English- features of writing Progression Document

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recount	•Use some simple description •Write in 1stperson based on experiences •Write in past tense •Begin to link events using 'and' •Write events in order	•Include detail and description to inform the reader •Use consistent past tense •Include personal comments and own viewpoint •Order events with adverbs of time	•Use a balance of description and opinion •Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. in the morning, before lunch •Use a range of past tense forms •Write in 1stperson or 3rdperson •Write an introductory paragraph •Write further paragraphs in chronological order	•Engage the reader through detailed description •Include eyewitness accounts as quotes using direct speech punctuation •Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle •Use a range of past tense forms •Write in 1stperson or 3rdperson •Write an introductory paragraph including the 5Ws –who, what, where, when, why and how •Use paragraphs to extend and sequence extended recounts	•Engage reader through use of description, feelings and opinions •Create cohesion through use of a range adverbs and adverbials •Write in consistent tense using a range of verb forms •Include the 5Ws –who, what, where, when, why and how-and conclude with a clear summary	•Select the appropriate style to engage the audience •Use direct and reported speech to express a range of viewpoints •Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation •Use verb tenses consistently and correctly Biography/ Autobiography Also include: •Use real life facts, including dates and place names •Use thematic language specific to the subject •Use formal language appropriately
Recount: diary	•Use some simple description •Write in 1stperson based on experiences •Write in past tense •Begin to link events using and •Write events in order •Open with Dear Diary	•Use some simple description •Write in 1stperson based on experiences •Write in past tense •Begin to link events using and •Write events in order •Open with Dear Diary	•Use a balance of description and opinion •Use a variety of sentence forms including statements and exclamations •Use a range of past tense forms, including present perfect •Write in 1stperson •Write an opening paragraph to set the scene •Finish with a personal comment about hopes or concerns for the future	•Engage the reader through detailed description •Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle •Use a range of past tense forms •Write an opening paragraph to share thoughts and feelings and to summarise the day •Finish with a personal comment about hopes or concerns for the future	•Engage reader through use of detail, description, feelings and opinions •Use adverbs and fronted adverbials e.g. with doubt in my mind, anxiously, afterwards •Use rhetorical questions to engage reader •Select the appropriate tense	•Use quotes from people to express feelings •Select the appropriate tense and use accurately e.g. shifts in time and flashbacks •Use an informal conversational style •Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation
Recount: journalistic report	*Not recommended for these year groups	*Not recommended for these year groups	*Not recommended for these year groups	*Not recommended for these year groups	•Add details of the 5Ws throughout piece –who, what, where, when, why and how •Use quotes from people to provide opinions and information •Use passive voice for ambiguity •Use appropriate formality for intended audience •Write in third person •Use layout features of a journalistic report, including headline,	•Add details of the 5Ws throughout piece –who, what, where, when, why and how •Use quotes from people to provide opinions and information •Use passive voice for ambiguity •Use appropriate formality for intended audience •Write in third person •Use layout features of a journalistic report, including headline,

English- features of writing Progression Document

					photographs and captions and ending with a summary, comment or question	photographs and captions and ending with a summary, comment or question
Letters	•Write in 1stperson •Write simple sentences in sequence •Begin to link events using and •Use simple openings and closings e.g. dear, from	•Include detail and description to inform the reader •Use a range of sentence forms to address the reader •Write in 1stperson •Include personal comments and own viewpoint •Use openings and closings e.g. dear, opening statement to state why we are writing, from	•Write in the 1st person •Use contractions e.g. I'm writing to you •Provide detail through use of prepositions to express time, place and cause •Choose sentence forms to address the reader directly •Vary tenses •Use layout features including and date, introductory paragraph and further paragraphs in order, suitable closing	•Write in the 1st person •Use contractions e.g. I'm writing to you •Provide detail through use of prepositions to express time, place and cause •Choose sentence forms to address the reader directly •Vary tenses •Use fronted adverbials to introduce paragraphs •Use layout features including an address/date, introductory paragraph and further paragraphs in order, suitable closing	•Apply the features of recount, persuasion, information and explanation in the form of a letter •Use features of formal letter writing e.g. address, yours sincerely, yours faithfully	•Apply the features of recount, persuasion, information and explanation in the form of a letter. •Use features of formal letter writing e.g. address, yours sincerely, yours faithfully
Information and non-chronological reports	•Write simple sentences linked to the topic •Write in the present tense •Link ideas through subject or pronoun e.g. Bats are black. They fly at night	•Use specific vocabulary linked to the topic •Use facts from research •Write with clear and precise description •Write in the present tense •Use layout features e.g. title, sub-headings, introduction, grouped information	•Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal •Use description to compare and contrast e.g. bats are one of the smallest mammals •Write in present tense (except historic reports) •Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams	•Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal •Use precision in technical vocabulary •Use description to compare and contrast e.g. bats are one of the smallest mammals •Use connecting adverbs and fronted adverbials e.g. also, additionally, usually, commonly •Write in present tense (except historic reports) •Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams	•Use precise word choices •Select language to appeal to the reader •Use a formal tone •Provide well-developed factual information for the reader •Manipulate style for specific purpose and audience •Include a summarising statement	•Use precise word choices •Select language to appeal to the reader •Clarify technical vocabulary •Use a formal tone •Adapt formality to suit purpose and audience •Provide well-developed factual information for the reader •Manipulate style for specific purpose and audience (hybrid texts) •Include a summarising statement
Instructions	•Write simple, clear sentences •Start sentences with a command •Keep to the correct order of the steps to be followed	•Write simple, short sentences with some technical vocabulary •Use noun phrases to specify where needed e.g. pick up the large bowl •Use adverbs appropriately •Include negative commands e.g. never, don't •Begin with a clear title and opening statement	•Use technical vocabulary •Talk to the reader and make the instructions sound easy •Use adverbs for time and manner e.g. first, next, finally, carefully •Use clear and concise command sentences •Present the text clearly e.g.	•Use technical vocabulary •Talk to the reader and make the instructions sound easy •Use adverbs for time and manner e.g. first, next, finally, carefully •Use clear and concise command sentences	Apply the features of instructional texts across other text types where appropriate	Apply the features of instructional texts across other text types where appropriate

English- features of writing Progression Document

		•Write in chronological order using bullet points or numbered points	sub-headings, bullet points, numbers	•Write an introduction and concluding statement to engage the reader •Present the text clearly e.g. sub-headings, bullet points, numbers		
Explanations	*Not recommended for these year groups	*Not recommended for these year groups	•Use language to explain a process or how something works •Use some technical vocabulary •Use simple present tense •Use causal conjunctions (but, because, after, before, so, although) •Use organisational features e.g. opening statement, steps explained in logical order, diagrams and flowchart	•Use language to explain a process or how something works •Use some technical vocabulary •Use simple present tense •Use causal conjunctions (but, because, after, before, so, although) •Use connecting adverbs (however, consequently, in addition, therefore, as a result) •Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart	•Use technical vocabulary •Use words/phrases to make sequential, causal or logical connections e.g. because, resulting in •Apply language from independent research •Use hypothetical language (if...then, might, when the...) •Use rhetorical questions to talk directly to the reader •Adapt formality to suit purpose and audience	•Use technical vocabulary and precis information •Use words/phrases to make sequential, causal or logical connections e.g. because, resulting in •Apply language from independent research •Use hypothetical language (if...then, might, when the...) •Use rhetorical questions to talk directly to the reader •Adapt formality to suit purpose and audience
Persuasion	*Not recommended for these year group	*Not recommended for these year group	•Use persuasive language e.g. alliteration, repetition •Write in logical order •Use 2ndperson or 3rdperson to talk directly to the reader •Select organisational features e.g. opening statement, sub-headings,	•Use persuasive language e.g. alliteration, repetition, rhetorical questions •Write in logical order •Use 2ndperson or 3rdperson to talk directly to the reader •Use short sentences to emphasise •Select organisational features e.g. opening statement, sub-headings, captions, strategically organised paragraphs, closing statement	•Use persuasive language e.g. quotes, slogans, rhetorical questions •Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) •Create deliberate ambiguities (probably the best...in the world) •Directly appeal to the reader •Support points using persuasive examples and provide evidence	•Use persuasive language e.g. quotes, slogans, rhetorical questions •Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) •Create deliberate ambiguities (probably the best...in the world) •Directly appeal to the reader •Support points using persuasive examples and provide evidence •Create authority through a formal style where appropriate e.g. letter to the council •Pre-empt reader objections e.g. you may disagree but...
Story: vocabulary	•Use some story language •Include and describe a character •Include and describe the setting	•Use phrases from story language •Create and describe characters •Create and describe settings	•Use small details to describe characters •Include a setting to create atmosphere	•Use small details to describe characters and evoke a response •Use small details for time, place and mood	•Develop and keep characters consistent through description •Develop settings through description and link this with the characters or plot	•Use language carefully to influence the reader's opinion of a character, place or situation
Story: sentence /structure	•Write simple sentences in sequence •Include a beginning, middle and end	•Sequence of events •Section story into beginning, middle and end •Use 3rdperson consistently •Use tenses appropriately	•Sequence of events to follow the structure of the model story •Write an opening paragraph and further paragraphs for each stage	•Sequence stories in different stages: introduction, build up, climax, resolution •Use paragraphs and use different ways to introduce paragraphs	•Vary story openings: start with dialogue, action or description •Use paragraphs to vary pace and emphasis •Use dialogue to move action forward	•Vary story structure: start with a flashback or dramatic event, use 2 narrators to tell a story from different perspectives •Use paragraphs to vary pace and emphasis

English- features of writing Progression Document

			•Create dialogue between characters that shows their relationship with each other •Use 3rdperson consistently •Use tenses appropriately	•Create dialogue between characters that shows their relationship with each other •Use 1stor 3rdperson consistently •Use tenses appropriately		•Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood