) that sums up the viewpoint being presented. (Merton is the best borough in Greater London. School uniform is a good idea.)</li> <li>• Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...)</li> <li>• A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)</li> </ul>	<ul style="list-style-type: none"> <li>• Written in simple present tense. May include present perfect verb form e.g. Residents have been affected for many weeks.</li> <li>• Often refers to generic rather than specific participants. (Vegetables are good for you. They ...)</li> <li>• Uses reinforcing and opposing adverbs rather than sequencing adverbs to link ideas between sentences and paragraphs. (This proves that ... As a result of ... Therefore ...)</li> <li>• Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.)</li> <li>• Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do?) Text is often combined with other media to emotively enhance an aspect of the argument, e.g. a photo of a sunny, secluded beach, the sound of birds in a forest glade or a picture of a cute puppy.</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on the viewpoint you want to present and carefully select the information that supports it.</li> <li>• Organise the main points to be made in the best order and decide which persuasive information you will add to support each.</li> <li>• Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list.</li> <li>• Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant.</li> <li>• Try to appear reasonable and use facts rather than emotive comments.</li> <li>• Choose strong, positive words and phrases and avoid sounding negative.</li> <li>• Use short sentences for emphasis.</li> <li>• Use techniques to get the reader on your side: <ul style="list-style-type: none"> <li>o Address them directly (This is just what you've been waiting for.);</li> <li>o Adopt a friendly and informal tone if appropriate to the task;</li> <li>o Use memorable or alliterative slogans (Happy Holidays at Hazel House);</li> </ul> </li> <li>• Use simple psychology to appeal to the reader's judgement. (Everyone knows that ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You'd be foolish not to sign up.)</li> <li>• Re-read the text as if you have no opinion and decide if you would be persuaded.</li> <li>• Remember that you can use persuasive writing within other text types.</li> </ul>



	Persuasive Text
Reception	<ul style="list-style-type: none"> <li>• Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways e.g. pictures of food that make them want to eat things</li> <li>• Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening.</li> <li>• Give oral explanations e.g. their or another's motives; why and how they can persuade or be persuaded.</li> <li>• Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy</li> <li>• Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, please don't touch, please don't break my model, keep away Grammar opportunities:</li> <li>• Know that a sentence tells a whole idea and makes sense ☑ Awareness of listener</li> </ul> <p>Communicate ideas through simple written sentences e.g. 'Please don't break my model' (label in the construction area / 'Please can I have a .....'( letter to Santa)</p>
Year 1	<ul style="list-style-type: none"> <li>• Read captions, pictures, posters and adverts that are trying to persuade</li> <li>• Write simple examples of persuasion e.g. in the form of a letter to a character in a book.</li> <li>• Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• As part of a wide range of reading, explore persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and the devices that they use</li> <li>• Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why</li> <li>• Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama</li> <li>• Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text</li> <li>• Select information that supports the chosen viewpoint</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally</li> <li>• Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used</li> <li>• Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader</li> </ul>
	<ul style="list-style-type: none"> <li>• Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues)</li> </ul>

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Year 4	<ul style="list-style-type: none"> <li>• Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these</li> <li>• From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader</li> <li>• Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words</li> <li>• Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the listener/reader</li> <li>• Use graphs, images, visual aids to make the view more convincing</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate</li> <li>• Read other examples ( e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact</li> <li>• From reading, to collect and investigate use of persuasive devices such as words and phrases,             <ul style="list-style-type: none"> <li>○ Persuasive noun phrases, ‘not a single person...’ ‘every right-thinking person would...’ ‘the real truth is...’;</li> <li>○ Rhetorical questions, e.g. ‘are we expected to...?’ ‘where will future audiences come from...?’;</li> <li>○ Pandering, condescension, concession, e.g. ‘Naturally, it takes time for local residents...’;</li> <li>○ Deliberate ambiguities, e.g. ‘probably the best...in the world’ ‘believed to cure all known illnesses’ ‘the professional’s choice’ (through the use of vague nouns)</li> </ul> </li> <li>• Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness</li> <li>• Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required</li> <li>• Combine persuasion with other text types e.g. instructions, discussion, explanation</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:             <ul style="list-style-type: none"> <li>○ the expression, sequence and linking of points</li> <li>○ providing persuasive examples, illustration and evidence</li> <li>○ pre-empting or answering potential objections</li> <li>○ appealing to the known views and feelings of the audience</li> </ul> </li> <li>• Orally and in writing, construct effective persuasive arguments:             <ul style="list-style-type: none"> <li>○ Using persuasive language techniques to deliberately influence the listener.</li> <li>○ developing a point logically and effectively supporting and illustrating points persuasively</li> <li>○ anticipating possible objections → harnessing the known views, interests and feelings of the audience</li> <li>○ tailoring the writing to formal presentation where appropriate</li> </ul> </li> </ul>

- In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate

## Persuasion in Key Stage 1

Suggested contexts: role play, points of view, posters, letters

### Year 1

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Use of the prefix un- to change the meaning of verbs and adverbs</li> <li>• First &amp; second person</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce commands as sentence type</li> <li>• Oral rehearsal of sentence structure</li> <li>• Joining words and joining clauses using 'and' and 'because'</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short passages</li> </ul>	<ul style="list-style-type: none"> <li>• Separating words with spaces</li> <li>• Use of capital letters and full stops to demarcate sentences</li> <li>• Introduction to question marks and exclamation marks to demarcate sentences</li> <li>• Use of capital letters for names and the personal pronoun 'I'</li> </ul>

### Year 2

<ul style="list-style-type: none"> <li>• Formation of adjectives using suffixes (-ful, -less)</li> <li>• Use of -er and -est in adjectives</li> <li>• First, second &amp; third person</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of sentence types: statement, command, exclamation or question (rhetorical) e.g. inclusion of an opening statement that presents the persuasive point of view,</li> <li>• Expanded noun phrases to describe and specify</li> <li>• Power of 3 adjectives • Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) e.g. extend reasoning using subordination, for example, Vote for me because...</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and use of present tense</li> <li>• Use of progressive forms in present and past tense</li> <li>• Imperative verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Commas to separate items in a list e.g. list persuasive arguments, for example, I think I should be school councillor because I like speaking in public, I have lots of good ideas and I listen to other people's ideas.</li> <li>• Apostrophes for singular possession</li> </ul>
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## Persuasion in Lower Key Stage 2

Suggested contexts: role play, points of view, letters, tv & radio adverts

### Year 3

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>Use of 'a' or 'an' according to whether the next word starts with a vowel</li> </ul>	<ul style="list-style-type: none"> <li>Formation of subordinate clauses using subordinating conjunctions</li> <li>Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause               <ul style="list-style-type: none"> <li>Use of subordinating conjunctions as adverbials to express time and cause</li> <li>Use of preposition phrases as adverbials to express time, cause or place</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Introduction of paragraphs as a way to group related information               <ul style="list-style-type: none"> <li>generate several reasons for a point of view</li> <li>group related persuasive points together</li> </ul> </li> <li>Use of present perfect instead of simple past (Residents have complained over several weeks or Doctors have discovered how damaging it can be.)</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of all KS1 punctuation</li> </ul>

### Year 4

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</li> <li>Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</li> </ul>	<ul style="list-style-type: none"> <li>Use of a wider range of subordinating conjunctions</li> <li>use connecting adverbs to link persuasive points together and provide further justification, for example, I think that we should be allowed to keep the dragon as a pet because... Furthermore...Additionally....</li> <li>use adverbs which show cause and effect rather than adverbs of time /conjunctions to offer justification of a point of view, for example,</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme, .e.g. Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented,               <ul style="list-style-type: none"> <li>ordering points to link them together so that one follows from another</li> <li>how statistics, graphs, images, visual aids, etc. can be used to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use of commas after fronted adverbials</li> <li>Apostrophes for plural possession</li> </ul>

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	<ul style="list-style-type: none"> <li>○ You should buy this product so that you are the envy of all your friends</li> <li>○ The trainer is brightly coloured, therefore you will be seen in the dark.</li> <li>● Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency.</li> <li>● Noun phrases further expanded by adding adjectives and prepositions to modify the noun e.g. explore the use of expanded noun phrases in advertising,             <ul style="list-style-type: none"> <li>○ the beach with its mile long stretch of golden white sand...</li> <li>○ rich, velvety chocolate harvested from the heart of the Amazonian rainforest...</li> </ul> </li> </ul>	<p>support or reinforce arguments</p> <ul style="list-style-type: none"> <li>○ how a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, All the evidence shows that...It's quite clear that...Having seen all that we offer you, there can be no doubt that we are the best.</li> </ul> <ul style="list-style-type: none"> <li>● Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</li> </ul>	
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Persuasion in Upper Key Stage 2

Suggested contexts: role play, editorials, formal & informal letters , magazine articles, debate

Year 5

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>● Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise)</li> <li>● Verb prefixes (dis-, de-, mis-, over-, re-)</li> </ul>	<ul style="list-style-type: none"> <li>● Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun,             <ul style="list-style-type: none"> <li>○ investigate examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for example, The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>● Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</li> <li>● Use of reinforcing and opposing connecting adverbs to link ideas between sentences and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>● Brackets, dashes and commas to indicate parenthesis</li> <li>● Use of commas to clarify meaning or avoid ambiguity e.g. explore how much additional information can be added to a sentence, without compromising meaning, and how these sentences can be used to overwhelm the reader's senses, for example, 'This decadent chocolate treat, flavoured with bittersweet cherry liquor - which is made with</li> </ul>

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	<ul style="list-style-type: none"> <li>○ Experiment with removing relative clauses from example texts and consider the effect</li> <li>● Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>○ E.g. explore the use of adverbs of possibility and modal verbs in forming rhetorical questions, for example, surely you would not want...? Can you imagine...?</li> <li>○ Explore which modal verbs are most commonly used in persuasive writing, for example, those that express certainly and offer a promise or commitment (must, can, will)</li> <li>● Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</li> </ul>	<ul style="list-style-type: none"> <li>● Precise tense choice to link ideas (e.g. he had seen her before – past perfect)</li> <li>● Use of correlating conjunctions (e.g. not only... but also...)</li> </ul>	<p>care in the Alps - will not only satisfy your hunger, but will no doubt wake up your taste buds, giving them a well-earned break from their usual, boring flavours’.</p>
<b>Year 6</b>			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>● Difference between formal and informal vocabulary and structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use of the passive to affect the presentation of information in a sentence e.g.                         <ul style="list-style-type: none"> <li>○ explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting, for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Use of a wider range of cohesive devices to link ideas across paragraphs                         <ul style="list-style-type: none"> <li>○ repetition of a word or phrase</li> <li>○ use of a wider range of adverbials</li> <li>○ ellipsis</li> </ul> </li> <li>● Apply persuasive skills in a range of contexts/ structures</li> </ul>	<ul style="list-style-type: none"> <li>● Use of semi-colon, colon or dash to mark the boundary between independent clauses</li> <li>● Use of bullets, colons &amp; semicolons to punctuate lists</li> </ul>

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	<p>example, 'the invaders must be stopped'</p> <p>o consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, 'we (or 'you') must stop the invaders</p> <ul style="list-style-type: none"> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech], e.g. If I were prime minister, I would...</li> </ul>	<ul style="list-style-type: none"> <li>• Vary and manage paragraphs in a way that support whole structure of the text e.g. single sentence paragraphs to secure an argument, movement of focus from the general to the specific</li> </ul>	
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## Discussion Text

**Purpose:** To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples. Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> <li>• The most common structure includes:               <ul style="list-style-type: none"> <li>○ a statement of the issues involved and a preview of the main arguments;</li> <li>○ arguments for, with supporting evidence and examples;</li> <li>○ arguments against or alternative views, with supporting evidence and examples.</li> </ul> </li> <li>• Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided</li> </ul>	<ul style="list-style-type: none"> <li>• Written in simple present tense as commonly accepted facts.</li> <li>• Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power).</li> <li>• Uses reinforcing and opposing adverbs to link ideas between sentences and paragraphs (therefore, however, in addition to, as a result of, furthermore).</li> <li>• Generic statements are often followed by specific examples (Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...)</li> <li>• Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetorical questions often make good titles. (Should everyone travel less to conserve global energy?)</li> <li>• Use the introduction to show why you are debating the issue. (There is always a lot of disagreement about x and people's views vary a lot.)</li> <li>• Make sure you show both/all sides of the argument fairly.</li> <li>• Support each viewpoint you present with reasons and evidence</li> <li>• If you opt to support one particular view in the conclusion, give reasons for your decision.</li> <li>• Don't forget that discussion texts can be combined with other text types depending on your audience and purpose.</li> </ul>



	Discussion Text
Reception	<ul style="list-style-type: none"> <li>• Experience and recognise that others sometimes think, feel and react differently from themselves</li> <li>• Talk about how they and others might respond differently to the same thing e.g. like a particular picture or story when someone else doesn't</li> <li>• Give oral explanations e.g. their own or another's preferences, e.g. what they like to eat and why</li> <li>• Listen and respond to ideas expressed by others in discussion</li> <li>• Initiate conversations, attend to and take account of what others say Grammar opportunities:</li> <li>• Communicate opinions through simple written sentences e.g. I hope....I like.....I wish...</li> <li>• Show awareness of the listener</li> <li>• Use the personal pronoun 'I' in discussions e.g. during a discussion about their age Matilda said, 'I'm 6 years old!'</li> <li>• In discussions, use joining words such as and, but, because to begin exploring thinking further e.g. 'She's not 6, because she is younger than me and I'm only 5'.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Through talk and role play explore how others might think, feel and react differently from themselves and from each other</li> <li>• In reading explore how different characters might think, feel and react differently from themselves and from each other</li> <li>• Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another e.g. character from a book or peer in the class etc e.g. I think that he should give the toy back. James thinks that he should keep the toy.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Through reading, role play, drama techniques and in life situations, recognise, that different people and characters from texts, have different thought/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself</li> <li>• Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Through reading, role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, or the different view of people writing to a newspaper.) In the process, draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Write a traditional tale (or a scene from any narrative) from two key characters' perspectives, showing a contrast in viewpoint</li> <li>• Write a summary statement/series of sentences expressing their own opinion on the characters viewpoints e.g. who was in the right/wrong and present reasons for their opinion</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• In exploring persuasive texts, and those presenting a particular argument, begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced</li> <li>• Through questioning and debate, continue to explore the expression of different views through discussion, role play and drama</li> <li>• Give well-structured, and extended, justification for feelings and opinions</li> </ul>

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Year 5	<ul style="list-style-type: none"> <li>• In exploring persuasive texts, and those presenting a particular argument, distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue</li> <li>• Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama</li> <li>• Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak</li> <li>• Through reading, identify the language , grammar, organisational and stylistic features of balanced written discussions which:             <ul style="list-style-type: none"> <li>– summarise different sides of an argument</li> <li>– clarify the strengths and weaknesses of different positions</li> <li>– signal personal opinion clearly</li> <li>– draw reasoned conclusions based on available evidence</li> </ul> </li> <li>• Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument</li> <li>• First explore orally and then write a balanced report of a controversial issue:             <ul style="list-style-type: none"> <li>• summarising fairly the competing views</li> <li>• analysing strengths and weaknesses of different positions</li> <li>• drawing reasoned conclusions where appropriate</li> <li>• using formal language and presentation as appropriate</li> </ul> </li> <li>• Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact</li> <li>• Choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence</li> </ul>

Discussion in Key Stage 1			
Suggested contexts: role play, drama, points of view			
Year 1			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• First &amp; third person</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal of sentence structure</li> <li>• Joining words and joining clauses using 'and' and 'because'</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short passages</li> </ul>	<ul style="list-style-type: none"> <li>• Separating words with spaces</li> <li>• Use of capital letters and full stops to demarcate sentences</li> <li>• Use of capital letters for names and the personal pronoun 'I'</li> </ul>

Year 2

<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes (-ness, -er) • Use of –er and –est in adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of sentence types: statement, command, exclamation or question</li> <li>• Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) – selecting adjectives thoughtfully for additional information they provide.</li> <li>• Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) e.g. use ‘because’ to extend reasoning, for example, ‘I think that the wolf is naughty because he scares the little pigs’.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and use of present tense throughout writing, presenting information as commonly accepted facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes for singular possession</li> </ul>
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Discussion in Lower Key Stage 2  
Suggested contexts: letters, debate, role play

Year 3

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes (super-, anti-, auto-)</li> <li>• Use of ‘a’ or ‘an’ according to whether the next word starts with a vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause</li> <li>• Formation of subordinate clauses using subordinating conjunctions</li> <li>• Use of rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce paragraphs as a way to group related information, e.g.                             <ul style="list-style-type: none"> <li>• write an introduction to show why you are debating the issue, for example, ‘There is always a lot of disagreement about x and people’s views vary a lot.’</li> <li>• group arguments for and arguments against in separate paragraphs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of inverted commas to punctuate direct quotes</li> </ul>

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		<ul style="list-style-type: none"> <li>Use of subheadings e.g. use headings to present arguments for and arguments against</li> </ul>	
Year 4			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</li> <li>Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</li> </ul>	<ul style="list-style-type: none"> <li>Use of a wider range of subordinating conjunctions</li> <li>Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'most people with a reasonable knowledge of the subject...', 'all dogs with a history of violence...', 'all the sporty girls in the class...'</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action/personal stance, summarising reasons in a final paragraph</li> <li>Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition, e.g. use a range of nouns referring to the same subject e.g. many dog-owners argue that...they go onto state that...these animal lovers also make the point that...</li> </ul>	<ul style="list-style-type: none"> <li>Use of commas after fronted adverbials e.g. use connecting adverbs/adverbials to present further justification of a point of view, for example, furthermore, in addition, also</li> <li>Apostrophes for plural possession</li> </ul>
Discussion in Upper Key Stage 2			
Suggested contexts: formal & informal letters , balanced arguments, debate, newspaper reports			
Year 5			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes (-ate, -ify, -ise)</li> <li>Verb prefixes (dis-, de-, mis-, over-, re-)</li> </ul>	<ul style="list-style-type: none"> <li>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun e.g. follow generic statements with more specific examples, for example, ' There are those however who disagree. Mr T Rexus, who</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes and commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>

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	<p>is a well-respected palaeontologist, has argued instead that...'</p> <ul style="list-style-type: none"> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] e.g. use adverbs of possibility to help express a personal opinion in the final paragraph, for example, 'With the growing amount of evidence in this area, perhaps now is the time to accept the argument that...'</li> </ul>	<ul style="list-style-type: none"> <li>• Tense choice to link ideas (he had seen her before)</li> <li>• Use of correlating conjunctions</li> </ul>	
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Year 6

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Difference between formal and informal vocabulary and structures</li> <li>• Formal verb inflections</li> </ul>	<ul style="list-style-type: none"> <li>• Use of modal verbs to indicate degree of certainty</li> <li>• Use of the passive voice</li> <li>• Use of subjunctive form</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wider range of cohesive devices to link ideas across paragraphs e.g. build and use a range of connecting adverbs to move between opposing views, for example, on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.                             <ul style="list-style-type: none"> <li>• repetition of a word or phrase</li> <li>• use of a wider range of adverbials</li> <li>• ellipsis</li> <li>• paired arguments vs grouped arguments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. use colons to: introduce questions for discussion, for example, 'the pressing issue now is: what should happen to....?'; introduce a quotation to support a viewpoint, for example, 'supporters of this view often refer to the wellknown proverb: 'treat others as you would wish to be treated'; to prepare the reader for a revelation of the author's opinion in the final paragraph, for example, 'The final conclusion is therefore clear in my mind: animal testing must be banned immediately'.</li> </ul>

## Non-Chronological/ Information Texts

**Purpose:** To provide detailed information about the way things are or were; To help readers/listeners understand what is being described by organising or categorising information. Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> <li>In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations.</li> </ul> <p>A common structure includes:</p> <ul style="list-style-type: none"> <li>an opening statement, often a general classification (Sparrows are birds);</li> <li>sometimes followed by a more detailed or technical classification (Their Latin name is ...);</li> <li>a description of whatever is the subject of the report organised in some way to help the reader make sense of the information: <ul style="list-style-type: none"> <li>- its qualities (Like most birds, sparrows have feathers.);</li> <li>- its parts and their functions (The beak is small and strong so that it can ...);</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.)</li> <li>Sometimes written in the past tense, as in a historical report. (Children were poorly fed and clothed and they did dangerous work.)</li> <li>The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...)</li> <li>Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben).</li> <li>Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.)</li> <li>Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.</li> </ul>	<ul style="list-style-type: none"> <li>Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. o Gather information from a wide range of sources and collect it under the headings you've planned.</li> <li>Consider using a question in the title to interest your reader (Vitamins – why are they so important?).</li> <li>Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about.</li> <li>Include tables, diagrams or images (e.g. imported photographs or drawings) that add or summarise information.</li> <li>Find ways of making links with you reader, addressing them personally.</li> <li>Re-read the report as if you know nothing about its subject. Check that</li> </ul>

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<p>- its habits/behaviour/uses (Sparrows nest in ...)</p>		<p>information is logically organised and clear.</p> <ul style="list-style-type: none"> <li>• Use other text-types within your report if they will make it more effective for your purpose and audience.</li> </ul>
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<p><u>Non-Chronological/ Information Texts</u></p>	
<p>Reception</p>	<ul style="list-style-type: none"> <li>• Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else.</li> <li>• Links statements orally and sticks to a main theme or intention</li> <li>• In a shared reading context read information books and look at/re-read the books independently</li> <li>• Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations e.g. when being a dinosaur detective, a child wrote a report on fossils for the dinosaur museum Grammar opportunities</li> <li>• Break the flow of speech into words</li> <li>• Write simple sentences, in meaningful contexts, that can be read by themselves and others</li> </ul>
<p>Year 1</p>	<ul style="list-style-type: none"> <li>• Find out about a subject by listening and following the text as information books are read, or when watching a video</li> <li>• Contribute to a discussion on the subject as information is assembled and the teacher writes the information</li> <li>• Assemble information on a subject from their own experience e.g. food, pets</li> <li>• Write a simple non-chronological report by writing sentences to describe aspects of the subject</li> </ul>
<p>Year 2</p>	<ul style="list-style-type: none"> <li>• After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations</li> <li>• Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used</li> <li>• 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.</li> <li>• 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 Bs etc.</li> <li>• 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</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyse a number of report texts and note their function, form and typical language features, e.g. introduction indicating an overall classification of what is being described</li> </ul>

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<p>Year 3</p>	<ul style="list-style-type: none"> <li>• use of short statement at the start of each paragraph to introduce each new topic</li> <li>• language (specific and sometimes technical) to describe and differentiate</li> <li>• impersonal language</li> <li>• Explore, and begin to incorporate into their own writing, the language of comparison and contrast e.g.</li> <li>• They hibernate just like other bears. / All bees sting apart from the .... (build up banks of other possible words/phrases e.g. except for, including/not including, instead of)</li> <li>• revisit the use of –er and –est when formulating adjectives – see year 2</li> <li>• Turn notes into sentences grouping information</li> <li>• Note how writing often moves from general to more specific detail</li> <li>• Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources</li> </ul>
<p>Year 4</p>	<ul style="list-style-type: none"> <li>• Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense</li> <li>• Compare with some examples of reports written in the past tense, as in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.</li> <li>• Develop research and note-taking techniques - Teacher demonstrates how to write non-chronological report using notes in a spidergram</li> <li>• In reading, analyse a comparative and non-comparative reports and note the difference e.g. reports that deal with a single (albeit wide-ranging) topic, for example, British Birds, and those that deal with two or more topics for example, Frogs and Toads</li> <li>• Write own non-comparative reports, based on notes from several sources, helping the reader to understand what is being described by organising or categorising information</li> </ul>
<p>Year 5</p>	<ul style="list-style-type: none"> <li>• Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information</li> <li>• Consider using a question in the title to interest the reader (Vitamins – why are they so important?).</li> <li>• Write short non-chronological comparative report focusing on clarity, conciseness and impersonal style</li> <li>• Explore the use of a more personal style in some reports and use this in their own writing when appropriate e.g. So, next time you choose a pet, why not consider getting a dog. After all, everyone knows that a dog is a man’s best friend</li> </ul>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Write reports as part of a presentation on a non-fiction subject</li> <li>• Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different nonfiction text types</li> <li>• Plan how information will be organised, e.g. choosing to use paragraph headings, a spidergram or a grid, depending on the nature of the information</li> <li>• Approach the subjects and compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout</li> </ul>



## Non-Chronological Report/Information writing in Key Stage 1

Suggested contexts: spidergrams, labelled diagrams, note taking, class books on a theme, leaflet

### Year 1

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Use of regular plural noun suffixes</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>• Use of the prefix un- to change the meaning of verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal of sentence structure</li> <li>• Joining words and joining clauses using 'and' and 'because'</li> <li>• Third person</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentence to form short passages</li> </ul>	<ul style="list-style-type: none"> <li>• Separating words with spaces</li> <li>• Use of capital letters and full stops to demarcate sentences</li> <li>• Introduction of question marks and exclamation marks</li> <li>• Use of capital letters for names and for the personal pronoun I</li> </ul>

### Year 2

<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes (-ness, -er)</li> <li>• Formation of adjectives using suffixes (-ful, -less)</li> <li>• Use of -er and -est in adjectives</li> <li>• Formation of nouns by compounding</li> <li>• identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. scaly bodies</li> <li>• explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. pretty wings</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of sentence types: statement, command, exclamation or question (rhetorical)</li> <li>• Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun)</li> <li>• Collect and use examples of noun phrases to generalise e.g. most butterflies, some insects, all hedgehogs, and consider their meaning</li> <li>• Explore the difference between proper nouns and general nouns, and identify</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and use of present tense or past tense throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Explore the use of capitalisation for common and proper nouns in the context of reports, for example, Bees belong to a larger family of insects known as Apoidea.</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes for singular possession</li> </ul>
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## Non-Chronological/ Information writing in Lower Key Stage 2

Suggested contexts: leaflets, page for information book, letters, guide books, descriptions

### Year 3

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Use of 'a' or 'an' according to whether the next word starts with a vowel</li> <li>• Use of 'a' or 'an' according to whether the next word starts with a vowel</li> <li>• Word families based on common words showing how words are related in form and meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Use of prepositions ( instead of, because of) adverbs (therefore, however) and conjunctions (also, consequently, likewise,) to express cause and place</li> <li>• Use of preposition phrases as adverbials to express cause or place</li> <li>• Collect and use examples of prepositional phrases to clarify physical features, for example, Ants do not have lungs. They have tiny holes all over their body which they breathe through.</li> <li>• Include exploration of prepositions to clarify position, for example, Ants build their mounds in sand or soil.</li> <li>• Include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than for literary effect, for example,</li> <li>• Bees have tubes instead of mouths. The tube is like a straw.</li> <li>• A polar bear's nose is as black as a piece of coal.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of present perfect verb form – Hedgehogs have lived in this area for many years</li> <li>• introduce paragraphs as a way to group related information e.g. organise information about a topic into obvious groupings, for example, appearance, feeding habits etc</li> <li>• Headings and sub headings to aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation of all KS1 punctuation</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use of subordinating conjunctions as adverbials to express cause</li> <li>• Formation of subordinate clauses using subordinating conjunctions</li> </ul> <p>Note the lack of use of 'adverbs of time' in this text type, drawing attention to the difference between recounts (which are structured chronologically) and non-chronological reports</p>		
Year 4			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</li> <li>• Draw attention to importance of subject verb agreements e.g. family is....., people are...</li> <li>• Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</li> </ul> <p>Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus e.g. Dogs have an exceptional sense of smell. A dog can pick up a scent from a significant distance away. The (breed of dog) is known to have the most sensitive sense of smell.</p>	<ul style="list-style-type: none"> <li>• Use of a wider range of subordinating conjunctions (although, however, despite, therefore)</li> <li>• Explore how subordination and coordination can help the writer move from the general to the more specific within one sentence, for example, Most bees are black or grey, but/however some are bright red, yellow or metallic green.</li> <li>• Use of preposition phrases and subordinate clauses as fronted adverbials to indicate place, manner or frequency</li> <li>• Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities, for example, 'Like</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</li> <li>• Use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks, or paragraph breaks within headed sections of reports and consider how the author organised the information</li> </ul>	<ul style="list-style-type: none"> <li>• Use of commas after adverbials</li> <li>• Apostrophes for plural possession</li> </ul>

	<p>most birds, swallows like to...’, ‘As well as honeybees, ...’, ‘On the whole,...’, ‘Just like honeybees, bumble bees like to...’</p> <ul style="list-style-type: none"> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. continue building banks of noun phrases used to generalise (see year 2)</li> </ul>		
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**Non-Chronological/ Information writing in Upper Key Stage 2**

Suggested contexts: descriptions, projects, guide book for visit, prospectus, formal & informal letters

**Year 5**

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes (-ate, ify, -ise)</li> <li>• Verb prefixes (dis-, de-, mis-, over-, re-)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• explore how noun phrases are most commonly expanded using the pronouns ‘which’ and ‘that’ in this text type, for example, They have a long thin proboscis which is inserted into small flowers, such as Primroses, to drink nectar.</li> <li>• explore the impact on clarity when these relative clauses are omitted</li> <li>• Fronted adverbials e.g. collect and use a range of adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>• Use of adverbials of place (nearby) and number (secondly) to link ideas across paragraphs</li> <li>• Use of addition, reinforcing and opposing adverbs</li> <li>• Indicating degrees of possibility using adverbs e.g. explore the use of adverbs and adverbials to provide generalised information (these can provide a ‘get-out clause’ for the writer), for example, usually, commonly, mostly</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes and commas to indicate parenthesis e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this</li> <li>• Explore when commas are used to parenthesise relative clauses and when they are not</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>

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	that can be used to draw similarities and differences		
<b>Year 6</b>			
<b>Word</b>	<b>Sentence</b>	<b>Text</b>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>• Difference between formal and informal vocabulary and structures <ul style="list-style-type: none"> <li>☑ Formal verb inflections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to: avoid personalisation; avoid naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for example, Sparrows are found in ... Sharks are hunted ... Gold is highly valued</li> <li>• Use of subjunctive form</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wider range of cohesive devices to link ideas across paragraphs o repetition of a word or phrase o use of a wider range of adverbials <ul style="list-style-type: none"> <li>- ellipsis</li> </ul> </li> <li>• Use of a range of layout devices to structure text</li> <li>• headings &amp; subheadings o</li> <li>• columns &amp; bullet points</li> <li>• tables &amp; diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Use of semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• Use of bullet points, semi-colons &amp; colons to punctuate lists</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can be used to create different effects</li> <li>• to lead the reader to a revelation of information e.g. The relationship between these eco-systems is complex: each depends on the survival of the other. There is a major advantage to this feature: it allows the...</li> <li>• to introduce a quote/motto e.g. There is an old, much loved saying: 'A dog is a man's best friend.'</li> </ul>

## Recounts

**Purpose:** The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain but they may also be written in a style so as to persuade. Recounts are sometimes referred to as ‘accounts’. They can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation. Recounting or retelling personal events is fundamental to young children’s lives. The readiness and ease with which they do it orally makes it an obvious starting point for developing writing. In fact, for most children, sharing each other’s personal recounts and writing them down probably precedes their reading many of them. Personal recount is an early text for children to write but it branches into many forms in upper KS2. Opportunities to listen to, speak, read and write recount texts occur in all areas of the curriculum.

Generic structure	Language features	Knowledge for the writer
<p>Structure often includes:</p> <ul style="list-style-type: none"> <li>• Orientation/ introduction such as scene-setting or establishing context</li> <li>• An account of the events that took place, often but not always, in chronological order. This will often include direct quotes or reported speech;</li> <li>• some additional detail about each event;</li> <li>• Reorientation, e.g. a closing statement/ conclusion that may include elaboration.</li> </ul> <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time but these strategies are more often used in fiction recounts.</p>	<ul style="list-style-type: none"> <li>• Usually written in the past tense. Some parts may use present tense.</li> <li>• Events being recounted may have a chronological order so sequencing adverbs are common (then, next, first, afterwards, just before that, at last, meanwhile).</li> <li>• The subject of a recount tends to focus on individual or group participants or an event (third person: they all shouted, she crept out, it looked like an animal of some kind).</li> <li>• Reported speech or direct quotes may be used. These can include the use of perfect and progressive verb forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan how you will organise the way you retell the events. You could use a timeline to help you plan.</li> <li>• Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. Decide how you will finish the recount. You’ll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had).</li> <li>• Read the text through as if you don’t know anything about what it is being recounted. Is it clear what happened and when?</li> <li>• Is the style right for the genre you are using?</li> </ul> <p>(Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, impersonal when writing a news report, informal, personal language to tell your friends about something funny that happened to you.)</p>

	<u>Recount Texts</u>
Reception	<ul style="list-style-type: none"> <li>• Informally recount incidents in own life to other children or adults and listen to others doing the same</li> <li>• Experiment with writing in a variety of play, exploratory and role-play situations</li> <li>• Write sentences to match pictures or sequences of pictures illustrating an event</li> <li>• Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip Grammar opportunities</li> <li>• Break the flow of speech into words ☐ Write simple sentences that can be read by themselves and others</li> <li>• Attempt to write short sentences in meaningful contexts e.g. I saw...../I went.....</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, 'then', 'after that'</li> <li>• Listen to other's recounts and ask relevant questions to find out more about the event being recounted</li> <li>• Read personal recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like first, next, after, when</li> <li>• Write simple first person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Discuss the sequence of events recounted in texts at a level beyond which they can read independently</li> <li>• Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day ☐ Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event?</li> <li>• Create simple timelines to record the order of events</li> <li>• Write narratives about personal experiences and those of others, in role (real and fictional)</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify the sequence of main events</li> <li>• Note the inclusion on relevant, but non-essential detail, to interest and engage the reader</li> <li>• Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. at 3pm, after two hours</li> <li>• Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts</li> <li>• Read examples of third person recounts such as letters, newspaper reports 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</li> <li>• Write impersonal newspaper-style reports, e.g. about school events or an incident from a story including relevant, additional detail to add interest</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Explore and compare texts that recount the same event: evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives</li> </ul>

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Year 5	<ul style="list-style-type: none"> <li>• 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, reflecting on the level of formality required</li> <li>• Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• 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</li> <li>• Develop the skills of biographical and autobiographical writing in role, 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, newspaper obituary</li> <li>• 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</li> </ul>

Recount writing in Key Stage 1 Suggested contexts: interviews, eye witness accounts, diary entries			
Year 1			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal of sentences structure</li> <li>• Joining words and joining clauses using ‘and’ and ‘because’</li> <li>• First person</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short passages</li> </ul>	<ul style="list-style-type: none"> <li>• Separating words with spaces</li> <li>• Use of capital letters and full stops to demarcate sentences</li> <li>• Use of capital letters for names and the pronoun I</li> </ul>
Year 2			
<ul style="list-style-type: none"> <li>• Formation of nouns by compounding</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of sentence types: statement, command, exclamation or question</li> <li>• Expanded noun phrases to describe and specify (use of adjectives before the noun or</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and use of present tense or past tense throughout writing</li> <li>• Use of past progressive form to report events</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. explore the use of capitalisation for proper nouns used in recount texts, for</li> </ul>



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	<p>preposition phrase after the noun) e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines</p> <ul style="list-style-type: none"> <li>• Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)</li> <li>• First &amp; third person</li> <li>• Subject/ verb agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Use of present progressive in direct speech</li> </ul>	<p>example, Butterfly Village, Merton, Chaucer Centre</p> <ul style="list-style-type: none"> <li>• Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, a tall, grand building</li> <li>• Apostrophes for singular possession</li> </ul>
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Recount writing in Lower Key Stage 2

Suggested contexts: newspaper reports, diary entries in role, biography & autobiography

Year 3

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes (super-, anti-, auto-) ☐ Use of 'a' or 'an' according to whether the next word starts with a vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Use of prepositions (during, in, because of, before, after), e.g. provide further detail through giving examples beginning with 'such as', 'like' e.g. The class learned about lots of new butterflies such as Tortoiseshell and Emperor.</li> <li>• Use of adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause</li> <li>• Formation of subordinate clauses using subordinating conjunctions</li> <li>• Use of rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce paragraphs as a way to group related information</li> <li>• explore the content of introductory paragraphs, identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. Last week, class 3c travelled to Butterfly Village to find out more about these fascinating creatures.</li> <li>• Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. The day ended with a talk by a</li> </ul>	<ul style="list-style-type: none"> <li>• Use of inverted commas to punctuate direct quotes</li> </ul>

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		<p>butterfly expert. The whole class enjoyed a great day.</p> <ul style="list-style-type: none"> <li>• Use of present and past perfect verb forms to reports events or quote direct speech</li> <li>• Headlines and subheadings</li> </ul>	
Year 4			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Standard forms of English verb inflections (we were rather than we was, I did rather than I done)</li> <li>• Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wider range of subordinating conjunctions</li> <li>• Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause</li> <li>• Use of subordinate clauses as adverbials to express time and cause</li> <li>• Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. Butterfly Village houses a vast array of butterfly species, some of which are very rare (present). Class 4G visited this intriguing attraction last week and were stunned by the number of natural wonders waiting to be discovered there (past)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of paragraphs to ideas around a theme</li> <li>• develop the final paragraph as a way of summarising the event in greater detail, for example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. 'No doubt, year 5 children will continue to be amazed by this fascinating attraction for years to come.'</li> <li>• support pupils to begin selecting some words and phrases that support the 'theme' of the recount e.g. a positive event will use positive imagery/word choices throughout (to be developed in year 5)</li> <li>• Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</li> <li>• Headlines and subheading</li> </ul>	<ul style="list-style-type: none"> <li>• Use of commas after adverbials</li> <li>• Use of inverted commas where speech is preceded by the speaker. Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately); in the conclusion to support summarising, for example, One year 4 pupil summed up the day on behalf of the whole class, 'That was the best school trip ever!'</li> <li>• Apostrophes for plural possession</li> </ul>

## Recount writing in Upper Key Stage 2

Suggested contexts: application across a range of subject areas and contexts - biography & autobiography, newspaper reports, formal & informal letters

### Year 5

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>Verb prefixes (dis-, de, mis-, over-, re-)</li> </ul>	<ul style="list-style-type: none"> <li>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>Use of modal verbs to indicate degree of certainty, adverbs of degree</li> <li>Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</li> <li>Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote</li> <li>Explore the use of personal versus impersonal writing and decide when each is appropriate</li> <li>Explore the balance of long, complicated sentence constructions within this text type, compared with shorter,</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</li> <li>Tense choice to link ideas (perfect and progressive forms, simple past &amp; present tense)</li> <li>Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes and commas, to indicate parenthesis</li> <li>explore how dashes are less commonly used in more formal texts</li> <li>experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>

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	<p>simple sentence constructions, noting the need for both</p> <ul style="list-style-type: none"> <li>• Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact</li> <li>• Explore the use of longer, complex sentences (with multiple clauses) to convey complex information</li> </ul>		
Year 6			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Difference between formal and informal vocabulary and structures</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the passive voice to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers e.g. It was at that point that his life was thrown out of control.</li> <li>• Use of subjunctive form for formal speech and structures</li> <li>• Reported speech</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a wider range of cohesive devices to link ideas across paragraphs</li> <li>• repetition of a word or phrase</li> <li>• use of a wider range of adverbials for effect</li> <li>• ellipsis</li> <li>• use connectives to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive) e.g. His life was sent into turmoil, yet despite all of the uncertainty and danger surrounding him, he managed to stay positive.</li> <li>• Opening and closing lines of paragraphs support movement across the text e.g. The encounter affected him deeply and so he decided to focus his efforts on helping destitute children. In 1870, Barnardo opened his first shelter</li> </ul>	<ul style="list-style-type: none"> <li>• Use of semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. Throughout her life, her father's words remained with her: 'Reach for the stars!'</li> <li>• Explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. It was then that she made her most important decision: she quit university and established her own company.</li> </ul>

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		<p>for homeless boys in Stepney Causeway...</p> <ul style="list-style-type: none"><li>• Use of a range of layout devices to structure text o headings &amp; subheadings o columns &amp; captions</li></ul>	
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## Instructions

**Purpose:** Instructions, rules and procedures aim to ensure something is done correctly and a successful outcome achieved. If there is a process to be undertaken this is given in the order in which it needs to be undertaken to achieve a successful outcome -usually a series of sequenced steps. Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Generic structure	Language features	Knowledge for the writer
<ul style="list-style-type: none"> <li>• Begin by defining the goal or desired outcome. (How to make a board game.)</li> <li>• List any material or equipment needed, in order.</li> <li>• Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.</li> <li>• Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires).</li> </ul>	<ul style="list-style-type: none"> <li>• Use of imperative verbs (commands), e.g. Cut the card ... Paint your design ...</li> <li>• Instructions may include negative commands. (Do not use any glue at this stage.)</li> <li>• Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates ...) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.).</li> </ul>	<ul style="list-style-type: none"> <li>• Use the title to show what the instructions are about. (How to look after goldfish.)</li> <li>• Before writing instructions be clear about what is needed and what has to be done, in what order.</li> <li>• Decide on the important points you need to include at each stage.</li> <li>• Decide how formal or informal the text will be. (Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes.)</li> <li>• Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step.</li> <li>• Use bullet points, numbers or letters to help the reader.</li> <li>• Use short clear sentences so the reader does not become muddled.</li> <li>• Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young.</li> <li>• Appeal directly to the reader's interest and enthusiasm. (You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.)</li> <li>• Include a final evaluative statement to wrap up the process. (Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.)</li> <li>• Re-read your instructions as if you know nothing about the procedure involved. Make sure you haven't missed out any important stages or details and check that the language is as simple and clear as possible.</li> <li>• Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.</li> </ul>

	<u>Instructions Texts</u>
Reception	<ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence</li> <li>• Give oral instructions when playing</li> <li>• Writes own name and other things such as labels, captions</li> <li>• Children follow instructions involving several ideas or actions</li> </ul> <p><b>Grammar Focus:</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences which can be read by themselves and others following a practical activity .e.g. ‘How to get ready for Red Nose Day’ or ‘How to look after a mini beast’.</li> <li>• Use imperative verbs in both talk and writing e.g. put, get</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Listen to and follow a single more detailed instruction and a longer series of instructions ☑ Plan and give clear single oral instructions ☑ Routinely read and follow written classroom labels carrying instructions ☑ Read and follow short series of instructions in shared context ☑ Contribute to class composition of instructions with teacher scribing ☑ Write consecutive instructions independently</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Listen to and follow a series of more complex instructions ☑ Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams ☑ Analyse some instructional texts and note their function, form and typical language features: ☑ Include: a statement of purpose, list of materials or ingredients, sequential steps, ☑ Use direct/imperative language ☑ As part of a group with the teacher, compose a set of instructions with additional diagrams ☑ Write extended instructions independently e.g. getting to school, playing a game</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Read and follow increasingly complex instructions</li> <li>• Read and compare examples of instructional text, evaluating their effectiveness.</li> <li>• Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys</li> <li>• Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness</li> <li>• Independently write clear written instructions using simple devices to aid the reader</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Read and follow increasingly complex instructions</li> <li>• Read and compare examples of instructional text, evaluating their effectiveness.</li> <li>• Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys</li> <li>• Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness</li> <li>• Independently write clear written instructions using simple devices to aid the reader</li> </ul>

Year 5	<ul style="list-style-type: none"><li>• In group work, give clear oral instructions to achieve the completion of a complex task.</li><li>• Follow oral instructions of increased complexity</li><li>• Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness</li><li>• Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes)</li><li>• Compare these in terms of audience/purpose and form (structure and language features)</li><li>• Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again</li><li>• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types</li><li>• Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. Diagram B shows you how to connect the wires</li><li>• Use the language conventions and grammatical features of the different types of text as appropriate</li></ul>
Year 6	<ul style="list-style-type: none"><li>• In group work, give clear oral instructions to achieve the completion of a complex task.</li><li>• Follow oral instructions of increased complexity</li><li>• Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness</li><li>• Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes)</li><li>• Compare these in terms of audience/purpose and form (structure and language features)</li><li>• Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again</li><li>• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types</li><li>• Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. Diagram B shows you how to connect the wires</li><li>• Use the language conventions and grammatical features of the different types of text as appropriate</li></ul>



**Instructions writing in Key Stage 1**  
**Suggested contexts: recipes & familiar games**

**Year 1**

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal of sentence structure</li> <li>• Joining words and joining clauses using 'and' and 'because'</li> <li>• First person</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short passages</li> </ul>	<ul style="list-style-type: none"> <li>• Separating words with spaces</li> <li>• Use of capital letters and full stops to demarcate sentences</li> <li>• Introduction to exclamation marks and question marks</li> <li>• Use of capital letters for names and the pronoun I</li> </ul>

**Year 2**

<ul style="list-style-type: none"> <li>• Formation of nouns by compounding</li> <li>• Generate synonyms for over-used imperative verbs, for example, chop, slice, cut</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of sentence types: statement, command, exclamation or question</li> <li>• write titles to show what the instructions are about, for example, how to look after goldfish</li> <li>• explore and generate negative commands, for example, Do not open the oven door</li> <li>• Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g. use expanded noun phrases to be specific about materials or equipment needed, for example, a large bucket, sharp scissors, thick card</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and use of present tense or past tense throughout writing</li> <li>• Use of past progressive form to report events</li> <li>• Use of present progressive in direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Use commas to separate items in a list e.g. use commas to separate items in the 'materials/equipment needed' list</li> <li>• Apostrophes for singular possession</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) e.g. clarify instructions using subordination, for example, Take the cake out of the oven when the top looks golden brown.</li> <li>• First &amp; third person</li> <li>• Subject/ verb agreement</li> </ul>		
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Instructions writing in Lower Key Stage 2

Suggested contexts: procedural texts in science & DT, instructions in computing

Year 3

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes (super-, anti-, auto-)</li> <li>• Use of 'a' or 'an' according to whether the next word starts with a vowel</li> </ul>	<ul style="list-style-type: none"> <li>• Use of prepositions (during, in, because of, before, after), e.g. through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position, for example, under the bridge, around the pond, through the deep, dark woods</li> <li>• Use of adverbs (next, soon, therefore) e.g. through reading, build up and use a wide range of adverbs used to sequence instructions</li> <li>• Use of conjunctions (when, while, after, because, soon, while) to express time and cause e.g. build on the range of</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce paragraphs as a way to group related information e.g. explore instructions that have clear sections, for examples, introduction, equipment needed, procedure, additional advice, conclusions.</li> <li>• Use of present and past perfect verb forms to reports events or quote direct speech</li> <li>• Headlines and subheadings to organise information and aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation of Key Stage 1 punctuation</li> </ul>

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	<p>conjunctions used in year 2 to extend instructions</p> <ul style="list-style-type: none"> <li>• Formation of subordinate clauses using subordinating conjunctions</li> </ul>		
Year 4			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>• Standard forms of English verb inflections (we were rather than we was, I did rather than I done) e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, 'Cook for 20 mins' compared with 'Pop the cheesecake in the oven for 20 minutes' ☑ Use of articles (a, an, the) as determiners</li> </ul>	<ul style="list-style-type: none"> <li>• Use of preposition phrases as adverbials to express time, cause or place</li> <li>• Use of Fronted adverbials</li> <li>- Use of subordinate clauses as adverbials to express time and cause e.g. once the mixture has settled</li> <li>- use the conjunction 'if' to start complex sentences which give additional advice, for example, 'If the mixture separates, ...'</li> <li>- compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, 'Remove the cake from the oven when it turns golden brown' compared with 'When the cake turns golden brown, remove it from the oven'</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid</li> </ul>	<ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions</li> <li>• Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition e.g. investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity</li> <li>• Headlines and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>• Use of commas after a fronted adverbial</li> <li>• Apostrophes for plural possession</li> </ul>

unnecessary complexity, and when additional detail is essential

### Instructions writing in Upper Key Stage 2

Suggested contexts: application across a range of subject areas and contexts – build into explanatory or report texts, cross genre texts (e.g. a recipe for an adventure...)

#### Year 5

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>Verb prefixes (dis-, de-, mis-, over-, re-</li> </ul>	<ul style="list-style-type: none"> <li>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</li> <li>Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes and commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> <li>identify effective examples of instructions and use these to study the nature of the sentence construction used</li> <li>note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases</li> <li>note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps</li> <li>practise simplifying overly complicated instructions by reducing the complexity of the sentence construction</li> </ul>

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Year 6			
Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> <li>Difference between formal and informal vocabulary and structures</li> </ul>	<ul style="list-style-type: none"> <li>Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a wider range of cohesive devices to link ideas across paragraphs e.g. further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion</li> <li>Use of a range of layout devices to structure text o headings &amp; subheadings o columns &amp; captions o bullet points &amp; tables</li> <li>Experiment with using different layout devices and evaluate the effectiveness of these</li> </ul>	<ul style="list-style-type: none"> <li>Use of semi-colon, colon or dash to mark the boundary between independent clauses</li> <li>Use of the colon to introduce a list and use of semi-colons within lists e.g. further explore the simplistic nature of sentence constructions in this text type (see year 5)</li> </ul>