



Milby Primary School

Non-fiction writing genres: Progression of skills



Writing genre	EYFS	(as for EYFS) plus: KS1	(as for KS1) plus: LKS2	(as for LKS2) plus: UKS2
Diary	- Written/verbalised in first person - Past tense - Retell important events - Include date and dear diary (can be given)	- Simple adjectives to describe thoughts and feelings - Time adverbials (Y2) Informal language- chatty style (Y2) some use of exclamation e.g. what fun we had! - Chatty tone- contracted forms of words e.g. can't don't won't; questions and exclamations; informal conjunctions and, because, so can also be used as openers. Suggested text layout: Introduction What are you going to tell them about? What did you think about it? Main body Simple sentences about what you did Conclusion What did you think about that event? A closing line E.g. My mum is shouting me for tea.	1st person - Use of 'you' when talking to the diary - Mainly past tense - Adjectives - More complex time fronted adverbials e.g. After lunch, - Personal, chatty style - Emotive language - Facts and opinions - Include date at the beginning and 'dear diary' - Rhetorical questions e.g. don't they understand? - Paragraphs - Chatty tone- Lively use of language e.g. 'powerful' verbs, adjectives and adverbs; 'Asides' (anecdotes and comments in brackets); Conversational openers e.g. Anyway, /By the way,/After all; Exaggerations (hyperbole) Suggested text layout: Introduction Why are you writing? What are you going to tell them about? Thoughts and feelings Main body Different paragraphs in time order. Conclusion What did you think about the event?	- Some present tense when writing about current thoughts/ feelings. - Higher level time fronted adverbials e.g. Shortly before mum came back, - Parenthesis using brackets, dashes and commas to add additional information - Chatty tone (as LKS2) Suggested text layout: Introduction Why are you writing? What are you going to tell them about? Thoughts and feelings Main body Different paragraphs in time order. Elaboration on events so the reader is able to visualise the experience. Include personal reflections on the event throughout and talk to the diary in a personal way Conclusion What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. Perhaps relate event to past events that have been written about.

			A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.	
Newspaper	N/A	• Past tense • Simple time conjunctions • (Y2) Can use progressive forms of verbs e.g. the children were playing • (Y2) Some use of coordinating and subordinating conjunctions to explain or link ideas. • A headline - a clear title about the report Possible text structure: Introduction Which explains the 5Ws (what, where, when, who, why) Main body Which retells the events in time order. Conclusion Which explains what people thought about the event	• 3rd person • Time conjunctions/fronted adverbials for sequence events • Some journalistic words or phrases https://schools.firstnews.co.uk/blog/journalistic-writing/journalistic-words-and-phrases-ks2 • Quotes using speech marks • Headline – a clear title about the report including alliteration or rhyme to make it catchy. • Written in columns (may be given) Possible text structure: Introduction An introductory paragraph - 5Ws (what, where, when, who, why) Main Body Different paragraphs of information in chronological order retelling the event. Conclusion A concluding paragraph including a summary of events; quotes and looking forward to the future.	• Higher level time conjunctions/fronted adverbials to sequence events. • A range of journalistic words and phrases https://schools.firstnews.co.uk/blog/journalistic-writing/journalistic-words-and-phrases-ks2 • Quotes using direct and reported speech. • Higher level time conjunctions/fronted adverbials to sequence events. • Prepositions • Use of parenthesis to add different detail e.g. Mrs Walker, a housewife from Durham, was arrested yesterday.... • Appropriate use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , luckily, the owls had already been moved • Appropriate use of the past perfect progressive form of verbs e.g. the children had been singing.... we had been hoping • Adapt degrees of formality and informality to suit the form of the text e.g. high formality required if recounting in the style of a broadsheet newspaper or less formal for a school newspaper. • Use of rhyme, alliteration or puns to make headlines snappy • Clear structure using paragraphs (see above) • Include unbiased and descriptive language • Relative clauses to add extra detail • Written (or word processed) in columns. Possible text structure: Introduction What are the facts for this report? WWWWWH (what, where, why, when, who, how?) Main body Different paragraphs of information in chronological order retelling the event.

				Supporting information can be included Quotes from different people involved who may have different opinions. Conclusion Summary of events and perhaps quotes on feelings towards the event. What is being done now?
Recount	• Title (may be given) • Simple sentence or sentences about an event • Appropriate vocabulary • Written/said in past tense	• An introduction which answers who, what, when where and why • Time adverbials (first, next, then etc.) • Use a range of punctuation where appropriate (.!?) • Use coordinating and subordinating conjunctions (Y2) Suggested layout: Introduction Which clearly states: who? What? When? Where? Why? Main body Different sentences in time order. Conclusion What did you think about the event?	• An introductory paragraph which answers who, what, when where and why • More complex adverbials of time e.g. much later, shortly after that, • Written in past tense • First person or third • Describes clearly what has happened • Chronological order • Use of paragraphs or subheadings to organise writing • Begin to use present perfect tense to place events in time e.g. this week we have visited the park • Use of relative clauses to add further detail e.g. we went to the museum, where we saw many exhibits, before moving on to the art gallery • End with a closing statement or paragraph to re orientate the reader (see above). Suggested layout: Introduction Which clearly states: who? What? When? Where? Why? Main body Different paragraphs in time order. Some elaboration Conclusion What did you think about the event? What was your favourite part? Would you like to go again? Why?	• Higher level adverbials of time • Cause and effect conjunctions e.g. consequently, as a result • Elaborate on events so the reader is able to visualise the experience. • Include personal reflections on the event throughout. • Indirect speech • Be able to change 'writing voice' for different audiences • A closing paragraph to explain feelings about the event Suggested layout: Introduction Which clearly states: who? What? When? Where? Why? Main body Different paragraphs in time order which elaborate on events, so the reader is able to visualise the experience. An inclusion of personal reflections on the event throughout. Conclusion A paragraph of reflection: What did you think about the event? What was your favourite part? Would you like to go again? Why?

NCR	• Title (can be given) • Simple subject specific language • Present or past tense • May be linked to a real life experience e.g. trip or visitor • Simple conjunctions e.g. 'and'	• Subject specific language • Facts • Present or Past tense (depending on subject) • Usually written in third person (he, she. It, they) • Coordinating conjunctions to link two main ideas • Subordinating conjunctions • Title (can be given) • Subheadings (can be given) • Pictures/captions/labels could be used to aid presentation <u>Possible text structure:</u> Introduction– A sentence to explain what is being written about Main body– A few sentences underneath each subheading. Conclusion– A sentence to describe own opinion of the subject and why.	• Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... <u>Possible text structure:</u> Introduction– A paragraph to explain the topic including any special features Main body– A paragraph written under each of the sub headings. Conclusion– A paragraph about peoples' opinions of the subject and why.	• Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional • Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football. • Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion. • The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught.... • Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams <u>Possible text structure:</u> Introduction– A paragraph to explain the topic including any special features Main body– A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. Conclusion–A paragraph about peoples' opinion of the subject and why.
Instructions	• Use of 'bossy' verbs • Title (can be given) • Simple instructional sentences written next to a given picture of step or steps	• Simple time words first, next etc. • Use of imperative verbs e.g. Cut the card.... Paint your design... Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not	• Higher order conjunctions e.g. unless, until, so that etc. • Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this.... • (Y4) Create cohesion through the use of nouns and pronouns to avoid repetition e.g.	• Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight, if you have time)... • Relative clauses can be used to add further information e.g. add further decorations, which can be home-made or shop bought.... • Modals can be used to suggest degrees of possibility e.g. you should... you might want to...

		• (Y2) Commas in lists may be used to separate required ingredients/material • Title e.g. How to • Bullet points or numbers • May include pictures with captions Simple subheadings e.g. What you need/ What to do (can be given) Possible text structure: Introduction- Sentence to introduce item to be produced. List of ingredients and quantities beneath a subheading (can be given) Main body- Sentences to describe each step with specific information. Numbered steps Conclusion- A simple sentence to say what the end product will be like and what it can be used for.	add the eggs and then beat them with a whisk until they are fluffy. • (Y4) Use fronted adverbials (conditional adverbials) to offer alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions or just draw bigger flowers. • Headings and subheadings to guide the reader. • Written in paragraphs. • May include labelled illustrations or diagrams to support specifics in the text Possible text structure: Introduction-This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading. Main body-Sentences to describe each step with specific information and detail beneath subheading. Conclusion-A concluding paragraph to say what the end product will be like and what it can be used for.	• Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal. • (Y6) Adapt degrees of formality and informality to suit the form of the instructions e.g. if writing for a traditional cookery book aimed at experienced cooks 'separate the egg yolks, putting the whites to one side, and add to the mixture.' Or for a website aimed at the beginner. 'Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!).' • (Y6) Create cohesion across the text using a wide of cohesive devices. • Use a variety of layout features to guide the reader including diagrams, fact boxes etc. Possible text structure: Introduction-This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading. Main body-Sentences to describe each step with specific information and detail beneath subheading. Conclusion-A concluding paragraph to say what the end product will be like and what it can be used for.
Letter (informal)	• Start with 'dear' can be given • End with 'from' • Usually written in first person 'I'	• Senders address at the top right • Use a greeting • Specific names people, places, things (proper nouns) • Informal ending e.g. 'best wishes' etc. • Chatty tone • Contracted forms of words e.g. can't won't etc. • Questions and exclamations • Informal conjunctions, as in everyday speech e.g. and/ because/ so. Can also be used as openers.	• Date underneath the address • Informal language • Paragraphs to organise ideas • Chatty tone • Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. • 'Asides' (anecdotes and comments in brackets) • Conversational openers e.g. Anyway, /By the way,/After all • Exaggerations (hyperbole) Possible text structure:	

		Possible text structure: Introduction – Include greeting and explain why you are writing Main body – Write in detail about the subject Conclusion – What did you think about the subject? Closing line e.g. I hope to see you soon.	Introduction – Include greeting and explain why you are writing Main body – Different paragraphs with elaboration Conclusion – What did you think about the subject? Closing line e.g. I hope to see you soon.	
Letter (formal)				• Formal structure i.e. senders address top right/ addressee top left • Date beneath address of addressee • Use of 'dear' and addressee's name (if known). Sir or madam if not known. • Appropriate sign off i.e. yours sincerely (if addressee's name is known); Yours faithfully (If addressee's name isn't known). • Clear use of language, e.g. conventional vocabulary, 'precise' verbs, adjectives and adverbs. • Effective use of language suitable for purpose e.g. to persuade or complain etc. • Formal tone • Use formal conjunctions, e.g. furthermore..., However..., • Do not use first-person pronouns ("I," "me," "my," "we," "us," etc.). ... • Avoid addressing readers as "you." • Avoid the use of contractions. ... • Avoid colloquialism and slang expressions. ... • Avoid abbreviated versions of words. • Avoid the overuse of short and simple sentences. Possible text structure: Introduction – Include clear explanation of why you are writing. Main body – Different paragraphs of each point with elaboration and or supporting evidence

				Conclusion – Summary of main points and recommendations. Formal closing line e.g. I look forward to hearing from you
Explanation		• Questions and question marks • Time conjunctions • Simple cause and effect conjunctions e.g. because, if. • Present tense • Some technical vocabulary • Add extra, additional information. Possible text layout: Introduction-Title as a question e.g. How do bees make honey? (can be given by the teacher) A sentence to introduce the topic Main body- Sentences to explain how the parts work/process. Conclusion- A simple concluding sentence(s) to end the piece	• More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect conjunctions e.g. therefore, consequently etc. • Precise, technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. • (Y4) Use of fronted adverbials e.g. During the night, nocturnal animals.... • (Y4) Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals...They feed their young... These amazing hunters are..... Possible text layout: Introduction-A title which should be a question and begin 'how' or 'why'. A sentence to introduce the topic Main body-A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information. Conclusion-A paragraph to relate the subject to the reader.	• Indicate degrees of possibility using adverbs e.g. Perhaps.... surely or modal verbs e.g. might, should, will.... • Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. • Create cohesion within paragraphs using adverbials e.g. therefore, however • Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... • Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air). • (Y6) Adapt degrees of formality and informality to suit the form of the explanation. An informal tone can sometimes be appropriate e.g. You'll be surprised to know that...? Have you ever thought about the way that...? Or a formal authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream.... • (Y6) The passive voice can also be used e.g. gases are carried. • (Y6) Brackets, dashes and commas can be used to add extra information e.g. photosynthesis, a process whereby a plant makes its own food, can never take place without sunlight.... Possible text layout: Introduction- A title which should be a question and begin 'how' or 'why' A sentence to introduce the topic Main body-Selects and elaborates upon appropriate information to explain why or how something happens with additional specific information. Conclusion-A paragraph to relate the subject to the reader.

Persuasion		• Written in present tense. • Includes facts • Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class? • Effective use of noun phrases to create persuasive devices e.g. delicious chocolate • Powerful verbs and adverbs. • May include a picture of the item and a caption. • May include a product logo • May include a price, if selling something. Suggested Text Layout: Introduction- An opening statement that sums up the viewpoint being presented. Main body- Sentences to persuade the reader to accept the writer's viewpoint or buy their product. Conclusion- A concluding statement to finish the piece e.g. So now you	• Headings, subheadings or paragraphs to organise ideas into logical sections • Exaggerated language to describe the product benefits. • Alliteration • Paragraphs: intro, main body (reasons supported by evidence); conclusion. • Power of three sentences e.g. explore exotic caves, discover fantasy island and swim with sharks • (Y4) Include a slogan (present tense, including facts, adjectives, alliteration and a rhetorical question) • (Y4) Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!! • (Y4) Use adverbials e.g. therefore, however... Suggested Text Layout: Introduction- An opening paragraph that sums up the viewpoint being presented. Main body- Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision. Conclusion- A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).	• Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to... • Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups) • (Y6) Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the hotel is extremely comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet. • (Y6) Use the second person - appeal to the reader e.g. this is just what you've been looking for. • (Y6) The passive voice can be used in some formal persuasive texts e.g. It can be said... It cannot be overstated.... • (Y6) Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions e.g. This proves that....So it's clear...Therefore... Suggested Text Layout: Introduction- An opening paragraph that sums up the viewpoint being presented. Main body- Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision. Conclusion- A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).
Discussion			• Present tense • Third person • Language to illustrate a balanced viewpoint e.g. On one hand, On the other hand, Some people think, Others think. • Use present perfect form of verbs e.g. some people have argued....some people have said	• Cause and effect conjunctions e.g. consequently, hence. • (Y6) Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however. • (Y6) Make formal and informal vocabulary choices to adapt writing to the form of discussion e.g. by making generic statements followed by specific

			• Effective use of noun phrases e.g. uncountable noun phrases (some people, most dogs). Nouns that categorise (vehicles, pollution) and abstract nouns (power). • A number of paragraphs, each one giving a point for or against supported with evidence. • Use adverbials e.g. therefore, however... • Pictures, labels or captions could be used to support the argument. • Headings and subheadings could be used to aid presentation. • A concluding paragraph to summarise main reasons for and against and also provide a personal opinion supported with evidence. Possible text layout: Introduction- A title which should be a question. Sentences to introduce the issue to be discussed. Main body- A number of paragraphs, each one giving a point for or against, supported with evidence. Conclusion- Sentences to summarise key points for and against. Personal recommendation with reason.	examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian, for 20 years, commented... • (Y6) Use the passive voice to present points of view e.g. it could be claimed that.... It is possible that...some could claim that.... • (Y6) Adapt degrees of formality and informality to suit the form of the discussion e.g. whether writing a formal letter or a blog. This can include vocabulary choices e.g. choosing habitat rather than home or indicate rather than shows. • (Y6) Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales... • (Y6) Semi-colons, colons and dashes can be useful for developing and linking ideas in complex discussion texts. Possible text layout: Introduction- A title which should be a question. Sentences to introduce the issue to be discussed and why it is being discussed. Main body- A number of paragraphs, each one giving a point for or against supported and elaborated with evidence. Conclusion- Summary of key points for and against. Personal recommendation and give a reason for it.
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