





















Purposes and genres across the curriculum

English Subject Review: “The 2014 national curriculum, unlike the 1998 National Literacy Strategy, does not require pupils to be taught to write particular genres or text types. It focuses on writing for different purposes: ‘to describe, narrate, explain, instruct, give and respond to information, and argue’.”

Writing to entertain		Writing to inform		Writing to persuade	Writing to discuss
					
We are writing to describe...	We are writing to narrate...	We are writing to explain...	We are writing to instruct...	We are writing to argue...	We are writing to give and respond to information...
					
Setting description Character description	Narrative Diary entry Poetry Writing in role	Recount Letter Explanation texts Biography Autobiography Newspaper report Postcard Invitation	Instructional writing Non-Chronological report Information booklet	Persuasive Letter Advertisement Speech Campaign	Balanced argument review Discussion for an against
<p>Types of narrative: Traditional tales, myths, fables, mystery, fantasy, play-script, Issues and dilemmas, folk tales, legends, historical narrative, Shakespeare, flashbacks, detective/crime, science fiction, classic, quest and monologues.</p>					

Progression of Genres throughout the school

	Writing to entertain 		Writing to inform 		Writing to persuade 	Writing to discuss 
	We are writing to describe... 	We are writing to narrate... 	We are writing to explain... 	We are writing to instruct... 	We are writing to argue... 	We are writing to give and respond to information... 
Year 1	Setting Description using senses Character Description	Traditional Tale Adventure Story Alliterative List Poems Simple Riddles Nursery Rhymes Performance Poetry	Postcards Invitation Recount	Instructions Information text Non-chronological report		
Year 2	Setting Description Character Description	Traditional Tale Fantasy Narrarive Retell a Narrative Acrostic Poems Shape Poem Free Verse Performance Poetry	Diary Letter Recount Explanation Text	Non-chronological report Instructions		
Year 3	Setting Description Character Description	Traditional Tale with a twist Fables Myserty Narrative Narrative and Rhyme Poem Question & Answer Poem Haikus and Tankas Performance Poetry	Diary Biography Explanation text	Non-chronological report Instructions	Persuasive letter Advertisement	

Year 4	Setting Description Character Description	Traditional Tales with a twist Issues and dilemmas narrative Myths Play scripts Folk Tales Limericks Monologue Poem Metaphor Poem Performance Poetry	Explanation text Blog Instructions	Non-chronological report Information booklet	Persuasive letter Advertisement	
Year 5	Setting Description Character Description	Traditional Tales Play scripts Legends Shakespeare Alternating Perspective story Suspense Story Cinquain Poem Simile and Metaphor Poem Personification Poems Performance Poetry	Diary	Non-chronological report Information Booklet	Campaign Persuasive TV broadcast	Balanced argument review Discussion for an against
Year 6	Setting Description Character Description	Traditional Tales Crime Story Science fiction Historical Story Flashback Story 1 st Person Narrative Kenning Poem Blank Verse Sonnets Classic Performance Poetry	Formal Letter Explanation text Autobiography Biography	Instructions Non-chronological report	Speech (Monologue) Persuasive letter	Balanced argument review Discussion for an against

Progression of skills across genres

Fiction

Year group	Text features	Grammatical features
1	<ul style="list-style-type: none"> • Simple narratives and retellings are told/ written in first or third person. • Simple narratives are told/written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. 	<ul style="list-style-type: none"> • Third person and Past Tense • First Person and Past Tense • Full stops, capital letters and finger spaces • Conjunctions (and) • Exclamation marks • Question marks • Personal pronouns
2	<ul style="list-style-type: none"> • Narratives and retellings are told/ written in first or third person • Narratives and retellings are told/ written in past tense • Events are sequenced to create texts that make sense. • The main participants are human or animal. They are simply developed as either good or bad characters. • Simple narratives use typical characters, settings and events whether imagined or real. 	<ul style="list-style-type: none"> • Third person and past tense • Past progressive • Apostrophes for possession • Contractions • First person and past tense • Full stops, capital letters and finger spaces • Conjunctions (and, so, but, because, when) • Exclamation marks • Exclamative sentences • Question marks • Rhetorical questions • Adjectives • Comparative adjectives • Noun phrases • Commas • Verbs
3	<ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. 	<ul style="list-style-type: none"> • Paragraphs • Adverbs (first, then, after that, finally) • Conjunctions (when, before, after, while, so, because) • Prepositions • Present perfect • Headings and subheadings • Inverted commas • Noun Phrases

	<ul style="list-style-type: none"> Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> Verbs and adverbs for effect Cohesion (nouns and pronouns)
4	<ul style="list-style-type: none"> Narratives and retellings are written in the first or third person. Narratives and retellings are written in the past tense, occasionally these are told in the present tense. Events are sequenced to create chronology through the use of adverbials and prepositions Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... Narratives use typical characters, settings and events whether imagined or real. Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> Third person and past tense Past progressive Present perfect Standard English Fronted adverbials Adverbials Cohesion across paragraphs Cohesion (nouns and pronouns) Paragraphs Verbs and adverbs for effect Conjunctions (when, before, after, while, because...) Expanded noun phrases Speech punctuated correctly Apostrophes to indicate plural possession
5	<ul style="list-style-type: none"> Narratives and retellings are written in first or third person. Narratives and retellings are written in past tense, occasionally these are told in the present tense. Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> Third person and past tense Past progressive Present perfect Past perfect Past perfect progression Adverbials for cohesion Modal verbs Adverbs of possibility Parenthesis (dashes, brackets and commas) Layout devices Relative clauses and pronouns
6	<ul style="list-style-type: none"> Narratives and retellings are written in first or third person. Narratives and retellings are written in past tense, occasionally these are told in the present tense. Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> Formal and informal speech Passive voice Subjunctive forms Past perfect progressive Cohesion across paragraphs Colons, semicolons and dashes



Non-Fiction

Discussion texts

Examples:

Non-fiction book on an 'issues'

Write-up a debate

Leaflet or article giving balanced account of an issue

Writing editorials about historical attitudes to gender, social class, colonialism etc.

Writing letters about pollution, factory farming or smoking

Writing essays giving opinions about literature, music or works of art

Year Group	Skill Coverage
1	
2	
3	
4	Consistent use of present tense (Y2) Use present perfect form of verbs (Y3) Effective use of noun phrases Use of paragraphs to organise ideas Use adverbials e.g. therefore, however... Heading and subheadings used to aid presentation (Y3)
5	Create cohesion within paragraphs using adverbials Use layout devices to provide additional information and guide the reader
6	Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials Make formal and informal vocabulary choices Use the passive voice to present points of view without Adapt degrees of formality and informality to suit the form of the discussion Use conditional forms such as the subjunctive form to hypothesise Make formal and informal vocabulary choices Use semi-colons, colons and dashes to make boundaries between clauses

Explanatory texts

Examples:

Explaining electricity, forces, food chains etc. in science

Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt

Explaining phenomena such as the water cycle or how a volcano erupts in geography

Explaining religious traditions and practices in RE

Encyclopaedia entries

Technical manuals

Question and answer articles and leaflets

Science write-ups

Year Group	Skill Coverage
1	
2	<p>Consistent use of present tense</p> <p>Questions can be used to form titles</p> <p>Question marks are used to denote questions (Y1)</p> <p>Use conjunctions e.g. so...because</p>
3	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Heading and subheadings used to aid presentation</p>
4	<p>Use fronted adverbials</p> <p>Use of paragraphs to organise ideas</p> <p>Create cohesion through the use of nouns and pronouns</p>
5	<p>Indicate degrees of possibility using adverbs and modal verbs</p> <p>Use layout devices to provide additional information and guide the reader</p> <p>Create cohesion within paragraphs using adverbials</p> <p>Relative clauses can be used to add further information</p> <p>Parenthesis can be used to add clarification of technical words</p>
6	<p>Adapt degrees of formality and informality to suit the form of the explanation</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>The passive voice can be used</p>



Instruction texts

Examples:

How to design and make artefacts

Technical manuals: how to operate computers, phones, devices

How to carry out science experiments or to carry out a mathematical procedure

How to play a game Writing rules for behaviour

How to cook and prepare food

Timetables and route-finders

Posters, notices and signs

Instructions on packaging

Year Group	Skill Coverage
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
2	Use of command sentences Commas in lists
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation
4	Create cohesion through the use of nouns and pronouns Use fronted adverbials
5	Parenthesis can be used to add additional advice Relative clauses can be used to add further information Modals can be used to suggest degrees of possibility Use layout devices to provide additional information and guide the reader
6	Adapt degrees of formality and informality to suit the form of the instructions Create cohesion across the text using a wide of cohesive devices including layout features



Persuasion texts

Examples:

Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues

Writing letters about topics such as traffic on the high street or deforestations

Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse

Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition

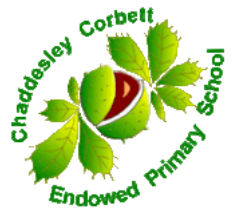
Writing book reviews for other pupils

Book blurbs

Political pamphlets

Applying for a job or a position on the school council

Year Group	Skill Coverage
1	
2	Written in present tense Rhetorical questions Effective use of noun phrases
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbs
4	Create cohesion through the use of nouns and pronouns Use adverbials e.g. therefore, however... Use paragraphs to organise ideas Effective use of expanded noun phrases
5	Modals can be used to suggest degrees of possibility Create cohesion within paragraphs using adverbials
6	Make formal and informal vocabulary choices Adapt degrees of formality and informality to suit the form of the text The passive voice can be used in some formal persuasive texts Use conditional forms such as the subjunctive form to hypothesise Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials



Report texts

Examples:

Describing aspects of daily life in history (e.g. fashion, transport, buildings)

Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures)

Comparing and describing localities or geographical features

Describing the characteristics of religious groups and their lifestyles in RE

Information leaflets

Tourist guidebooks

Encyclopaedia entries

Magazine articles

Letters

Non-fiction books

Catalogues

Magazine articles

Year Group	Skill Coverage
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
2	Use present and past tense throughout writing Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. because to aid explanation Use adjectives including comparative adjectives to create description
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation
4	Create cohesion through the use of nouns and pronouns Use of paragraphs to organise ideas
5	Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader
6	Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms The passive voice can be used Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions

Recount texts

Examples:

Retelling stories in English lessons and other curriculum areas such as RE

Giving accounts of schoolwork, sporting events, science experiments and trips out

Writing historical accounts

Writing biographies and autobiographies

Letters and postcards

Diaries and journals

Newspaper reports

Magazine articles

Obituaries Encyclopaedia entries

Year Group	Skill Coverage
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
2	Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech
4	Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)
5	Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials
6	Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials