

Progression in Instruction Writing at Quest Primary

Purpose: To ensure something is done effectively and/or correctly with a successful outcome for those involved.

Common Examples of the Text Type:

- How to design and make products
- Technical manuals: how to operate phones, computers or other devices
- How to carry out science experiments
- How to play a game
- Recipes
- Instructions on packaging

Generic Text Structure:

- Begin by defining the goal or desired outcome.
- List any materials or equipment needed, in order.
- Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed.
- Diagrams or illustrations are often essential and may even take the place of some text.
- A final evaluative statement can be used to wrap up the process.

Text organisation

Punctuation

Grammar

EYFS
 Responds to instructions involving a two part sequence.
 Plan and give oral instructions.
 Carries out instructions which contain several parts in a sequence (ELG).
 Writes simple instructional sentences which can be read by themselves and others (ELG).
 Uses some key features of genre e.g. imperative verbs in their writing (ELG Exc).

Year 1

- Title
- Bullet points
- Diagrams and drawings to illustrate and explain

- Full stops
- Capital letters for names, people, days of the week
- Finger spaces
- Exclamation and question marks

- Simple sentences including imperative verbs
- Compound sentences using 'and'
- Time conjunctions to sequence

Year 2

- Title
- Bullet points
- Lists of materials or ingredients and sequential steps
- Diagrams and drawings to illustrate and explain

As per Year 1 plus:

- Question marks
- Commas in a list
- Apostrophes for contractions and singular possession

As per Year 1 plus:

- Command sentences
- Expanded noun phrases
- Co-ordinating and subordinating conjunctions
- Adverbs of manner e.g. slowly, gently, quickly
- Present tense

Year 3

- Title
- Statement of purpose
- Bullet points
- Lists of materials or ingredients
- Headings and subheadings to aid presentation
- Diagrams and drawings to illustrate and explain with captions and labels

As per Year 2 plus:

- Commas to mark fronted adverbials
- Demarcating subordinating clauses in complex sentences

As per Year 2 plus:

- A range of imperative verbs
- Variety of sentence openers e.g. -'ly' starters
- Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after... Complex sentences using a range of co-ordinating and subordinating conjunctions

Year 4

- Title
- Statement of purpose, including persuasion.
- Bullet points
- Lists of materials or ingredients
- Diagrams and drawings to illustrate and explain with captions and labels
- Headings and subheadings to aid presentation

As per Year 3 plus:

- Commas to mark fronted adverbials and subordinating clauses
- Apostrophes for contraction, singular and plural possession

As per Year 3 plus:

- Express time, place and cause
- Cohesion through the use of nouns and pronouns to avoid repetition e.g. add the eggs and beat them with a whisk.
- Use fronted adverbials to offer alternatives e.g. If you would like to make a bigger decoration, you could...
- Subordinating conjunctions to offer advice.

Progression in Instructions at Quest Primary

	Text organisation	Punctuation	Grammar
Year 5	<ul style="list-style-type: none"> Title Statement of purpose, including persuasion. Bullet points Lists of materials or ingredients Diagrams and drawings to illustrate and explain with captions and labels Headings and subheadings to aid presentation Use layout devices to provide additional information and guide the reader Simplify overcomplicated instructions to increase accuracy. 	<p>As per Year 4 plus:</p> <ul style="list-style-type: none"> Demarcating relative clauses Correct use of brackets, commas and dashes to mark parenthesis Rhetorical questions Colons to start a list Dashes 	<p>As per Year 4 plus:</p> <ul style="list-style-type: none"> 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 to the Christmas tree, which can be homemade or shop bought.... Modals can be used to suggest degrees of possibility e.g. you should... you might want to...
Year 6	<ul style="list-style-type: none"> Title Statement of purpose, including persuasion. Bullet points Lists of materials or ingredients Diagrams and drawings to illustrate and explain with captions and labels Headings and subheadings to aid presentation Use layout devices to provide additional information and guide the reader. Choose appropriate style of writing to suit a specific purpose. 	<p>As per Year 5 plus:</p> <ul style="list-style-type: none"> Semi-colons in a list (to help organise lists with extra information) Hyphenated words Semi-colons to mark boundaries between independent clauses Colon to mark boundaries between independent and dependent clause Commas to avoid ambiguity 	<p>As per Year 5 plus:</p> <ul style="list-style-type: none"> 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!) Create cohesion across the text using a wide of cohesive devices including layout features to guide the reader

Progression in Recount Writing at Quest Primary

Purpose: To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of events often consist of a recount that includes elements of explanation.

Common Examples of the Text Type:

- Retelling stories from English lessons and other foundation subjects
- Giving accounts of school trips, sporting events, science experiments etc
- Writing historical accounts
- Blogs
- Writing biographies and autobiographies
- Letters and postcards
- Diaries and journals
- Newspaper reports
- Magazine articles
- Obituaries

Generic Text Structure:

- Often written in the first or third person. e.g. Third person 'they all shouted, she crept out, it looked like an animal of some kind.' First person e.g. 'I was on my way to school.'
- Clear beginning, middle and ending.
- A strong opening paragraph in KS2 to hook the reader.
- Orientation such as scene-setting or establishing context (It was the school holidays)
- An account of the events that took place, often in chronological order
- Time sentence signposts for coherence that become more complex as children get older e.g. first, next, then progressing to more complex fronted adverbials
- Some additional detail about each event
- Reorientation, e.g. a closing statement that may include elaboration.
- Structure sometimes reorganises the chronology of events using techniques such as flashbacks or flash forwards but these strategies are more often used in fiction recounts

Text organisation

Punctuation

Grammar

EYFS

- Uses language to recreate experiences in play situations.
- Links statements and sticks to a main theme.
- Uses the past tense accurately when talking about events. (ELG)
- Answers 'how' and 'why' questions about his/her experiences and in response to recounting events. (ELG)
- Writes simple sentences which can be read by himself/herself and others (ELG)
- Uses key features of recount in his/her writing when writing about an event (ELG Exc).

Year 1

- Simple recounts and retellings can be written about experiences with which pupils are familiar
- Written in the first person.

- Finger spaces
- Capital letters and full stops
- Exclamation marks and question marks
- Capital letters for names, people, days of the week and personal pronoun 'I'

- Simple sentences including imperative verbs
- Compound sentences using 'and' 'but'
- Time conjunctions to sequence
- Beginning to use the past tense accurately

Year 2

- Children to write recounts about their own and other's experiences
- Recounts begin to link to other areas of the curriculum

- As per Year 1 plus:**
- Exclamation marks and question marks
 - Commas in a list
 - Apostrophes for contractions and singular possession

- As per Year 1 plus:**
- Expanded noun phrases
 - Range of time conjunctions
 - Accurate use of tenses
 - Conjunctions for co-ordination and subordination
 - Use progressive forms of verbs e.g. the children were playing, I was hoping...

Year 3

- Clear beginning, middle and end
- Use of paragraphs to organise ideas
- Concluding line to summarise the recount

- As per Year 2 plus:**
- Inverted commas punctuate direct speech e.g. eye-witness
 - Demarcating subordinating clauses

- As per Year 2 plus:**
- Complex sentences using a range of conjunctions
 - Express time, place and cause using conjunctions, adverbs and prepositions.
 - Vocabulary to support chronology (specific timings)

Progression in Recount Writing at Quest Primary

	Text organisation	Punctuation	Grammar
Year 4	<ul style="list-style-type: none"> Use of paragraphs to organise ideas Explore how direct speech can be used in recounts (opening line or summarising line) 	<p>As per Year 3 plus:</p> <ul style="list-style-type: none"> Commas to mark fronted adverbials and subordinating clauses Apostrophes for contraction, singular and plural possession 	<p>As per Year 3 plus:</p> <ul style="list-style-type: none"> Effective use of expanded noun phrases Fronted adverbials used to sequence events in time order e.g. first, next, later that day, just before that, Maintain and manage switching between past and present tenses
Year 5	<ul style="list-style-type: none"> Use of paragraphs to organise ideas Create cohesion within paragraphs using adverbials e.g. therefore, however Including opinions and drawing the reading in through techniques for e.g. rhetorical questions, addressing the reader Reflect the theme (positive/negative) of the recount by selecting appropriate language 	<p>As per Year 4 plus:</p> <ul style="list-style-type: none"> Correct use of brackets and dashes or commas to mark parenthesis Demarcating relative clauses Correct structure of dialogue (comma, inverted commas, capital letter, punctuation, inverted commas) 	<p>As per Year 4 plus:</p> <ul style="list-style-type: none"> Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day Modals can be used to indicate degrees of possibility e.g....I should never have... Grammar and language for effect (appropriate word choices, similes, alliteration, metaphor, personification and a range of sentences) Appropriate level of formality for the audience Use relative clauses/parenthesis to give extra information
Year 6	<ul style="list-style-type: none"> Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time in fiction recounts Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however 	<p>As per Year 5 plus:</p> <ul style="list-style-type: none"> Semi-colons in a list (to help organise lists with extra information) Colons to start a list Hyphenated words Semi-colons and colons to mark boundaries between clauses Commas to avoid ambiguity 	<p>As per year 5 plus:</p> <ul style="list-style-type: none"> Use of the past perfect progressive form of verbs e.g. the children had been singing.... Adapt degrees of formality and informality to suit the text Some forms may use the present tense, e.g. informal anecdotal storytelling which also enables writing to meet different levels of formality and informality. In these cases, it is also possible to extend opportunities to writing using the present progressive e.g. I am really hoping Passive and modal verbs used appropriately Expanded noun phrases effectively to add detail, qualification and precision A wide range of clause structures, sometimes varying their position within the sentence Adverbs and prepositions used effectively to add detail, qualification and precision Create atmosphere with the use of short sentences for effect, extended sentences for detail and strategies such as holding back information to keep the reader hooked.

Progression in Persuasive Texts at Quest Primary

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Common Examples of the Text Type:

- Publicity materials such as tourist brochures based on trips to places of interest
- Editorials to newspapers about controversial issues
- Letters about topics such as traffic on the high street or deforestations
- Posters and leaflets about issues such as bullying, stranger danger or substance abuse
- Posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition
- Book reviews/Book blurbs for other pupils
- Applications for a job or a position on the school council

Generic Text Structure:

- An opening statement (thesis) that sums up the viewpoint being presented (School uniform is a good idea)
- Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...)
- A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)

	Text organisation	Punctuation	Grammar
EYFS			
Year 1			
Year 2	<ul style="list-style-type: none"> • Opportunities to promote school events and activities • Posters • Book reviews for other pupils or blurbs • Write persuasively linked to topic, seasons or experiences • Opening statement that presents a persuasive point of view 	<ul style="list-style-type: none"> • Capital letters and full stops • Capital letters for days of the week, places, names and the personal pronoun I • Exclamation marks and question marks • Commas in a list • Apostrophes for contractions and singular possession 	<ul style="list-style-type: none"> • A range of sentence types: command, exclamation, statement and question • Co-ordinating and subordinating conjunctions • Consistent use of tense • Rhetorical questions to engage the reader • Expanded noun phrases to describe and specify
Year 3	<ul style="list-style-type: none"> • Several reasons to persuade • Use paragraphs to organise ideas into logical sections • Beginning to link ideas together through use of vocabulary/writing style • Planned repetition • Facts and opinion • Quotes or reviews using inverted commas where appropriate 	<p>As per Year 2 plus:</p> <ul style="list-style-type: none"> • Inverted commas used to punctuate speech • Demarcating subordinating clauses in complex sentences 	<p>As per Year 2 plus:</p> <ul style="list-style-type: none"> • Express time, place and cause using conjunctions, adverbs and prepositions • Use present perfect form of verbs e.g. people have said that this is the most amazing product • Imperative verbs to convey urgency • Use of 2nd person • Complex sentences using a range of conjunctions
Year 4	<ul style="list-style-type: none"> • Several reasons to persuade • Use paragraphs to organise ideas into logical sections • Planned repetition • Facts and opinion • Quotes or reviews using inverted commas where appropriate • Closing statement that reinforces opening 	<p>As per Year 3 plus:</p> <ul style="list-style-type: none"> • Commas to mark fronted adverbials and subordinating clauses • Apostrophes for contraction, singular and plural possession 	<p>As per Year 3 plus:</p> <ul style="list-style-type: none"> • Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. • Use of adverbials e.g. therefore, however... • Effective use of expanded noun phrases • Figurative language to persuade (similes/alliteration)

Progression in Persuasive Writing at Quest Primary

	Text organisation	Punctuation	Grammar
Year 5	<ul style="list-style-type: none"> • Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this. • Hyperbole • Planned repetition • Facts and statistics • Opinions • Short sentences for emphasis 	<p>As per Year 4 plus:</p> <ul style="list-style-type: none"> • Correct use of brackets, dashes and commas to mark parenthesis • Demarcating relative clauses • Correct structure of dialogue (comma, inverted commas, capital letter, punctuation, inverted commas) 	<p>As per Year 4 plus:</p> <ul style="list-style-type: none"> • Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to... • Personal pronouns • Use of the subjunctive form for formal structure • Adverbials to convey a sense of certainty
Year 6	<ul style="list-style-type: none"> • Create cohesion 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... • Hyperbole • Planned repetition • Facts and statistics • Identify possible objections and how to counter them 	<ul style="list-style-type: none"> • Semi-colons in a list (to help organise lists with extra information) • Colons to start a list • Hyphenated words • Semi-colons and colons to mark boundaries between clauses • Commas to avoid ambiguity 	<p>As per Year 5 plus:</p> <ul style="list-style-type: none"> • Imperative and modal verbs to convey urgency • Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the zoo is great. The cages are well equipped; the animal beds are cosy. Adapt degrees of formality and informality to suit the form of the text • The second person is also used for appealing to the reader in a more informal piece of writing e.g. this is just what you've been looking for. • The passive voice used in some formal persuasive texts e.g. It can be said... • Use of conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting deer...



Progression in Discussion Writing at Quest Primary

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.

Common examples of the text type:

- Non-fiction book on an 'issue'
- Write-up of 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

Generic Text Structure:

- A statement of the issues involved and a preview of the main arguments;
- Arguments for, with supporting evidence/examples;
- Arguments against or alternative views, with supporting evidence/examples.
- Another common structure presents the arguments 'for' and 'against' alternatively.
- Discussion texts usually end with a summary and a statement of recommendation or conclusion.
- The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided

Text organisation

Punctuation

Grammar

EYFS

Year 1

Year 2

Year 3

Year 4

- Heading and subheadings used to aid presentation
- Use of paragraphs to organise ideas
- Use of adverbials e.g. therefore, however...

- Capital letters and full stops
- Exclamation marks, question marks
- Commas for a list
- Commas to mark fronted adverbials and subordinating clauses
- Apostrophes for contraction, singular and plural possession

- Consistent use of present tense
- Use present perfect form of verbs e.g. some people have argued....
- Complex sentences including a range of co-ordinating and subordinating conjunctions
- Fronted adverbials
- Effective use of noun phrases

Year 5

- Create cohesion within paragraphs using adverbials e.g. therefore, however...
- Use layout devices to provide additional information and guide the reader

As per Year 4 plus:

- Demarcating relative clauses
- Correct use of brackets, dashes and commas to mark parenthesis

As per Year 4 plus:

- Modal verbs to convey degrees of probability
- Use of subjunctive form when needed
- Relative clauses to provide supporting detail
- Passive voice

Year 6

As per Year 5 plus:

- Create cohesion across paragraphs using a wider range of cohesive devices

- Semi-colons in a list and colons to start a list
- Hyphenated words
- In discussions, complex ideas need developing over a sentence. Semi-colons, colons and dashes can be used to develop and link these ideas.
- Commas to avoid ambiguity

As per Year 5 plus:

- Adapt degrees of formality and informality to suit the form of the discussion.
- Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting..

Progression in Narrative Writing at Quest Primary

Purpose: To entertain the reader or present a story.

Common Examples of the Text Type:

- Traditional Tales
- Myths and Legends
- Fables
- Adventure Stories
- Suspense
- Mystery
- Horror
- Romantic
- Crime
- Classic novels

Generic Text Structure:

- Clear structure: Organised according to setting, event leading to a problem and solution.
- Descriptive language and vocabulary used to describe characters, setting and atmosphere
- Techniques used to engage the reader
- Elements include plot, setting, character, conflict, point of view, theme.
- Often told in chronological order but may include flashbacks and flash forwards

	Text organisation	Punctuation	Grammar
EYFS	<ul style="list-style-type: none"> • Focus on Traditional Tales and familiar stories 	<ul style="list-style-type: none"> • Finger spaces • Correct letter formation • Awareness of capital letters and full stops 	<ul style="list-style-type: none"> • Oral rehearsal including time conjunctions • Simple sentences • Application of phonics
Year 1	<ul style="list-style-type: none"> • Re-tell/imitate familiar stories and recounts events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event • Include story language and sentence patterns e.g. one day, suddenly • Continue and use a repeating pattern • Repetition for rhythm or description 	As per Reception plus: <ul style="list-style-type: none"> • Capital letters for names, people, days of the week • Exclamation marks and question marks 	As per Reception plus: <ul style="list-style-type: none"> • Simple sentences, including a range of verbs • Compound sentences using co-ordinating conjunctions • Time sequencing words • Adjectives
Year 2	<ul style="list-style-type: none"> • Imitate or adapt familiar stories about familiar characters • Write own story, grouping complete sentences together to tell each part • Use some formal story language • Write some dialogue (no expectation of speech punctuation) • Suggest viewpoint with brief comments or questions on actions or situations • Descriptions of characters and settings 	As per Year 1 plus: <ul style="list-style-type: none"> • Apostrophes for contraction and singular possession • Commas in a list 	As per Year 1 plus: <ul style="list-style-type: none"> • A range of sentence types: command, statement, exclamation, question • Expanded noun phrases • Co-ordinating and subordinating conjunctions • Present and past tense secured • Adverbs for description and information • Use of the continuous form of verbs in the present and past tense to mark actions in progress. • Grammar and language for effect

Progression in Narrative Writing at Quest Primary

	Text organisation	Punctuation	Grammar
Year 3	<ul style="list-style-type: none"> • Create settings, characters and plot • Identify a clear structure for the story • Write an effective ending for a story • Organise paragraphs around a theme and use adverbs to link them • Begin to use figurative language • Use some detail in the description of setting or characters' feelings or motives • Use dialogue to reveal detail about character/ move the narrative forward • Attempt to adopt a viewpoint • Imitate authorial techniques gathered from reading narrative 	<p>As per Year 2 plus:</p> <ul style="list-style-type: none"> • Inverted commas • Demarcating subordinating clauses in complex sentences 	<p>As per Year 2 plus:</p> <ul style="list-style-type: none"> • Suitable tense • Long and short sentences for effect • Adverbial phrases/words • Prepositions • Complex sentences including a range of co-ordinating and subordinating conjunctions
Year 4	<ul style="list-style-type: none"> • Create settings, characters and plot • Sequence events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary • Describe characters in such a way to provoke a particular feeling in the reader, e.g. sympathy or dislike • Develop mood and atmosphere using a range of vocabulary and dialogue between characters • Include details expressed in ways that engage the reader • Use techniques to get the reader on side (address them to engage or influence) • Imitate authorial techniques gathered from the reading of narrative texts • Write from a character's perspective 	<p>As per Year 3 plus:</p> <ul style="list-style-type: none"> • Commas to mark fronted adverbials and subordinating clauses • Apostrophes for contraction, singular and plural possession • Full punctuation for direct speech • Correct structure of dialogue (new speaker, new line) 	<p>As per Year 3 plus:</p> <ul style="list-style-type: none"> • Adverbial and prepositional phrases • Use of determiners a or an • Use of paragraph shifts to indicate a change in setting, character, time • A full range of co-ordinating and subordinating conjunctions (changing the position of subordinating conjunctions within a sentence) • Use appropriate pronouns and nouns to avoid repetition

Progression in Narrative Writing at Quest Primary

	Text organisation	Punctuation	Grammar
Year 5	<ul style="list-style-type: none"> • Précis longer passages • Use a wide range of devices to build cohesion within and across paragraphs • Experiment with form in narrative writing e.g. flashbacks, alternative perspectives • Vary openings and endings in narrative e.g. use of dialogue, cliff hangers • Vary pace of writing (different sentence lengths, moving between dialogue and reported speech, verb strings) • Use expressive and figurative language • Make use of structures that do not reflect spoken language • Develop some aspects of characterisation through what characters say and do • Describe setting, characters and atmosphere • Integrate dialogue to convey character and advance the action • Maintain appropriate style to sustain interest 	<p>As per Year 4 plus:</p> <ul style="list-style-type: none"> • Demarcating relative clauses • Correct use of brackets, dashes and commas to mark parenthesis 	<p>As per Year 5 plus:</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Expanded noun phrases modified by prepositional phrases e.g. The bloody thirsty wolves beside the lake..... • Appropriate level of formality for the audience • Shifts in formality within direct speech (expression, an accent or style of speaking within direct speech) • Correct use of verb forms • Fronted adverbials (time, place and manner) • Cohesive devices across paragraphs (To begin with, Then, Meanwhile,) • Vary pace using direct and reported speech • Adverbs and modal verbs to indicate a degree of possibility • Use relative clauses and parenthesis to add extra information
Year 6	<p>As per Year 5 plus:</p> <ul style="list-style-type: none"> • Show flexibility in the use of narrative e.g. ability to experiment with story opening • Write a well-structured opening and appropriate ending • Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative • Maintain interest for the reader through varied devices, structures and features develop points of view and 'authorial voice' e.g. asides to the reader 	<p>As per Year 5 plus:</p> <ul style="list-style-type: none"> • Semi-colons in a list (to help organise lists with extra information) • Colons to start a list • Hyphenated words • Semi-colons to mark boundaries between independent clauses • Colon to mark boundaries between independent and dependent clause • Commas and hyphens to avoid ambiguity • Ellipsis to build tension or show an omission 	<ul style="list-style-type: none"> • Create atmosphere with the use of short sentences for effect, extended sentences for detail and strategies such as holding back information • Passive and modal verbs mostly appropriately • Wide range of clause structures, sometimes varying sentence position • Adverbs, noun phrases and prepositional phrases used effectively to add detail, qualification and precision • Shifts in formality within direct speech (expressing an accent or style of speaking within direct speech) • Verbs forms used for effect (verbs, adverbs, adverbial phrases, fronted adverbials)



Progression in Explanatory Texts at Quest Primary

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.

Common examples of the text type:

- Explaining electricity, forces, food chains etc. in science
- Explaining 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

Generic Text Structure:

- A general statement to introduce the topic being explained. e.g. In the winter some animals hibernate.
- The steps or phases in a process are explained logically, in order. e.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide

	Text organisation	Punctuation	Grammar
EYFS			
Year 1			
Year 2	<ul style="list-style-type: none"> • Questions used to form titles • Diagrams and illustrations to explain • Explanations linked to personal experiences or from topic/interest 	<ul style="list-style-type: none"> • Capital letters and full stops • Capital letters for days of the week, names and places • Exclamation marks and question marks • Commas in a list • Apostrophes for contractions and singular possession 	<ul style="list-style-type: none"> • A range of sentences: statement, question, exclamation • Co-ordinating and subordinating conjunctions • Consistent use of present tense e.g. Hedgehogs wake up again in the spring • Varied sentence openers • Expanded noun phrases
Year 3	<ul style="list-style-type: none"> • Questions used to form titles • Diagrams and drawings to illustrate and explain with captions and labels • Use of paragraphs to organise ideas. 	<p>As per Year 2 plus:</p> <ul style="list-style-type: none"> • Demarcating subordinating clauses in complex sentences 	<p>As per Year 2 plus:</p> <ul style="list-style-type: none"> • Grammar and language for effect • Topic sentences • 1st and 3rd person • Complex sentences using a range of co-ordinating and subordinating conjunctions • Express time, place and cause using conjunctions:, adverbs and prepositions
Year 4	<ul style="list-style-type: none"> • Questions used to form titles • Diagrams and drawings to illustrate and explain with captions and labels • Use of paragraphs to organise ideas. • Headings and subheadings to aid presentation • Interest the reader by addressing them directly (You'll be surprised) 	<p>As per Year 3 plus:</p> <ul style="list-style-type: none"> • Commas to mark fronted adverbials and subordinating clauses • Apostrophes for contraction, singular and plural possession 	<p>As per Year 3 plus:</p> <ul style="list-style-type: none"> • Use fronted adverbials e.g. During the night, nocturnal animals.... • Grammar and language for effect • Topic sentence and sentence of three • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Many mammals... They feed their young...

Progression in Explanatory Texts at Quest Primary

	Text organisation	Punctuation	Grammar
Year 5	<ul style="list-style-type: none"> Use layout devices to provide additional information and guide the reader e.g. subheadings, columns, bullets etc Create cohesion within paragraphs using adverbials e.g. therefore, however 	<p>As per Year 4 plus:</p> <ul style="list-style-type: none"> Demarcating subordinating clauses and relative clauses in complex sentences Correct use of brackets, dashes and commas to mark parenthesis 	<p>As per Year 4 plus:</p> <ul style="list-style-type: none"> Indicate degrees of possibility using adverbs e.g. Perhaps.... surely or modal verbs e.g. might, should, will.... 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). Expanded noun phrases modified by prepositional phrases e.g. The bloody thirsty wolves beside the lake..... A full range of co-ordinating and subordinating conjunctions (changing the position of subordinating conjunctions within a sentence)
Year 6	<ul style="list-style-type: none"> Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials 	<p>As per Year 5 plus:</p> <ul style="list-style-type: none"> Brackets, dashes and commas can be used to add extra information e.g. photosynthesis, a process whereby a plant makes it's own food, can never take place without sunlight Semi-colons in a list (to help organise lists with extra information) Colons to start a list Hyphenated words Semi-colons to mark boundaries between independent clauses Colon to mark boundaries between independent and dependent clause Commas to avoid ambiguity 	<p>As per Year 5 plus:</p> <ul style="list-style-type: none"> 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.... The passive voice can also be used e.g. gases are carried

Progression in Report Writing at Quest Primary

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.

Common examples of the text type:

- 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 in 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
- Non-fiction books

Generic Text Structure:

In the absence of a chronological structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, moving from general to more specific detail and examples. A common structure includes:

- An opening statement, often a general classification (Sparrows are birds)
- Sometimes followed by a more detailed or technical classification (Their Latin name is...)
- A description of whatever is the subject of the report organised in some way to help the reader make sense of the information.
- It's qualities (Like most birds, sparrows have feathers.)
- It's parts and their functions (The beak is small and strong so that it can ...)
- It's habits/behaviour/ uses (Sparrows nest in...)

	Text organisation	Punctuation	Grammar
EYFS	<ul style="list-style-type: none"> • Uses the past tense accurately when talking about events (ELG) • Answers 'how' and 'why' questions about his/her experiences. (ELG) e.g. how does a doctor/fireman help us? • Writes simple sentences which can be read by himself/herself and others (ELG) e.g. when writing simple reports e.g. simple character review. • Uses key features of report in his/her writing when writing about an event at home e.g. writing about appearance and facts when writing a report about an animal (ELG Exc) 		
Year 1	<p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple reports about topic related subjects can be written</p>	<ul style="list-style-type: none"> • Capital letters and full stops • Capital letters for names, places and days of the week • Finger spaces • Exclamation marks and question marks 	<ul style="list-style-type: none"> • Use present tense and third person e.g. 'the sunflower is' and past tense e.g. in a historical report e.g. Guy Fawkes hatched a plan • Compound sentences using simple conjunctions like 'and' 'but'
Year 2	<ul style="list-style-type: none"> • Questions used to form titles • Some subject specific vocabulary 	<p>As per Year 1 plus:</p> <ul style="list-style-type: none"> • Question marks • Commas in a list • Apostrophes for contractions and singular possession 	<p>As per Year 1 plus:</p> <ul style="list-style-type: none"> • Compound sentences using co-ordination • Use subordinating conjunctions to aid explanation e.g. because • Expanded noun phrases and comparative adjectives to describe e.g. The whale is one of the biggest animals
Year 3	<ul style="list-style-type: none"> • Questions used to form titles • Paragraphs, headings and subheadings used to aid presentation • Topic sentence at the start of each paragraph 	<p>As per Year 2 plus:</p> <ul style="list-style-type: none"> • Demarcating subordinating clauses in complex sentences 	<p>As per Year 2 plus:</p> <ul style="list-style-type: none"> • Varied sentence openers • Grammar and language for effect and topic sentences • Subordinating conjunctions • Express time, place and cause using conjunctions e.g. so, because, adverbs e.g. Daffodils start to grow in early February and prepositions e.g. before, after...

Progression in Report Writing at Quest Primary

	Text organisation	Punctuation	Grammar
Year 4	<ul style="list-style-type: none"> • Questions used to form titles • Diagrams and drawings to illustrate and explain with captions and labels • Use of paragraphs to organise ideas. • Headings and subheadings to aid presentation 	<p>As per Year 3 plus:</p> <ul style="list-style-type: none"> • Commas to mark fronted adverbials and subordinating clauses • Apostrophes for contraction, singular and plural possession 	<p>As per Year 3 plus:</p> <ul style="list-style-type: none"> • Use of fronted adverbials e.g. During the night, nocturnal animals.... • Topic sentence and sentence of 3 • 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...
Year 5	<ul style="list-style-type: none"> • Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, Mo Farah began to run more seriously. Before long, he became professional • Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader 	<p>As per Year 4 plus:</p> <ul style="list-style-type: none"> • Demarcating relative clauses • Correct use of brackets, dashes and commas to mark parenthesis 	<p>As per Year 4 plus:</p> <ul style="list-style-type: none"> • Use adverbs and modal verbs to indicate a degree of possibility • To use relative clauses and parenthesis to give extra information
Year 6	<ul style="list-style-type: none"> • Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions. 	<p>As per Year 5:</p> <ul style="list-style-type: none"> • Semi-colons in a list (to help organise lists with extra information) • Colons to start a list • Hyphenated words • In discussions, complex ideas need developing over a sentence. Semi-colons, colons and dashes can be useful for developing and linking these ideas. • Commas to avoid ambiguity 	<p>As per year 5 plus:</p> <ul style="list-style-type: none"> • Use vocabulary typical of informal speech and that are appropriate for formal speech in the appropriate written forms. e.g. the habitat of wood mice rather than where they live when writing in the style of encyclopaedia entry • 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....