



Burlish Park Primary School

English – Genre Specific Writing Progression

Fiction Opportunities			
EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Progression in Suspense			
<p>*Put the main character into a scary setting.</p> <p>*Make the main character hear or see something scary or strange.</p> <p>*Make up a threat for the main character e.g. a monster or a ghost</p>	<p>Isolate your character/s in darkness/cold OR in a derelict setting.</p> <p>*Use scary sound effects from an unseen threat e.g. something hissed, growling noises came from behind the door.</p> <p>*Show a glimpse of an unknown threat e.g. a strange claw appeared from nowhere.</p> <p>*Use exclamations e.g. BANG! The door slammed shut.</p> <p>*Use dramatic connectives/openers to introduce drama e.g. without warning, suddenly.</p>	<p>*Let the threat gradually get closer and closer.</p> <p>*Show characters feelings by reactions e.g. she froze. He shivered.</p> <p>*Include short punchy sentences for drama. Where did it come from? Nobody knows.</p> <p>*Use rhetorical questions to make the reader worried e.g. Who had slammed the door shut and why did the window close so suddenly?</p> <p>*Do not name the threat – only refer to it using non-specific terms e.g. something, somebody, it, a silhouette, a foreboding figure.</p> <p>*Use dramatic connectives/fronted adverbials e.g. In the blink of an eye, Out of the blue, As fast as lightning...</p> <p>*Use speech to illustrate change of mood/growing tension e.g. “I don’t like this anymore,” cried Sarah clutching her mum’s arm/“What was that?” shouted Sam looking round in dismay</p>	<p>*Use strategies to hide the threat (see previous)</p> <p>*Use an abandoned setting or lull the reader with a cosy setting.</p> <p>*Personify the setting to make it sound dangerous e.g. The wind howled around her ears and branches tore at her coat as she fled the forest. – use the weather and/or time of day to create atmosphere. *Make your character hear, see, touch, smell or sense something ominous e.g. behind her, she could feel a strange presence. It was like something was watching her.</p> <p>*Switch between threat and victim to create drama e.g. the children froze, hidden behind the tree. The creature stopped. It sensed something...something. The children had a terrifying feeling that it knew they were there....</p> <p>*Surprise the reader with the unexpected.</p> <p>Suggest something is going to happen over a series of sentences or paragraphs and create cohesion across paragraphs using a wider range of cohesive devices such as pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</p> <p>*Slow the action by using sentences of three and drop in clauses e.g. The girl, terrified of making a noise, froze, held her breath and closed her eyes.</p> <p>*Use modals to slow the action and to create mood/ a sense of the unknown. E.g. The girl, froze, terrified. Could it see her? Could it sense her presence? Might this be the end?</p> <p>*Use adverbs of possibility to create a sense of uncertainty e.g. This was potentially fatal, the end was possibly in sight.</p>
Progression in description			
<p>*Look attentively and describe new experiences.</p> <p>*Use adjectives to say what images look like.</p> <p>*Use all the senses to discuss and describe – look, touch, taste, hear and smell.</p>	<p>*Use precise nouns to create a picture in the reader’s mind e.g. terrier instead of dog.</p> <p>*Choose adjectives with care and also use a comma e.g. the tiny, delicate petals.</p> <p>*Choose powerful verbs instead of got, came, went, said, look.</p> <p>*Use adverbs to describe how e.g. she whispered softly.</p> <p>*Use ‘as’ and ‘like’ similes.</p> <p>*Draw on all the senses when describing.</p> <p>*Use powerful verbs to describe the quality of movement e.g. crept, tiptoed</p>	<p>*Show not tell – describe a character’s emotions using senses e.g. Her spine tingled. Describe a setting by using language to suggest the atmosphere e.g. rather than the trees were dark and scary – shadows loomed from the dark, finger like branches.</p> <p>*Select powerful, precise and well-chosen nouns, adjectives and adverbs that really match the purpose. E.g. smeared, smothered.</p> <p>*Use personification e.g. even the sun seemed to beam with spring time excitement.</p> <p>*Use metaphors and similes to create atmosphere e.g. From the waterfall, droplets sparkled, danced and shone like diamonds.</p> <p>*Use alliteration to add effect e.g. Tim trembled, terrified that he would get something wrong.</p> <p>*Use expanded noun phrases to add intriguing detail e.g. On the table, was a tiny, golden cage containing a rare, exotic bird.</p> <p>*Developed descriptions through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The haunted house.....It.....This terrifying place.....In this creepy house....</p>	<p>*Use a character’s reaction or the author’s comments to show the effect of a description e.g. Paul beamed from ear to ear.</p> <p>*Use onomatopoeia to reflect meaning e.g. Peter heard the rapid rattle of the train.</p> <p>*Ensure that all word choices earn their place and add something new and necessary. E.g. not the old branches, but the gnarled, finger like branches.</p> <p>*Use precise detail when describing to bring a scene alive e.g. the diamonds encrusted in her golden necklace glinted and shone like stars.</p> <p>*Select detail and describe for a purpose e.g. to scare the reader, the lull the reader into a false sense of security.</p> <p>Use parenthesis to add additional description to create mood e.g. the gulls, screeching ominously, glided down low over the dark, brooding waves.</p> <p>*Use personification, similes or metaphors to create mood and embellish descriptions. E.g. Outside, the roof was green with moss and caved in at one place. The empty, cracked, sad little windows stared like eyes begging to be lived in once more while the ivy clung to the wall, tapped the windows and reached up towards the chimney. It was as if the house had grown from the earth.</p> <p>*Use repetition or ellipsis for effect e.g. Everybody was talking about it....Round eyes, busy mouths, frightened voices..... Everybody was talking about it.</p> <p>*Create cohesion within and across paragraphs using a wider range of cohesive devices such as pronouns, nouns and adverbials. E.g. One of the stars.....This star.....It had shone....That tiny star. Distant, in the constellation of Orion....</p> <p>*Use modals to improve descriptions by suggesting degrees of possibility, e.g. To some, this place might seem odd. It could seem strange, but to Sarah it was home.</p>
Progression in Characterisation			
<p>*Write about a character from a story you know or make up a new character.</p> <p>*Give your character a name.</p> <p>*Use familiar adjectives to describe your character e.g. friendly, scary.</p> <p>*Have a ‘goodie’ or a ‘baddie’</p> <p>*Give your character a problem.</p> <p>*End with ‘happily ever after’</p>	<p>*Use simple similes to describe e.g. He was a fierce as a lion.</p> <p>*Use adverbs e.g. she always laughed happily.</p> <p>*Use simple noun phrases e.g. she had long, blonde hair.</p> <p>*Use some alliteration e.g. she always had a gorgeous grin.</p>	<p>*Show not tell – describe a character’s emotions by showing the effect on their body e.g. a shiver shot up her spine.</p> <p>*Use speech to reveal a character’s emotions. Can be effective when this contrasts with internal thoughts/feelings. E.g. “I’m not scared,” boasted Jim to his classmates, but inside he had a strange sinking feeling.</p> <p>*Give your main character a hobby, interest or special talent e.g. nobody knew that Mildred actually understood how to speak four languages.</p>	<p>*Use a name to suggest character traits e.g. Mr Durable / Mrs Meek.</p> <p>*Use clauses to drop in details about the character e.g. The girl, crossing her fingers and breathing deeply, cautiously approached the two boys.</p> <p>*Show (not tell) how characters’ feel by what they do, say or think e.g. “NO!!! He yelled, snatching the telephone receiver.</p> <p>*Use parenthesis to reveal (show not tell) a character’s true feelings. Can be effective when outward appearances contrast with what’s going on inside. Jack, quivering and shaking, reached for the dagger.</p> <p>*Use other character’s comments or reactions to reveal character traits e.g. ‘She’s angry again’, whispered Kevin.</p>



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		<p>*Something they love, fear or hate e.g. Tim had always hated dogs ever since one bit him when he was a toddler.</p> <p>*A distinctive feature e.g. he always wore sunglasses even if it wasn't sunny.</p> <p>*Know your character's desire/wish or fear e.g. Gareth had always wanted a dragon even though they could be dangerous.</p> <p>*Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</p>	<p>*Use a character who is hiding their feelings and discuss the contrast between outward words/ actions and internal thoughts e.g. Outwardly, he could seem unsure of himself, but inside he thought deeply and only ever acted if he was confident.</p> <p>*Use past progressive forms to reveal additional information about a character's feelings/thoughts/wishes. E.g. James had been frightened of spiders ever since he found one in his bed when he was young.</p> <p>*Use the subjunctive form to hypothesize about a character's situation/thoughts/feelings. E.g. If James was ever going to overcome his fear of spiders....., If Sarah was ever going to win the trophy, then.... *When discussing characters, use adverbials to create cohesion within paragraphs e.g. James had been frightened of spiders ever since he was young. Despite this...</p>
Progression in Settings			
<p>*Draw maps showing different settings.</p> <p>*Create simple stories that start and end in the same place.</p> <ul style="list-style-type: none"> Select from a range of photo settings. <p>*Choose a scary setting where something might happen e.g. haunted house, dark woods, old house.</p> <p>*Use adjectives to describe settings.</p>	<p>*Choose a name for the setting.</p> <p>*Use all the senses to describe the setting.</p> <p>*Use 'power of 3' sentences to describe e.g. it was a glorious, sparkling, amazing castle.</p> <p>*Include some extra detail to bring the setting to life e.g. In the enchanted forest, where it was always summer.</p> <p>*Choose adjectives with care and use 'like' and 'as' to make similes.</p> <p>*Include time of day and weather e.g. It was just before lunch on a beautiful sunny day.</p> <p>*Select scary settings and create problems.</p> <p>*Create stories where a main character goes from setting to setting on a journey.</p> <p>*Write a story set in the locality.</p>	<p>*Choose an interesting name for the setting.</p> <p>*Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness.</p> <p>*Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully.</p> <p>*Show the setting through the character's eyes. E.g. Frankie scanned the room searching for the golden key.</p> <p>*Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc.</p> <p>*Use speech to describe a setting through a character's reaction. "Wow," exclaimed Sam staring at the mountain that lay ahead. "I've never seen anything that wonderful before."</p> <p>*Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it</p>	<p>*Choose a name that suggests something about the setting e.g. Dead Man's Hollow.</p> <p>*Show the scene through the character's eyes adding details to show character's reactions to new surroundings e.g. Jill peered around the gloomy cave, her eyes fighting against the darkness.</p> <p>*Use detailed 'power of 3' sentences to describe what can be seen, heard or touched e.g. The room was adorned with shabby furniture, tatty curtains and strange paintings.</p> <p>*Pick out unusual details to hook the reader and lead the story forwards e.g. On the shelf, was a small golden statue of a man clutching a key.</p> <p>*Introduce something unusual to hook the reader and lead the story forwards e.g. On the table, was a strange footprint left by a creature that Holly, who was an animal expert, was unfamiliar with Change atmosphere by altering weather, place or time and use a metaphor or personification. E.g. the wind howled, the fog descended over the houses like a thick cloak.</p> <p>*Reflect a character's feelings in the setting e.g. As the rain lashed against the window pane, tears streamed down Harry's face.</p> <p>*Use parenthesis to add additional information e.g. the house, old and decrepit, stood at the bottom of Haunted Hill.</p> <p>*Use relative clauses to add further information, adding commas when required e.g. The windows, which were dirty and cracked, swung on their hinges in the breeze.</p> <p>*Use the subjunctive form to hypothesize for impact. If the devil himself had created a house, it would probably have looked like this.</p>

Poetry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in composition						
<p>ELG</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Identify the features of alliterative list poems.</p> <p>Compose alliterative sentences.</p> <p>Compose lines of poems and sequences of lines within the style of the poem studied.</p>	<p>Identify the features of shape and acrostic poems.</p> <p>Understand the rhythmic pattern of a Quatrain – AABB or ABAB.</p> <p>Innovate a familiar poem, using the poetic devices studied.</p>	<p>Understand and count out syllables within words.</p> <p>Identify the features of a haiku and tanka poem.</p> <p>Innovate a haiku, using poetic devices studied.</p> <p>Identify the features of a question and answer poem.</p> <p>Innovate a question and answer poem, inspired by their own experiences.</p>	<p>Identify the difference between a metaphor and simile.</p> <p>Explore and write a range of metaphors.</p> <p>Identify the features of a metaphor poem.</p> <p>Innovate a familiar metaphor poem, inspired by their own experiences.</p>	<p>Identify the difference between a metaphor and simile.</p> <p>Innovate a well-known simile and metaphor poem.</p> <p>Explore personification and use it within writing to add detail for the reader.</p>	<p>Explore a wide range of narrative poems.</p> <p>Identify the use of simile, metaphor and personification to add detail for the reader.</p> <p>Draw comparisons between different poetic devices and justify the use of each.</p> <p>Innovate a familiar narrative poem including personification, simile and metaphor, as appropriate.</p>



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Non-Fiction Opportunities	Generic Features	Year 1 & 2	Year 3 & 4	Year 5 & 6
Diary Purpose To record events, thoughts and feelings on something that has happened.				
	(EYFS) written in first person *Past tense *Retell events *Include date and 'Dear Diary'	*Adjectives to describe thoughts/feelings *Time adverbials *(Y2) informal language/chatty style *(Y2) Exclamation sentences eg. What fun we had! *Include date and 'Dear Diary'	*First person *Past tense *Adjectives *Fronted adverbials eg. After lunch *Personal, chatty style *Emotive language *Facts and opinions *Rhetorical questions eg. Don't they understand?	*Mainly past tense, some present tense when writing about current thoughts *More complex time fronted adverbials eg. Shortly before she came back... *Parenthesis using brackets, dashes and commas
Recount Purpose- To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.				
-Giving accounts of events eg. sporting events/trips etc -Writing biographies/autobiographies -Letters and postcards -Magazine articles -Obituaries	*Often written in third or first person eg. They all shouted, she crept *Clear beginning, middle and end *Strong opening paragraph (KS2) to hook the reader *Orientation such as scene setting or context eg. It was the school holidays *Account of events that took place, often in chronological order *Time to add coherence eg. First, next, then *Reorientation eg. a closing statement that may include elaboration	*Introduction which answers who, what, when, where and why *Time adverbials eg. first, next, then *Use of correct punctuation (!,?) *(Y2) coordinating and subordinating conjunctions	*Introductory paragraph which answers who, what, when, where and why *More complex adverbials of time eg. much later, shortly after that *Past tense *First or third person *Describes clearly what happened *Chronological order *Use of paragraphs or subheadings to organise writing *Begin in present perfect tense to place events eg. This week we have been... *(Y4) Relative clauses to add further detail *End with closing paragraph/statement to reorientate the reader	*Higher level adverbials of time *Cause and effect connectives eg. consequently, as a result *Elaborate on events to help reader visualise *Include personal reflections *Indirect speech *Closing paragraph to explain feelings about the event
Instructional Texts Purpose- To ensure something is done effectively and/or correctly with a successful outcome for the participant/s				
-Instructions on how to make something -Instructions on how to do/play something -Recipes for different audiences	*A Title *Introduction which may include rhetorical question (KS2) to capture reader's interest *Subheadings eg. What you need/What to do *List of items needed *Numbered steps to explain process	*Time connectives eg. first, next *Use of imperative verbs eg. Cut the card *Begin to extend sentences eg. Make sure/Never/Ask a grown up *(Y2) Commas in lists *Title eg. How to *Bullet points or numvers *Simple subheadings eg. You will need	*Higher order conjunctions eg. unless, until, so that *Express time, place and cause using conjunctions, adverbs and prepositions *(Y4) Create cohesion through the use of nouns and pronouns to avoid repetition *(Y4) Use fronted adverbials eg. If you would like to make it bigger, *Headings and subheadings to guide reader *Paragraphs *May include labelled illustrations or diagrams	*Parenthesis can be used for additional advice eg. Leave it overnight, if you have time. *Relative clauses to add additional information *Modals to suggest degree of possibility eg. you should/might want to *(Y6) Adapt degrees of formality and informality eg. recipe for a chef vs children's website- 'Just use the yolks for now' *(Y6) Create cohesion across the text using a wide range of cohesive devices *Use a variety of layout features
Non-Chronological / Report 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.				
-Describing aspects of life in history -Describing characteristics of anything eg. the planets -Information leaflets -Tourist guidebooks -Non-fiction books -Magazine articles	*Chronological reports have a logical structure *Opening statement, often a generic statement eg. sparrows are birds *Sometimes followed by more detailed, technical classification eg. Their latin name is... *A description of the subject and information for the reader	*Subject specific language *Facts *Present or past tense *Usually written in third person eg. they *Co-ordinating conjunctions eg. and, but *Subordinating conjunctions eg. because *Title (can be given) *Subheadings (can be given) *Pictures/captions/labels	*Text organisation to aid reader eg. paragraphs/headings/subheadings *Range of adverbials and conjunctions *Technical vocabulary *Information which is factual/accurate *Subordinating conjunctions to join clauses as openers *Create cohesion to avoid repetition through the use of nouns/pronouns eg. The Victorians liked to visit the seaside. They...	*Create cohesion within paragraphs using adverbials eg. Shortly afterwards, Before long, *Parenthesis using brackets, dashes and commas *Use layout devices eg. headings, subheadings, columns, bullets, bold/italic, illustrations/diagrams *Passive voice can be used to avoid personalisation; to avoid naming the agent as a verb; to add variety to the sentence eg. Sparrows are found in...Share are hunted...
Explanation 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.				
-Explaining electricity, forces, food chains etc. in science -Explaining the causes of historic events such as wars and revolutions.	*A title which should be a question *An introductory paragraph *A list of logical steps to explain why or how something happens		*More complex time adverbials eg. firstly, soon after *Cause and effect (eg. therefore, consequently) *Precise, technical vocabulary *Conjunctions eg so, because	*Indicate degrees of possibility using adverbs eg. perhaps...surely or modal verbs eg. might, should *Layout devices eg subheadings, fact boxes



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<ul style="list-style-type: none"> -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 -Technical manuals 	<ul style="list-style-type: none"> *Conclusion- a paragraph to relate the subject to the reader 		<ul style="list-style-type: none"> *Prepositions (eg. before, after) *Paragraphs to organise ideas *Create cohesion through use of nouns and pronouns eg. Foxes are mammals. They... 	<ul style="list-style-type: none"> *Create cohesion within paragraphs using adverbials eg. therefore, however *Relative clauses *Parenthesis *(Y6) Adapt degree of formality eg. You'll be surprised to hear... *(Y6) Passive voice eg. gases are carried
Newspaper Article Purpose - To inform someone of something that has happened. To recount a newsworthy event				
	<ul style="list-style-type: none"> -Headline to hook the reader -Introduction/Introductory paragraph with 5Ws (what, where, when, who, why) -Main body to retell the events in time order -Conclusion explaining what people thought and looks ahead to future 	<ul style="list-style-type: none"> *Past tense *Simple time connectives -A headline 	<ul style="list-style-type: none"> *Third person *Time connectives/fronted adverbials to sequence events *Some journalistic words or phrases *Quotes using speech marks *Written in columns 	<ul style="list-style-type: none"> *Higher level time connectives/fronted adverbials *Range of journalistic words/phrases *Quotes using direct and indirect speech *Prepositions *Use of parenthesis to add detail eg. Mrs Walker, a housewife from Durham, was arrested... *Appropriate use of past perfect eg. I was walking, the children had tried *Adapt degrees of formality *Use of rhyme, alliteration and puns for headlines *Clear structure of paragraphs *Relative clauses
Persuasion Purpose - To inform the audience about the product To advertise a product so someone will buy it				
<ul style="list-style-type: none"> -Publicity materials such as tourist brochures KS1 -Editorials to newspapers -Letters about topics eg deforestation -Posters and leaflets about issues eg. anti bullying -Book reviews KS1 -Applications for jobs in school -Poster selling something 	<ul style="list-style-type: none"> -An opening statement that sums up the viewpoint presented -Strategically organised information presents and then elaborates viewpoint -Closing statement repeats and reinforces idea eg. Its quite clear that...Having seen all that you offer... 	<ul style="list-style-type: none"> *Present tense *Includes facts *Rhetorical questions *Noun phrases to create persuasive devices eg. delicious chocolate *Powerful verbs and adverbs *May include a photo or image 	<ul style="list-style-type: none"> *Headings, subheadings or paragraphs to organise in logical steps *Exaggerated language to describe product benefits *Alliteration *Paragraphs *Power of three sentences *(Y4) Create cohesion through the use of nouns and pronouns eg. vegetables are good for you. They contain vitamins and minerals. *(Y4) Use adverbials eg. therefore, however *(Y4) Slogans 	<ul style="list-style-type: none"> *Modals to suggest degrees of possibility eg. This could be...should be... *Include more complex slogans (word play etc) *(Y6) Make formal and informal vocabulary choices by moving generic statements to specific examples eg. The hotel is extremely comfortable. The beds are soft; the chairs are specially made... *(Y6) Use the second person eg. This is what you've been waiting for *(Y6) Passive voice used in some formal persuasive texts eg. It can be said...It cannot be overstated... *(Y6) Create cohesion within and across paragraphs using wider cohesive devices eg. This proves that...So it's clear...
Discussion/ Argument 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				
<ul style="list-style-type: none"> -Non fiction book on an 'issue' -Write up of a debate -Leaflet or article on an issue -writing editorials about historical attitudes, gender etc -Writing letters about pollution, factory farming etc -Balanced argument giving opinions on a topic 	<ul style="list-style-type: none"> *A statement of the issue involved and preview of main arguments *Arguments for, with supporting evidence/examples *Arguments against, with alternating views and supporting evidence/examples *Discussion texts end with a summary and statement of recommendation/conclusion *Summary may develop one particular viewpoint using reasoned judgements 		<ul style="list-style-type: none"> *Present Tense *Third Person *Language to illustrate a balanced viewpoint eg. On one hand, Some people think... *Present perfect for of verbs eg. Some people have argued... *Effective use of noun phrases eg. some people, most dogs *Paragraphs, each giving a point for or against *Use adverbials eg. therefore, however... *Pictures, labels or captions could be used *Headings and subheadings could be used *Concluding paragraph 	<ul style="list-style-type: none"> *Cause and effect connectives eg. consequently, hence *Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials eg. therefore, however (Y6) *Make formal and informal vocabulary choices to adapt writing to the form of discussion eg. making generic statements followed by specific examples eg. Most vegetarians disagree. Dave Smith, a vegetarian, commented... *Passive voice to present points of view eg. It could be claimed... It is possible... (Y6) *Adapt degrees of formality and informality (writing a formal letter or blog) (Y6) *Use conditional forms such as the subjunctive form to hypothesise eg. If people were to stop hunting whales...(Y6)



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				*Semi colons, colons and dashes to develop and link ideas (Y6)
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