The Teaching of Non-Fiction Writing at Oak View Primary and Nursery School

Progression in Skills

Contents:

Whole School Mapping Document- Non-fiction units

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Progression in Sentence Structure – non-fiction report

Year 1	
A Griffle is a greedy animal. Griffles like to eat jam sandwiches. Griffles have red tails and three arms.	
Word	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
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Year 2	
What do Griffles eat? *Griffles are the greediest animals on the planet. They like most foods but they hate unripe bananas, white chocolate and plain crisps. They get very cross when they are hungry. Never get too close to a hungry Griffle. It might bite you!*	
Word	Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list

Year 3	
Eating Habits *Griffles are incredibly greedy animals. They often think about what to eat for tea while*	

they are eating their lunch! A Griffle can easily eat a supersize burger meal, an ice-cream with three scoops and three chocolate muffins before breakfast. Never approach a Griffle when it is eating because it will think that you are trying to steal its food. It might bite you with its razor sharp teeth!

Word	Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, <u>*an* open box</u>]
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation

Year 4

Eating Habits

It is a well-known fact that Griffles are incredibly greedy creatures with huge appetites. Unbelievably, a fully-mature Griffle can consume twice its own body weight in food at every meal. Interestingly, a Griffle's favourite meal contains an equal balance of sugar and fat. Therefore, cheesecake makes the perfect snack for a hungry Griffle. As Griffles are fiercely defensive of their food, never go near one when it is eating.

Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	**Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**

Year 5

Eating Habits

Griffles, who are often found in the rural areas of Hertfordshire, are fascinating creatures. Perhaps the most unusual fact about Griffles is that they are incredibly greedy creatures with gargantuan appetites. Unbelievably, a mature Griffle (a Griffle is considered fully mature from two years of age) can consume twice its own body weight in food at every meal – sometimes more! A Griffle's favourite meal contains an equal balance of sugar and fat, with a small amount of carbohydrate, which they find hard to digest. Therefore,

cheesecake – lemon and lime seems to be a popular choice - makes the perfect snack for a hungry Griffle.

Sentence	**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
	Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
Punctuation	Brackets, dashes or commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity

Year 6

Eating Habits

Griffles (Latin name, 'Griffalis Gargantious'), who are mostly found in the more rural areas of Hertfordshire, are truly enthralling creatures. Despite their lithe appearance, Griffles are renowned for their enormous appetites; a fully-matured male can consume twice its own body weight in a single meal! However, the question is: if a hungry Griffle were to turn up for dinner unannounced, what would you feed it? Combine soft full fat cheese, butter, sugar and zesty lemons and you have the perfect combination…lemon cheesecake! The balance of fat and sugar in this tasty treat meets the dietary requirements of a Griffle.

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
Sentence	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]
Text	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
	Use of the colon to introduce a list and use of semi-colons within lists

	Progression in explanatory texts *This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.*
Foundation Stage	• Talk about why things happen and how things work; ask questions and speculate. • Listen to someone explain a process and ask questions. • Give oral explanations e.g. their or another's motives; why and how they made a construction.
Year 1	• Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.
Year 2	• After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. • Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • Following other practical tasks, produce a simple flowchart or cyclical diagram independently.
Year 3	• Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. • Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.

Year 4	• Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms
	• Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.
	• Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing:
	   – purpose: to explain a process or to answer a question
	   – structure: introduction, followed by sequential explanation, organised into paragraphs
	   – language features: usually present tense; use of connectives of time and cause and effect; use of passive voice
	   – presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering
	• After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.

Year 5	• Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.

	• Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. • In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.
Year 6	• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.

	Progression in information texts	
	Research skills **(on page and on screen)**	**Creating information texts** **(on page and on screen)**
Foundation Stage	• Track the words in text in the right order, page by page, left to right, top to bottom • Learn order of alphabet through alphabet books, rhymes and songs	• Distinguish between writing and drawing and write labels for pictures and drawings. • Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions
Year 1	• Pose questions before reading non-fiction to find answers. • Secure alphabetic letter knowledge and order and use simplified dictionaries. • Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter. • Record information gleaned from books, (e.g). as lists, a completed chart, extended captions for display, a fact file on IT.	• Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. • Independently choose what to write about, orally rehearse, plan and follow it through.
Year 2	• Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Recognise that non-fiction books on similar themes can give different information and present similar	• Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. • Draw on knowledge and experience of

	information in different ways. • Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. • Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand. • Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand. • Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. • Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing	texts in deciding and planning what and how to write. • Maintain consistency in non-narrative, including purpose and tense • Create an alphabetically ordered dictionary or glossary of special interest words. • Design and create a simple ICT text
Year 3	• Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to as k of the text. • Have a secure understanding of the purpose and organisation of the	• Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. • Decide how to present information and make informed choices by using structures from different text types.

dictionary (i.e. know the quartiles of the dictionary, 'm' lies around halfway mark,'t' towards the end). Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms.

- Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts.

- Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text.

- Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in writing or on screen. Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source.

- Begin to use graphic organisers as a tool to support collection and

- Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books.

- Use computer to bring information texts to published form with appropriate layout, font etc.

- Create multi-media information texts.

- Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others.

- Summarise orally in one sentence the content of a passage or text, and the main point it is making.

	organisation of information.	
Year 4	• Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order. • Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. • Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen. • Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.	• Fill out brief notes into connected prose. • Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. • Begin to use graphic organisers as a tool to support writing up of information • Develop and refine ideas in writing using planning and problem-solving strategies • Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.
Year 5	• Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Use dictionaries and other alphabetically ordered texts efficiently. • Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how	• Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. • Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. • Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart,

	different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source. • Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding. • Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk.	recount. • create multi-layered texts, including use of hyperlinks, linked web pages • Record and acknowledge sources in own writing. • Summarise a passage, chapter or text in a specific number of words. • Read a passage and retell it "in your own words"
Year 6	• Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader. • Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals,	• In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Establish, balance and maintain viewpoints • Use the conventions and language of debate when orally rehearsing a balanced argument. • Revise own non-fiction writing to reduce superfluous words and phrases. • Discuss and explain differences in the use of formal language and

	reviews, reports, leaflets.	dialogue
	• Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.	• Listen for language variations in formal and informal contexts • Identify the ways spoken language varies

	Progression in discussion texts *This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.*
Foundation Stage	• Experience and recognise that others sometimes think, feel and react differently from themselves. • 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) • Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.
Year 1	• Through talk and role play explore how others might think, feel and react differently from themselves and from each other. • In reading explore how different characters might think, feel and react differently from themselves and from each other.
Year 2	• Through reading and in life situations, recognise, that different people (characters) 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.) • Explore different views and viewpoints.
Year 3	• Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) • Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)
Year 4	• In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. • Continue to explore the expression of different views through discussion, role play and drama.
Year 5	• In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), 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. • Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama.

Year 6	• Through reading, identify the language , grammar, organisational and stylistic features of balanced written discussions which:
	   – summarise different sides of an argument
	   – clarify the strengths and weaknesses of different positions
	   – signal personal opinion clearly
	   – draw reasoned conclusions based on available evidence
	• Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.
	• First explore orally and then write a balanced report of a controversial issue:
	   – summarising fairly the competing views
	   – analysing strengths and weaknesses of different positions
	   – drawing reasoned conclusions where appropriate
	   – using formal language and presentation as appropriate
	• Use reading to:
	   – investigate conditionals, e.g. using if…then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition
	   – build a bank of useful terms and phrases for persuasive argument, e.g. *similarly… whereas…*
	• Overall, help to build the ability to 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.

	Progression in instructional/procedural texts
FS	Listen to and follow single instructions, and then a series of two and three instructions Give oral instructions when playing. Read and follow simple classroom instructions on labels with additional pictures or symbols. Attempt to write instructions on labels, for instance in role play area
Y1	Listen to and follow a single more detailed instruction and a longer series of instructions. Think out 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 two consecutive instructions independently .
Y2	Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. 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: statement of purpose, list of materials or ingredients, sequential steps, direct/imperative language use of adjectives and adverbs limited to giving essential information emotive/value-laden language not generally used As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game
Y3	Read and follow instructions. Give clear oral instructions to members of a group. Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions.

	Write clear written instructions using correct register and devices to aid the reader.
Y4/Y5	In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes).Compare these in terms of audience/purpose and form (structure and language features). Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.
Y6	Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate.

	Progression in persuasion texts *This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.*
Foundation Stage	• 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) • Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. • Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded.
Year 1	• Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.
Year 2	• As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. • Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) • Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.
Year 3	• Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. • 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.

	Progression in persuasion texts *This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.*
Year 4	• 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). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • 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 • Both orally and in and writing to 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. • Use writing frames if necessary to back up points of view with illustrations and examples • To present a point of view both orally and in writing,(e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to • the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) • Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples • Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. *'if…, then'; 'on the other hand…'; 'finally'; 'so'*

	Progression in persuasion texts *This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.*
Year 5	• 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 • 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 • Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information • From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. *'surely', 'it wouldn't be very difficult…'*; persuasive definitions, e.g. *'no one but a complete idiot…', 'every right-thinking person would…', 'the real truth is…'*; rhetorical questions, e.g. *'are we expected to…?', 'where will future audiences come from…?'*; pandering, condescension, concession, e.g. *'Naturally, it takes time for local residents…'*; deliberate ambiguities, e.g. *'probably the best…in the world' 'known to cure all…', 'the professional's choice'* • Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state • Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points • Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.) • Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.

Year 6	• Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:
	  – the expression, sequence and linking of points
	  – providing persuasive examples, illustration and evidence
	  – pre-empting or answering potential objections
	  – appealing to the known views and feelings of the audience
	• Orally and in writing, construct effective persuasive arguments:
	  – using persuasive language techniques to deliberately influence the listener.
	  – developing a point logically and effectively
	  – supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate)
	  – anticipating possible objections
	  – harnessing the known views, interests and feelings of the audience
	  – tailoring the writing to formal presentation where appropriate

- Use reading to:
  - investigate conditionals, e.g. using if…then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition
  - build a bank of useful terms and phrases for persuasive argument, e.g. similarly… whereas…
- Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to 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.

	Progression in recount texts *This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.*
Foundation Stage	• Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations. • Write sentences to match pictures or sequences of pictures illustrating an event. • Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.
Year 1 / Year 2	• Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when.* • Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.
Year 3 / Year 4	• Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. 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 ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as *meanwhile, following, afterwards* and including detail expressed in ways which will engage the reader *Girls with swirling hijabs danced to the….* • Include recounts when creating paper or screen based information texts.
Year 5	• Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. '*As he was running away he noticed...* ', possible supporting illustrations, degree of formality adopted and use of connectives. • Use the language features of recounts including formal language when recounting events orally. • 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.
Year 6	• 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. • 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. • 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. • Use the language conventions and grammatical features of the different types of text as appropriate.

	Progression of Skills- Poetry		
Year	**Strands 2, 5, 6 & 7 Reading Poetry:-** • *subject matter and theme;* • *language use; style* • *pattern*	**Strands 1 & 6 Performing Poetry:-** • *use of voice;* • *presentation*	**Strands 8 – 12 Creating Poetry:** - • *original playfulness with language and ideas;* • *detailed recreation of closely observed experience;* • *using different patterns*
R	• listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	• join in with class rhymes and poems, • copy actions	• enjoy making up funny sentences and playing with words; • look carefully at experiences and choose words to describe; • make word collections or use simple repeating patterns
Year 1	• discuss own response and what the poem is about; • talk about favourite words or parts of a poem; • notice the poem's pattern	• perform in unison, following the rhythm and keeping time • imitate and invent actions	• invent impossible ideas, e.g. magical wishes; • observe details of first hand experiences using the senses and describe; • list words and phrases or use a repeating pattern or line.
Year 2	• talk about own views, the subject matter and possible meanings; • comment on which words have most effect, noticing alliteration; • discuss simple	• perform individually or together; speak clearly and audibly. • use actions and sound effects to add to the poem's meaning	• experiment with alliteration to create humorous and surprising combinations; • make adventurous word choices to describe closely observed experiences; • create a pattern or

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	poetry patterns		shape on the page; use simple repeating phrases or lines as models
Year 3	• describe the effect a poem has and suggest possible interpretations; • discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes; • explain the pattern of different simple forms	• perform individually or chorally; vary volume, experimenting with expression and use pauses for effect • use actions, voices, sound effects and musical patterns to add to a performance	• invent new similes and experiment with word play; • use powerful nouns, adjectives and verbs; experiment with alliteration; • write free verse; borrow or create a repeating pattern
Year 4	• describe poem's impact and explain own interpretation by referring to the poem; • comment on the use of similes and expressive language to create images, sound effects and atmosphere; • discuss the poem's form and suggest the effect on the reader	• vary volume, pace and use appropriate expression when performing • use actions, sound effects, musical patterns and images to enhance a poem's meaning	• use language playfully to exaggerate or pretend; • use similes to build images and identify clichés in own writing; • write free verse; use a repeating pattern; experiment with simple forms
Year 5	• discuss poet's possible viewpoint, explain and justify	• vary pitch, pace, volume, expression and	• invent nonsense words and situations and

	own response and interpretation; • explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; • explore imagery including metaphor and personification; • compare different forms and describe impact	use pauses to create impact; • use actions, sound effects, musical patterns, images and dramatic interpretation	experiment with unexpected word combinations; • use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; • write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
Year 6	• interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes • explain the impact of figurative and expressive language, including metaphor; • comment on poems' structures and how these influence meaning	• vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form • use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT	• use language imaginatively to create surreal, surprising, amusing and inventive poetry; • use simple metaphors and personification to create poems based on real or imagined experience; • select pattern or form to match meaning and own voice