

Coleshill C E Primary School
Non-Fiction Progression Document



Text genre:	Reception	Year 2	Year 4	
Procedure/ Instruction text:	Structure:	<ul style="list-style-type: none"> ✓ Title ✓ Ordered sentences 	<ul style="list-style-type: none"> ✓ Title – How to... ✓ Introduction – Rhetorical questions & command ✓ Equipment ✓ Numbered sentences ✓ Simple conclusion to say what the product will be like and what it can be used for. ✓ May include pictures/captions. 	<ul style="list-style-type: none"> ✓ Headings / Title – may include a? ✓ Direct address of the audience in the introduction ✓ Subheadings ✓ Equipment list (bullet pointed) ✓ Use of paragraphs ✓ Numbered sentences ✓ Concluding paragraph ✓ Pictures / captions
	Language	<ul style="list-style-type: none"> ✓ Time words ('When' words - first, then, after) ✓ Command sentences 	<ul style="list-style-type: none"> ✓ Command sentences ✓ Conjunctions ✓ Adverbs ✓ Simple, temporal conjunctions 	<ul style="list-style-type: none"> ✓ Adverbs and adverbials of manner/place and reason. ✓ 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 ✓ Expert language of the field
	Grammar	<ul style="list-style-type: none"> ✓ Full stops at the end of sentences 	<ul style="list-style-type: none"> ✓ Capital letters and full-stops ✓ Commas between lists within paragraphs ✓ List ✓ Imperative verbs 	<ul style="list-style-type: none"> ✓ Bullet points for list ✓ Brackets for elaborating information ✓ Higher order conjunctions (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....
	Composition:	<ul style="list-style-type: none"> ✓ Simple sentences which can be read by themselves and others. (ELG) 	<ul style="list-style-type: none"> ✓ Couplets expanded with how, why or where ✓ Advice on how to do commands more effectively 	<ul style="list-style-type: none"> ✓ Compound sentences ✓ Couplets expanded with how, why or where ✓ Ideas expanded with detail grid ✓ (Y4) Create cohesion through the use of nouns and pronouns to avoid repetition e.g. add the eggs and then beat them with a whisk until they are fluffy.

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Text type:	Year 1	Year 2	Year 4	Year 5	Year 6	
	Postcard / letter	Diary entry	Biography	Biography	Autobiography	
Recount:	Structure:	<ul style="list-style-type: none"> ✓ Title ✓ Series of events ✓ Closing Sentence 	<ul style="list-style-type: none"> ✓ Title ✓ Introduction which clearly states: who? What? When? Where? Why? ✓ Series of events with different sentences in time order. ✓ Closing Sentence detailing what the writer thought about the event? 	<ul style="list-style-type: none"> ✓ Introduction ✓ Which clearly states: who? What? When? Where? Why? ✓ Main body ✓ Different paragraphs in time order. Some elaboration ✓ Conclusion ✓ Share personal reflections: What was your favourite part? Why? their life? Why? Favourite fact 	<ul style="list-style-type: none"> ✓ Introduction ✓ Attention grabbing – ✓ Summarises the main events of the person's life ✓ Makes the audience want to read on. ✓ 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? 	<ul style="list-style-type: none"> ✓ Introduction ✓ Which clearly states: who? What? When? Where? Why? (orientation) such as scene-setting or establishing context e.g. It was the school holidays. I went to the park ... ✓ 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. ✓ An account of the events that took place, often in chronological order some additional detail about each event ✓ Conclusion ✓ A paragraph of reflection: What did you think about the event? What was your favourite part? Would you like to go again? Why? ✓ A reorientation, e.g. a closing statement that may include elaboration e.g. I hope I can go to the park again next week. It was fun ✓ The structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts
	Language	<ul style="list-style-type: none"> ✓ Adverbs ✓ Descriptive language 	<ul style="list-style-type: none"> ✓ Adverbs and adverbials of time ✓ Expert Language (of field being described) ✓ Descriptive language 	<ul style="list-style-type: none"> ✓ Expert Language (of field being described) ✓ Descriptive language 	<ul style="list-style-type: none"> ✓ Third person pro-nouns ✓ Adverbial clauses of time/reason ✓ Expert Language (of field being described) ✓ Descriptive language ✓ Emotive language 	<ul style="list-style-type: none"> ✓ When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. ✓ Where appropriate, draw on the different language conventions and grammatical features of other non-fiction text types e.g. information texts ✓ Different degrees of formality may be required for different forms e.g. high formality if recounting in the style of a broadsheet newspaper or informal in a personal diary.
	Grammar	<ul style="list-style-type: none"> ✓ Capital letter and full-stops ✓ First or third person 	<ul style="list-style-type: none"> ✓ Capital letters and full stop. ✓ Time adverbials (first, next, then etc.) ✓ Use a range of punctuation where appropriate (.!?) ✓ Use coordinating and subordinating conjunctions (Y2) ✓ First or third person 	<ul style="list-style-type: none"> ✓ Multi-clause sentences ✓ Begin to use present perfect tense to place events in time e.g. this week we have visited the park ✓ Written in past tense ✓ 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 ✓ More complex adverbials of time e.g. much later, shortly after that, ✓ First person or third 	<ul style="list-style-type: none"> ✓ Multi-clause sentences. ✓ Range of punctuation ✓ Higher level adverbials of time ✓ Cause and effect conjunctions e.g. consequently, as a result ✓ Indirect speech ✓ First Person ✓ Third person ✓ Ellipses ✓ Temporal conjunctions to link paragraphs 	<ul style="list-style-type: none"> ✓ Use passive voice e.g. The cast were given a standing ovation. ✓ Include the careful use of ellipsis to avoid unnecessary content and to move the writing on ✓ Ensure cohesion within and between paragraphs through careful selection of conjunctions, pronouns/nouns, conjunctions, adverbials, and verb forms. ✓ Use the semi-colon, dash, and colon to mark the boundary between independent clauses. ✓ Direct speech is organised effectively and punctuated accurately. ✓ Some outcomes may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!) 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... ✓ Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the owls had hunted... and past perfect progressive forms e.g. the children had been singing... we had been hoping to go on this trip for a long time...

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	Composition:	<ul style="list-style-type: none"> ✓ Ideas expanded with how, why or where ✓ 	<ul style="list-style-type: none"> ✓ Ideas expanded with how, why or where ✓ Additional detail from previous sentence 	<ul style="list-style-type: none"> ✓ Each sentence expanded with how, why or where ✓ Maintain form ✓ Use of paragraphs or subheadings to organise writing ✓ Chronological order ✓ End with a closing statement or paragraph to re orientate the reader 	<ul style="list-style-type: none"> ✓ Be able to change 'writing voice' for different audiences ✓ Repetition ✓ Include feelings about different events and points in their life ✓ Quotes from the person themselves or other key people ✓ Include information and specific facts ✓ Chronological order ✓ 	<ul style="list-style-type: none"> ✓ Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. ✓ Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary ✓ Write in paragraphs which start with a topic sentence and are carefully constructed to add detail to maintain the reader's interest.
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Text genre:		Year 4	Year 6
Recount:		Newspaper	Newspaper
	Structure:	<ul style="list-style-type: none"> ✓ A headline - a clear title about the report ✓ 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. ✓ A picture with a caption ✓ By line 	<ul style="list-style-type: none"> ✓ A headline - a clear title about the report ✓ 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?
	Language	<ul style="list-style-type: none"> ✓ Quotes using direct and reported speech. ✓ Headline – a clear title about the report including a pun, alliteration or rhyme to make it catchy. 	<ul style="list-style-type: none"> ✓ A range of journalistic words and phrases ✓ Quotes using direct and reported speech. ✓ Include unbiased and descriptive language ✓ 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.
	Grammar	<ul style="list-style-type: none"> ✓ 3rd person ✓ Time conjunctions/fronted adverbials to sequence events. ✓ Some journalistic words or phrases: ✓ Quotes using speech marks. ✓ Use of coordinating and subordinating conjunctions to explain or link ideas. ✓ Use of apostrophes to make plural possession 	<ul style="list-style-type: none"> ✓ 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. ✓ Higher level time conjunctions/fronted adverbials to sequence events. ✓ Higher level time conjunctions/fronted adverbials to sequence events. ✓ Use of rhyme, alliteration or puns to make headlines snappy
	Composition:	<ul style="list-style-type: none"> ✓ Written in columns (may be given) ✓ Past tense ✓ Chronological order 	<ul style="list-style-type: none"> ✓ Clear structure using paragraphs ✓ Relative clauses to add extra detail ✓ Written (or word processed) in columns.

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Text genre type:		Reception	Year 1	Year 2	Year 3	Year 5
Recount: LETTER		Card	Letter	Letter (persuasive)	Letter	Formal letter
	Structure:	<ul style="list-style-type: none"> ✓ Use a greeting (e.g. 'Merry Christmas') ✓ Begin with dear ✓ End with from ✓ 	<ul style="list-style-type: none"> ✓ Senders address at the top right ✓ Specific names people, places, things (proper nouns) ✓ Informal ending e.g. 'best wishes' etc ✓ Chatty tone ✓ Questions and exclamations 	<ul style="list-style-type: none"> ✓ Date underneath the address ✓ Greeting... Dear... ✓ An opening statement (thesis) that sums up the viewpoint being presented. ✓ 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 ... ✓ Conclusion: A closing statement repeats and reinforces the original thesis. ✓ Closing line 	<ul style="list-style-type: none"> ✓ Date underneath the address ✓ Informal language ✓ Introduction – Include greeting and explain why you are writing ✓ Paragraphs (with elaboration) to organise ideas. ✓ Conclusion - What did you think about the subject? Closing line e.g. I hope to see you soon. 	<ul style="list-style-type: none"> ✓ Formal structure i.e. senders address top right/ addressee top left ✓ Date beneath address of addressee <ul style="list-style-type: none"> ○ Use of 'dear' and addressee's name (if known). Sir or madam if not known. ✓ 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 Appropriate sign off i.e. yours sincerely (if addressee's name is known); Yours faithfully (If addressee's name isn't known).
	Language		<ul style="list-style-type: none"> ✓ Adverbs of time ✓ Descriptive language 	<ul style="list-style-type: none"> ✓ cohesion is created through the combined use of nouns and pronouns begin to use exaggeration. ✓ Begin to use a wider variety of sentence starters (including -ly) to start sentences. ✓ Use of statements, questions, commands and exclamation sentences. 	<ul style="list-style-type: none"> ✓ Adverbial clauses of time/reason ✓ Expert Language (of field being described) ✓ Powerful adverbs, verbs and adjectives. ✓ Informal language ✓ Conversational openers e.g. Anyway, /By the way,/After all ✓ Exaggerations (hyperbole) 	<ul style="list-style-type: none"> ✓ Expert Language (of field being described) ✓ Descriptive language ✓ Emotive language ✓ 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: <ul style="list-style-type: none"> ✓ -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
Grammar	<ul style="list-style-type: none"> ✓ Written in the first person 	<ul style="list-style-type: none"> ✓ Capital letter ✓ full-stops ✓ Question marks ✓ Use of and to join ideas ✓ Use of exclamation marks. 	<ul style="list-style-type: none"> ✓ Written in present tense ✓ Rhetorical questions ✓ Effective use of noun phrases ✓ Exclamation sentences for effect (What / how...noun/verb !) ✓ Accurate sentence demarcation. ✓ Subordination and co-ordination (and, but, so because) 	<ul style="list-style-type: none"> ✓ Capital letters and full stop. ✓ Conjunctions to elaborate on initial ideas. ✓ Compound sentence use. 	<ul style="list-style-type: none"> ✓ Multi-clause sentences. ✓ Range of punctuation ✓ Adverbial clauses of time/reason 	

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Composition:	✓	<ul style="list-style-type: none"> ✓ First or third person ✓ Sentences expanded with how, why or where ✓ Additional detail from previous sentence 	✓	<ul style="list-style-type: none"> ✓ First or third person ✓ Additional detail from previous sentence ✓ Each sentence expanded with how, why or where 	<ul style="list-style-type: none"> ✓ First Person or Third person impersonal ✓ Present tense / past tense sustained ✓ Each sentence expanded with how, why or where ✓ Maintain form
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Text genre type:		Reception	Year 2	Year 3	Year 4	Year 5	Year 6
Persuasion		Posters	Persuasive letter	Persuasive advert	Persuasive article	Persuasive Review	Debate -discursive writing
Structure:	Language:	<ul style="list-style-type: none"> ✓ Use of picture ✓ clear title 	<p>Introduction</p> <ul style="list-style-type: none"> ✓ An opening statement that sums up the viewpoint being presented. <p>Main body</p> <ul style="list-style-type: none"> ✓ Sentences to persuade the reader to accept the writer's viewpoint or buy their product. ✓ Exclamations ✓ Call for action (command) ✓ Description of product <p>Conclusion</p> <ul style="list-style-type: none"> ✓ A concluding statement to finish the piece e.g. So now you know the best chocolate bar in town, come and buy one today ! ✓ Repeat key phrases 	<p>Introduction</p> <ul style="list-style-type: none"> ✓ An opening paragraph that sums up the viewpoint being presented. <p>Main body</p> <ul style="list-style-type: none"> ✓ Three paragraphs supporting argument and explain reasoning ✓ Within the paragraphs persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision. <p>Conclusion</p> <ul style="list-style-type: none"> ✓ Closing remark / concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis). ✓ Use of picture 	<p>Introduction</p> <ul style="list-style-type: none"> ✓ An opening paragraph that sums up the viewpoint being presented. <p>Main body</p> <ul style="list-style-type: none"> ✓ 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. <p>Conclusion</p> <ul style="list-style-type: none"> ✓ Closing remark / concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis). 	<p>Introduction</p> <ul style="list-style-type: none"> ✓ An opening paragraph that sums up the viewpoint being presented. <p>Main body</p> <ul style="list-style-type: none"> ✓ Three sub-headed detailing features to appeal ✓ Opposing viewpoints considered ✓ Conclusion with persuasive restatement <p>Conclusion</p> <ul style="list-style-type: none"> ✓ A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis). 	<p>Introduction:</p> <ul style="list-style-type: none"> ✓ Identify readers need ✓ An opening paragraph that sums up the viewpoint being presented. <p>Main body</p> <ul style="list-style-type: none"> ✓ Minimum of Three sub-headed 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. ✓ detailing features ✓ needs of reader ✓ relevant testimonials ✓ Authoritative restatement ✓ Slogan-type statement ✓ Command to visit website contact number ✓ -either for for / against against against OR For / against for / against for / against. <p>Conclusion</p> <ul style="list-style-type: none"> ✓ A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).
		<ul style="list-style-type: none"> ✓ Expert Language 	<ul style="list-style-type: none"> ✓ Expert language ✓ Noun phrases to describe ✓ Conjunctions to give reasons (because/as) 	<ul style="list-style-type: none"> ✓ Language of the field: rock type, hard/soft, waterproof, strong, porous, attractive, smooth, sir/madam, yours sincerely/ faithfully ✓ Exaggerated language. 	<ul style="list-style-type: none"> ✓ Language of the field ✓ Authoritative voice ✓ Increasingly formal direct address of the reader ✓ Exaggerated language to describe the product benefits. 	<ul style="list-style-type: none"> ✓ Language of expert of field for informed audience ✓ Increasingly formal direct address of the reader ✓ Persuasive words such: surely, it wouldn't be very difficult, no-one but a complete... ✓ Use of ambiguity / Half-truth / bias Opinion disguised as fact. 	<ul style="list-style-type: none"> ✓ Subjunctive mood ✓ Language of expert of field for informed audience ✓ Increasingly formal direct address of the reader ✓ Use of conditionals eg; if...then / might, could, in deduction, speculation ✓ 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

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	Grammar	<ul style="list-style-type: none"> ✓ Full stops 	<ul style="list-style-type: none"> ✓ Capital letters, and full-stops ✓ Exclamation sentences and exclamation marks ✓ Question sentences and question marks ✓ Written in the present tense ✓ Powerful verbs and adverbs. ✓ Rhetorical questions. 	<ul style="list-style-type: none"> ✓ Capital letters ✓ Full stops ✓ Commas ✓ Question marks ✓ Alliteration ✓ Written in the present tense 	<ul style="list-style-type: none"> ✓ Variation of sentence length ✓ Subordination (using when, if, that, because) ✓ Coordination (using or, and, but) ✓ Comma after a fronted adverbial-If .. then ... ✓ Use adverbials e.g. therefore, however... 	<ul style="list-style-type: none"> ✓ Adverbs to show confidence/ be persuasive. ✓ Modal verbs to show confidence/ be persuasive. ✓ Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to... 	<ul style="list-style-type: none"> ✓ Sentence adverbials (additionally/furthermore/however) ✓ Use the second person - appeal to the reader e.g. this is just what you've been looking for. ✓ The passive voice can be used in some formal persuasive texts e.g. It can be said... It cannot be overstated.... ✓ Brackets
	Composition:	<ul style="list-style-type: none"> ✓ Simple sentences which can be read by themselves and others 	<ul style="list-style-type: none"> ✓ Exaggerated language ✓ Promises of bonuses ✓ Repeat key phrases ✓ Give reasons using because, so. Give extra detail using and. ✓ Adjectives to describe features ✓ May include a picture of the item and a caption. ✓ May include product logo ✓ May include price, if selling something. 	<ul style="list-style-type: none"> ✓ Paragraphs, call for action, exaggerated language, promise of ✓ bonuses, repeat key phrases ✓ Commands ✓ Power of three sentences: e.g. explore exotic caves, discover fantasy island and swim with sharks. ✓ Paragraphs: intro, main body (reasons supported by evidence); conclusion. 	<ul style="list-style-type: none"> ✓ Paragraphs around a persuasive theme ✓ Variety of details within paragraphs ✓ Include a slogan (present tense, including facts, adjectives, alliteration and a rhetorical question) ✓ 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!! 	<ul style="list-style-type: none"> ✓ Effective topic sentence – Clarify/confidence separate from the detail of the paragraph 	<ul style="list-style-type: none"> ✓ Effective topic sentence - clarity/ confidence ✓ 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... ✓ Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups)

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Text genre type:		Reception	Year 1	Year 2	Year 3	Year 6
Information:		List / labels / captions	Information poster	Information text:	Travel Brochure	?
	Structure:	<ul style="list-style-type: none"> ✓ Fact list 	<ul style="list-style-type: none"> ✓ Title ✓ Introduction ✓ Subheadings (given) ✓ Unordered groups of information ✓ Includes a picture with a caption ✓ Ending sentence 	<ul style="list-style-type: none"> ✓ Title ✓ Introduction – using a questions ✓ Subheadings ✓ Unordered paragraphs ✓ Includes a diagram with a label. ✓ Interesting fact/fact box ✓ Conclusion – simple summary sentence 	<ul style="list-style-type: none"> ✓ Title ✓ Introduction ✓ Subheadings ✓ Paragraphs ✓ Includes a diagram with a label. ✓ Interesting fact/fact box ✓ Conclusions – summarising sentences 	<ul style="list-style-type: none"> ✓ Title ✓ Introduction ✓ Subheadings ✓ Paragraphs ✓ Includes a diagram with a label. ✓ Interesting fact/fact box ✓ Summary or conclusion pulling together the whole text.
	Language	<ul style="list-style-type: none"> ✓ Expert language (precise nouns/adjectives) 	<ul style="list-style-type: none"> ✓ Expanded noun phrases ✓ Subject specific vocabulary ✓ Use of and, because ✓ Use of pronouns for different subjects. ✓ Using and to join clauses. 	<ul style="list-style-type: none"> ✓ Expert expanded noun phrases. ✓ Subordination conjunctions: Use of and, because ✓ Use of pronouns for different subjects ✓ Co-ordinating conjunctions: Using and to join clauses 	<ul style="list-style-type: none"> ✓ Expert expanded noun phrases. ✓ Use of pronouns/varied noun phrases for cohesion ✓ Adverbials of time, reason, manner and place 	<ul style="list-style-type: none"> ✓ Generalisations in language ✓ No deictic terms(you/it/there/tomorrow) ✓ Language of expert ✓ Move towards impersonal and passive voice
	Grammar	<ul style="list-style-type: none"> ✓ Present tense. ✓ Full stops at the end of sentences 	<ul style="list-style-type: none"> ✓ Present tense ✓ Generalised nouns (Add s or es) 	<ul style="list-style-type: none"> ✓ Present tense ✓ Generalised nouns (Add s or es) ✓ Commas to separate a list ✓ Subordination (using when, if, that, because) and co-ordination (using or, and, but) ✓ Possessive apostrophes 	<ul style="list-style-type: none"> ✓ Present tense ✓ Subordination (using when, if, that, because) ✓ Co-ordination (using or, and, but) ✓ Comma after a fronted adverbial ✓ Brackets ✓ Possessive apostrophes ✓ Comma after a fronted adverbials ✓ Use relative clauses who or which to add additional detail to a known. 	<ul style="list-style-type: none"> ✓ Combination of timeless present and past tenses ✓ Subordination (using when, if, that, because) and coordination (using or, and, but) ✓ Parenthesis ✓ Semi-colons ✓ Possessive apostrophes ✓ Hyphens to avoid ambiguity ✓ Present perfect form
	Composition:	<ul style="list-style-type: none"> ✓ Simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> ✓ Two or more lists make up a larger topic ✓ Fact couplets ✓ General descriptions of attributes/characteristics. 	<ul style="list-style-type: none"> ✓ Fact couplets ✓ General descriptions of attributes/characteristics. ✓ Direct address ✓ Describe the content in sufficient detail 	<ul style="list-style-type: none"> ✓ Paragraphs - match the focus of the introduction ✓ Specific descriptions of attributes/characteristics of one thing ✓ Direct address ✓ Ideas expanded with detail 	<ul style="list-style-type: none"> ✓ Paragraphs - match the introduction ✓ Specific descriptions of attributes/characteristics. ✓ Impersonal ✓ Describe the content in sufficient detail

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Text genre:		Year 1	Year 2	Year 3	Year 5	Year 6
Non-Chronological report		All about:	All about:	All about:	Report	Report
	Structure:	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ Introduction ✓ A sentence to explain what is being written about ✓ Main body – ✓ A few sentences underneath each subheading. ✓ Main ideas organized in group ✓ Conclusion - ✓ A sentence to describe own opinion of the subject and why. 	<ul style="list-style-type: none"> ✓ Introduction ✓ Clear introduction paragraph to explain the topic including any special features. ✓ Main body ✓ A paragraph written under each of the sub headings. ✓ Writing is organised into paragraphs shaped around a key topic ✓ Conclusion ✓ A paragraph about peoples' opinions of the subject and why. 	<ul style="list-style-type: none"> ✓ Purpose of the report is to inform the reader and to describe the way things are. ✓ Introduction ✓ A paragraph to explain the topic including any special features ✓ Developed introduction using all the layout features. ✓ Main body ✓ A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. ✓ Description of the phenomenon is technical and accurate. ✓ Generalized sentences are used to categorise and sort information for the reader ✓ Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams ✓ Conclusion ✓ A paragraph about peoples' opinion of the subject and why. ✓ Developed conclusion using all the layout features. 	<ul style="list-style-type: none"> ✓ The report is well constructed and answers the reader's questions. ✓ The writer understands the impact and thinks about the response. ✓ Information is prioritised according to importance and a frame of response set up for the reply. Introduction ✓ A paragraph to explain the topic including any special features ✓ Developed introduction using all the layout features. ✓ Main body ✓ A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. ✓ Description of the phenomenon is technical and accurate. ✓ Generalized sentences are used to categorise and sort information for the reader ✓ Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams ✓ Conclusion ✓ A paragraph about peoples' opinion of the subject and why. ✓ Developed conclusion using all the layout features.
	Language	<ul style="list-style-type: none"> ✓ First ✓ Next ✓ After ✓ Finally ✓ The best part was ✓ The worst part was ✓ I liked ✓ I didn't like 	<ul style="list-style-type: none"> ✓ They like to ✓ They can ✓ It can ✓ Like many ✓ I am going to ✓ There are two sorts of ✓ They live in ✓ The ___ have but the ___ ✓ Have ___ 	<ul style="list-style-type: none"> ✓ The following report ✓ They don't ✓ It doesn't ✓ Sometimes ✓ Often ✓ Most 	<ul style="list-style-type: none"> ✓ Formal and technical language used throughout to engage the reader. EG: The purpose of this report/article is to.. ✓ The information presented will... ✓ Some experts believe... ✓ This article is designed to ✓ Many specialists consider Firstly I will... ✓ It can be difficult ✓ ___ will enable you to understand. ✓ Unlike ✓ Despite ✓ Although ✓ Like many 	<ul style="list-style-type: none"> ✓ They are unusually ✓ They are rarely ✓ They are never.. ✓ They are very... ✓ Generally ✓ Be careful if you ✓ Frequently they... ✓ I will attempt to... ✓ This article will frame... ✓ It can be difficult to... ✓ Each paragraph... ✓ More than half ✓ Less then half...

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Non-Fiction Progression Document



Grammar	<ul style="list-style-type: none"> ✓ Noun ✓ What a noun is. ✓ Regular plural nouns with 'er' ✓ Verbs ✓ Third person, first person singular. ✓ Ending added to verbs where there is change to root. ✓ Simple past tense 'ed' ✓ Adjectives ✓ Add 'er' and 'est' to adjectives where no change is needed to root word. ✓ Conjunctions ✓ Join words and sentences using and/then. 	<ul style="list-style-type: none"> ✓ Noun ✓ Form nouns using suffixes and compounding. ✓ Expanded noun phrases for description. ✓ Add 'es' to nouns. ✓ Verbs ✓ Progressive form of verbs in the past and present tense. ✓ Add 'es', 'ed' and 'ing' to verbs. ✓ Adjectives ✓ Add 'er' and 'est' to adjectives where no change is needed to root word. ✓ Conjunctions ✓ Subordination – when, if, that, because ✓ Coordination – or, and, but. ✓ Tense ✓ Correct and consistent use of past and present tense. ✓ Adverbs ✓ 'ly' added to adjective to form adverb. 	<ul style="list-style-type: none"> ✓ Noun ✓ Form nouns using prefixes. ✓ Nouns and pronouns used to avoid repetition. ✓ Verbs ✓ Present perfect forms of verbs instead of 'the' ✓ Adjectives ✓ Choose appropriate adjectives. ✓ Conjunctions ✓ Conjunctions to express time and cause (when, so, before, after, while, because) ✓ Tense ✓ Correct and consistent use of past and present tense. ✓ Adverbs ✓ Introduce/revise adverbs. ✓ Express time and cause; then, next, soon 	<ul style="list-style-type: none"> ✓ Noun ✓ Locate and identify expanded noun phrases. ✓ Verbs ✓ Use modal verbs. ✓ Prefixes for verbs; dis, de, mis, over, ise, ify. ✓ Adjectives ✓ Convert adjectives in verbs using suffixes; ate, ise, ify. ✓ Choose appropriate adjectives ✓ Conjunctions ✓ Use a wide range of conjunctions. ✓ Tense ✓ Change tense according to features of the genre. ✓ Adverbs ✓ Know what an adverbial phrase is. ✓ Fronted adverbials ✓ Comma after fronted adverbials. ✓ Adverbials of time, place manner and number. 	<ul style="list-style-type: none"> ✓ Noun ✓ Expanded noun phrases to convey complicated information concisely. ✓ Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. ✓ Verbs ✓ Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. ✓ Convert adjectives in verbs using suffixes; ate, ise, ify. ✓ Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. ✓ Adjectives ✓ Choose appropriate adjectives ✓ Conjunctions ✓ Use a wide range of conjunctions. ✓ Tense ✓ Change tense according to features of the genre. ✓ Adverbs ✓ Link ideas across a text using cohesive devices such as adverbials ✓ Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... ✓ Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football. ✓ Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally ✓ Prepositional phrases used cleverly. e.g. In the event of a fire...
Composition:	<ul style="list-style-type: none"> ✓ Simple conjunctions are used to construct simple sentences e.g. and, but, because ✓ Title (can be given) ✓ Subheadings (can be given) ✓ Pictures/captions/labels could be used to aid presentation 	<ul style="list-style-type: none"> ✓ • Subject/verb sentences • e.g. He was... • They were... It happened... ✓ Some simple modal verbs introduce • e.g. would, could, should. ✓ Use simple adverbs e.g. quickly, slowly. ✓ • Use simple noun phrases e.g. large tiger 	<ul style="list-style-type: none"> ✓ Simple sentences with extra description. ✓ Some complex sentences using when, if, as etc. ✓ Tense consistent e.g. modal verbs can/will ✓ Adverbials e.g. When the caterpillar makes a cocoon... ✓ 	<ul style="list-style-type: none"> ✓ Sentence length varied e.g short/long. ✓ Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. ✓ Wide range of subordinate conjunctions: e.g. whilst, until, despite. 	<ul style="list-style-type: none"> ✓ 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. ✓ Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach ✓ Sentence length and type varied according to purpose. ✓ The report is well constructed and answers the reader's questions. ✓ The writer understands the impact and thinks about the response. ✓ Information is prioritised according to importance and a frame of response set up for the reply.

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Text genre type:		Year 2	Year 3	Year 4	Year 5	Year 6
Explanation		Explanation text: Linking to GFoL	Explanation text: Linking to Italy	Explanation text:	Explanation text:	Explanation text
	Structure:	<ul style="list-style-type: none"> ✓ Title – often a questions to explain ✓ Opening sentence – What is the text about? ✓ Illustration / picture ✓ Series of events ✓ Closing statement sentence 	<ul style="list-style-type: none"> ✓ Title – Q to hook the reader. ✓ Opening statement – what is the text about? What can you expect to find out. ✓ Series of events – grouped in paragraphs giving more detail for cause and effect. ✓ Illustration / picture – with clear descriptions. ✓ Closing statement sentence summarising the key explanation points. 	<ul style="list-style-type: none"> ✓ Title ✓ Introduction ✓ Sequential explanations ✓ Use of organised paragraphs with detailed explanations. ✓ Use of flow chart / diagram to help explanation. ✓ Numbering 	<ul style="list-style-type: none"> ✓ Title ✓ Opening statements offering definitions ✓ Introduction in ABC style. ✓ Series of events groups in paragraphs ✓ ABC ordered Paragraphs ✓ Use of flow chart / diagram to help explanation. ✓ Closing statement ✓ Numbering 	<ul style="list-style-type: none"> ✓ Title – often a question to explain ✓ Introduction ✓ ABC ordered Paragraphs ✓ Conclusion linking to introduction
	Language	<ul style="list-style-type: none"> ✓ Subject specific, technical language ✓ adverbs of time ✓ precise nouns/adjectives) 	<ul style="list-style-type: none"> ✓ Expert language ✓ Personal pronouns ✓ Adverbial phrases ✓ Precise, technical vocabulary ✓ Prepositions e.g. before, after.... 	<ul style="list-style-type: none"> ✓ Usually in the present tense ✓ Adverbial clauses ✓ Adverbials for cause and effect ✓ Passive voice ✓ Precise, technical vocabulary ✓ Prepositions e.g. before, after.... 	<ul style="list-style-type: none"> ✓ No direct address to the audience ✓ Expert language ✓ Combination of adverbial phrases and clauses selected for effect. 	<ul style="list-style-type: none"> ✓ Signposting – (One factor that.../An additional factor) ✓ No direct address of the audience ✓ Expert language through definitions(Nominalizations are nouns that are created from adjectives (words that describe nouns) or verbs (action words). ✓ Adverbial phrases/clauses of reason/causality ✓ The passive voice can also be used e.g. gases are carried. ✓ 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....

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	Grammar	<ul style="list-style-type: none"> ✓ Capital letters. ✓ full stop ✓ Subordination (to join a main clause) sentences ✓ Present tense ✓ Questions and question marks ✓ Temporal conjunctions ✓ Simple cause and effect conjunctions e.g. because, if. 	<ul style="list-style-type: none"> ✓ More complex adverbials of time e.g. firstly, soon afterwards, ✓ Adverbials of reason ✓ Use of subordination and co-ordination. ✓ Cause and effect conjunctions e.g. therefore, consequently etc. 	<ul style="list-style-type: none"> ✓ Adverbials of time ✓ Adverbials of reason ✓ Use of subordination and co-ordination. ✓ Use of fronted adverbials e.g. During the night, nocturnal animals.... ✓ Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals... They feed their young... These amazing hunt 	<ul style="list-style-type: none"> ✓ Parenthesis for more precise information ✓ Relative clauses ✓ Timeless present tense ✓ Create cohesion within paragraphs using adverbials e.g. therefore, however 	<ul style="list-style-type: none"> ✓ Relative clauses ✓ Nominalisation (Nominalizations are nouns that are created from adjectives (words that describe nouns) or verbs (action words).# ✓ Brackets, dashes and commas can be used to add extra information e.g. photosynthesis, a process whereby a p
	Composition:	<ul style="list-style-type: none"> ✓ First Person ✓ Ideas expanded with how, why, or where ✓ Use of simple and compound sentences using conjunctions and, but, yet, or / so.. 	<ul style="list-style-type: none"> ✓ Direct address to reader ✓ Use of paragraphs to organise ideas ✓ Personal pronouns ✓ Time sequenced events signposting new paragraphs ✓ Timeless present tense 	<ul style="list-style-type: none"> ✓ Timeless present tense ✓ Use of paragraphs to organise ideas ✓ Additional details after each sequential statement ✓ Use of simple, compound and complex sentences.. 	<ul style="list-style-type: none"> ✓ Complex sentences giving the reader additional details after each sequential statement. ✓ Time sequenced statements signposting new paragraph. ✓ Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. 	<ul style="list-style-type: none"> ✓ Topic Sentence – Introduction and definition ✓ Description of the topic sentence ✓ Effect of the topic sentence ✓ Nominalisations ✓ Timeless present tense