

Progression in Text Type Documents



A collection of progression papers
to support the development of
children's non-fiction writing.

Edition 2

Progression in Recounts

HFL Progression Papers

These progression papers are based on the 2006 National Strategy Progression Papers. They have been rewritten to reflect the increased expectations of the 2014 Curriculum, specifically taking account of the grammar Programmes of Study. Where appropriate, some exemplification of the age appropriate vocabulary, grammar and punctuation has been included. Progression is shown from Year R through to 'Moving Beyond', which informs teaching for those children who are working well beyond the age related expectations for the end of key stage 2. These papers can be used to support planning for pitch, and to guide differentiation.

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Progression in Recounts

This document aims to support teachers in understanding the appropriate pitch and progression when teaching specific text types. The relevant statements from the 'Vocabulary, grammar and punctuation (VGP)' Programmes of Study from the 2014 National Curriculum have been added for each year group. Where possible, the VGP statements are exemplified (bold italicised) to show teachers how that statement might be translated into prose within the context of the specified text type. Further guidance can be accessed by visiting the HfL Models for Writing.

Progression in recount texts	
<i>Note: This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other. Recount writing involves fundamental skills that underpin coherent writing in the primary phase. We have exemplified examples of the different types of recount that exist, such as biography, news report and diary.</i>	
Foundation Stage	<ul style="list-style-type: none">• Informally recount incidents in own life to other children or adults and listen to others doing the same• Experiment with writing in a variety of play, exploratory and role-play situations• Write sentences to match pictures or sequences of pictures illustrating an event• Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip <p>Grammar focus</p> <ul style="list-style-type: none">• Break the flow of speech into words• Write simple sentences that can be read by themselves and others• Write short sentences in meaningful contexts e.g. <i>I saw.../I went...</i>

Progression in Recounts

Year 1	<ul style="list-style-type: none">• Listen to other's recounts and ask relevant questions to find out more about the event being recounted• Read recounts and summarise or sequence key events.• Write simple first person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person <p>Grammar Focus</p> <ul style="list-style-type: none">• Separation of words with spaces• How words can combine to make sentences• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. <i>The sea was very cold!</i>• Joining words and joining clauses using <i>and</i> e.g. <i>We went to the zoo and saw a monkey.</i>• Sequencing sentences to form short narratives e.g. <i>We went to the park. We fed the ducks and swans. The swans were very greedy.</i>• Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun• Capital letters for names and for the personal pronoun I
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Progression in Recounts

<p>Year 2</p>	<ul style="list-style-type: none"> • Discuss the sequence of events recounted in texts at a level beyond which they can read independently • Collect a range of words and phrases to support chronology e.g. <i>on Monday, last week, later on...</i> • Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? • Create simple timelines to record the order of events • Write narratives about personal experiences and those of others, in role (real and fictional) <p>Grammar Focus</p> <ul style="list-style-type: none"> • Consistent use of past tense throughout writing and correct choice of verb forms e.g. <i>I walked, we ran, she spoke, they were watching</i> • Extend sentences using co-ordination (using or, and, but) e.g. <i>I ate my dinner but I did not like it</i> and sub-ordination (when, because, if, so that) e.g. <i>The lady gave us a prize when we got the answer right.</i> • Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, <i>old toys, large room, enormous machines</i> • Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, <i>a tall, grand building</i> or <i>We saw lions, tigers, bears and monkeys.</i> • Use capital letters and full stops accurately. For example, explore the use of capitalisation for proper nouns used in recount texts e.g. <i>Butterfly Village, Hertfordshire, Greenbrook School</i>
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Progression in Recounts

Year 3

- Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify the sequence of main events
- Note the inclusion of relevant, but non-essential detail, to interest and engage the reader
- Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. **at 3pm, after two hours**
- Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts
- Read examples of third person recounts such as letters, newspaper reports and diaries
- Write impersonal newspaper-style reports, e.g. about school events or an incident from a story including relevant, additional detail to add interest

Grammar Focus

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] e.g. **The children ate their lunch when they got to the beach.**
- Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. **They visited the gift shop next.**
- Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. provide further detail through giving examples beginning with 'such as', 'like' e.g. **The children saw lots of butterflies during the visit. They had a demonstration of weaving in the hall.**
- Introduction to paragraphs as a way to group related material and introduce or round off a recount e.g.
 - explore the content of introductory paragraphs, identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. **Last week, class 3c travelled to Butterfly Village to find out more about these fascinating creatures.**
 - Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. **The day ended with a talk by a butterfly expert. The whole class enjoyed a great day.**

Progression in Recounts

Year 4

- Read examples of third person recounts such as letters, newspaper reports and diaries that recount the same event in a variety of ways, such as in the form of a story, a letter, a news report
- Compare and evaluate texts that recount the same event: identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives
- Write reports that seek to address the reader directly e.g. ***Have you ever witnessed a volcanic eruption?***

Grammar focus

As for Y3 plus:

- Explore general phrase/clause order in greater detail, for example: using fronted adverbials with commas or moving a subordinating clause to the beginning of a sentence e.g. ***Last week, a volcano erupted in Italy. Because the lava flow is still so violent, rescue teams are unable to reach the area.***
- Appropriate choice of pronoun or noun and synonyms within and across sentences to aid cohesion and avoid repetition e.g. ***Vesuvius is... This unpredictable volcano is... It generally erupts....***
- Use of paragraphs to organise ideas around a theme. For example,
 - investigate how the information needed in the introductory sentence to orientate the reader (Who? What? Where? When? Etc.) can be re-ordered to best hook the reader's interest e.g. ***Yesterday morning, the Prime Minister announced that this country was at war with Germany.***
 - develop the final paragraph as a way of summarising the event in greater detail. For example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. ***Without a doubt, this war will affect the lives of so many people for many years to come.***
- Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text. For example, as the opening line (to draw the reader in immediately) or in the conclusion to support summarising e.g. ***One tearful resident told us, "I have lost everything in the bombing."***
- Explore and manage the shift between past and present tense in recounts, for example: present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. ***Last week, London suffered ten severe bombing raids. Four thousand residents are now homeless and without basic supplies.***

Progression in Recounts

Year 5

- Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required
- Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader
- Read recounts which use less obvious chronological markers and decide how the author has decided on paragraph breaks
- Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases
- When writing biography, carry out independent research across a range of sources

Grammar Focus

- Develop cohesion of the whole text by:
 - using conjunctions, adverbials, pronouns, synonyms and repetition to build cohesion within a paragraph. e.g. ***Rio was born in London in 1987, although his family moved to Brighton two years later. As a young child, he showed early promise on the football field. Football soon became his passion.***
 - linking ideas across paragraphs using adverbials of time and by referring back to the content of the last paragraph. e.g. ***In addition to football, Rio enjoyed a variety of other activities including golf and maths. In 2001, he represented his school in the Brighton Maths Challenge, where he took first prize.***
 - varied verb forms including manipulating tenses through paragraphs to guide the reader through chronology e.g. ***He lived in Brighton until the age of twenty. He was playing for a local team when a Manchester United scout discovered him. Today he lives in London and plays for Arsenal, but is hoping to sign with Real Madrid next season. If all goes to plan, he will move to Spain in June.***
- Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote e.g. ***Many people said she was the greatest dancer that ever lived.*** vs. ***“I live only to dance.”***
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. For example, experiment with omitting the additional detail (in the form of relative clauses) from recounts and

Progression in Recounts

	<p>consider the effect on engaging the reader e.g. <i>Sasha, who rose to fame as Max in Starstruck, first started acting at the tender age of five.</i></p> <ul style="list-style-type: none">• Explore a range of sentence types and length, and how to use these for best effect. For example, the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both:<ul style="list-style-type: none">➤ experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader➤ explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact➤ explore the use of longer, complex sentences (with multiple clauses) to convey complex information• Dashes or commas to indicate parenthesis and explore how dashes are less commonly used in more formal texts e.g. <i>Her latest book about life in Hollywood -you've got to read it- is in the shops on Monday.</i> vs <i>Her latest book about life in Hollywood, which promises to be another bestseller, has just been released.</i>
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Progression in Recounts

<p>Year 6</p>	<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 • 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 <p>Grammar Focus As for Y5 plus:</p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. For example, use conjunctions and adverbs to create contrast concisely summarising the complexity of certain situations (such as comparison of a negative experience with a positive) e.g. <i>His life was sent into turmoil, yet despite all of the uncertainty and danger surrounding him, he managed to stay positive.</i> • Opening and closing lines of paragraphs support movement across the text e.g. <i>The encounter affected him deeply and so he decided to focus his efforts on helping <u>destitute children</u>. //</i> <i>In 1870, Barnardo opened his first shelter for <u>homeless boys</u> in Stepney Causeway...</i> • Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers e.g. <i>It was at that point that his life was thrown out of control.</i> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] <ul style="list-style-type: none"> ➤ explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. <i>Throughout her life, her father's words remained with her: 'Reach for the stars!'</i> ➤ explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. <i>It was then that she made her most important decision: she quit university and established her own company.</i>
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Progression in Recounts

Moving beyond	<p>Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.</p> <ul style="list-style-type: none">• Show an awareness of the diversity of contemporary opinions about the subject• Show an awareness of bias, reliability and veracity of sources informs choices in terms of material selected• Quote directly and selectively from research, using appropriate referencing conventions. May quote to illuminate, give insight into contemporaneous perspectives, qualify impact of the subject's life and work or for emotional effect
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Progression in Recounts

	Suggested texts to support and inspire writing recounts
Y1	<i>Augustus and his Smile</i> by Catherine Rayner <i>On Friday something funny happened</i> by John Prater <i>Rosie's Walk</i> by Pat Hutchins <i>Once there were giants</i> by Martin Waddell & Penny Dale <i>Oliver's Vegetables</i> by Vivian French <i>Naughty Bus!</i> by Jan Oke <i>The Very Hungry Caterpillar</i> by Eric Carle
Y2	<i>The Bear and the Piano</i> by David Litchfield <i>Last Stop on Market Street</i> by Matt de la Pena and Christian Robinson <i>On the Way Home</i> by Jill Murphy <i>Traction Man</i> by Mini Grey <i>Meerkat Mail</i> by Emily Gravett <i>The Great Fire of London</i> by Gillian Clements <i>Dogger</i> by Shirley Hughes <i>Footprints on the Moon</i> by Mark Haddon
Y3/ 4	<i>The True Story of the Three Little Pigs</i> by Jon Scieszka <i>Yours Truly Goldilocks</i> by Alma Flor Ada <i>Stone Girl, Bone Girl</i> by Laurence Anholt <i>Diary of a Wombat</i> by Jackie French <i>The Journey</i> by Francesca Sanna <i>Zeraffa Giraffa</i> by Dianne Hofmeyr <i>Dear Teacher</i> by Amy Husband <i>Dear Mrs. LaRue- Letters from Obedience School</i> by Mark Teague <i>The Green Ship</i> by Quentin Blake <i>The Man Who Walked Between the Towers</i> by Mordecai Gerstein <i>The Viking Invader (Newspaper Histories)</i> By Paul Dowswell <i>First News</i> (children's newspaper) <i>The Story of Tutankhamun</i> by Patricia Cleveland-Peck <i>Shackleton's Journey</i> by William Grill <i>Great Adventurers</i> by Alastair Humphreys

Progression in Recounts

Y5/6	<p>Biographical account</p> <p><i>Rise Up: Ordinary Kids with Extraordinary Lives</i> by Amanda Li</p> <p><i>Women in Science: 50 Fearless Pioneers Who Changed the World</i> by Rachel Ignotofsky</p> <p><i>The Right Word: Roget and his Thesaurus</i> by Jen Bryant</p> <p><i>Cloth Lullaby</i> by Amy Novesky and Isabelle Arsenault</p> <p><i>Ada's Ideas</i> by Fiona Robinson</p> <p><i>Hidden figures: The True Story of Four Black Women and the Space Race</i> by Margot Lee Shetterly</p> <p><i>I Am Malala</i> by Malala Youzafsa</p> <p><i>Bob- No Ordinary Cat</i> by James Bowen</p> <p><i>Survivors</i> by David Long</p> <p><i>Line of Fire: Diary of an Unknown Soldier</i> by Barroux</p> <p><i>Some Writer: the Story of E.B. White</i> by Melissa Sweet</p> <p><i>Ice Trap</i> by Meredith Hooper</p> <p><i>Boy</i> by Roald Dahl</p> <p><i>Archie's War</i> by Marcia Williams</p> <p><i>My Secret War Diary</i> by Marcia Williams</p> <p><i>Where Once We Stood</i> by Christopher Riley</p> <p><i>A Galaxy of Her Own: Amazing Stories of Women in Space</i> by Libby Jackson</p>
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Progression in Instructions

This document aims to support teachers in planning for appropriate pitch and progression when teaching specific text types. The relevant statements from the 'Vocabulary, grammar and punctuation (VGP)' Programmes of Study have been added for each year group. Where possible, the VGP statements are exemplified (bold italicised) to show teachers how that statement might be translated into prose within the context of the specified text type.

	Progression in instructional/procedural texts
Foundation Stage	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence • Give oral instructions when playing • Writes own name and other things such as labels, captions • Follow instructions involving a short sequence of ideas or actions <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Write simple sentences, which can be read by themselves and others, following a practical activity such as <i>'Get ready for Red Nose Day'</i> or <i>'How to look after a mini beast'</i>. • Use imperative verbs in both talk and writing e.g. <i>put, get</i>
Year 1	<ul style="list-style-type: none"> • Listen to and follow a single more detailed instruction and a longer series of instructions • Plan and give clear single oral instructions • Routinely read and follow written classroom labels carrying instructions • Read and follow short series of instructions in shared context • Contribute to class composition of instructions with teacher scribing • Write consecutive instructions independently <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Separation of words with spaces • How words can combine to make sentences • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. <i>Be careful not to drop it!</i> • Joining words and joining clauses using 'and' e.g. <i>Add the milk <u>and</u> the eggs.</i> • Capital letters for names and for the personal pronoun I <p>Note: Commands (covered in the Y2 statements) are a core element in instructional writing.</p>

Progression in Instructions

<p>Year 2</p>	<ul style="list-style-type: none"> • Listen to and follow a series of more complex instructions • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams • Analyse some instructional texts and note their function, form and typical language features: • Use direct/imperative language • As part of a group with the teacher, compose a set of instructions with additional diagrams, list of materials or ingredients and sequential steps • Write extended instructions independently e.g. getting to school, playing a game • Write titles to show what the instructions are about e.g. <i>How to look after goldfish</i> • Generate synonyms for over-used imperative verbs e.g. <i>chop, slice, cut</i> • Explore and generate negative commands e.g. <i>Do not open the oven door.</i> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. <i>Take the cake out of the oven</i> vs. <i>Can you please take the cake out of the oven?</i> • Use commas to separate items in a list e.g. to separate items in the 'materials/equipment needed' list: <i>a bucket, scissors and card</i> • Expanded noun phrases for description and specification e.g. use expanded noun phrases to be specific about materials or equipment needed e.g. <i>a large bucket, sharp scissors, thick card</i> • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) e.g. clarify instructions using subordination e.g. <i>Take the cake out of the oven <u>when</u> the top looks golden brown.</i> • Use of the suffixes –er, -est in adjectives e.g. <i>Put it in the hottest part of the oven.</i>
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Progression in Instructions

<p>Year 3</p>	<ul style="list-style-type: none"> • Read and follow increasingly complex instructions • Read and compare examples of instructional text, evaluating their effectiveness. • Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness • Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys • Independently write clear written instructions using simple devices (such as those above and listed in Y2 examples) to aid the reader <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [e.g. <i>when, before, after, while, so, because</i>] e.g. to build on the range of conjunctions used in year 2 to extend instructions • Expressing time, place and cause using adverbs [e.g. <i>then, next, soon, therefore</i>] e.g. through reading, build up and use a wide range of adverbs used to sequence instructions • Expressing time, place and cause using prepositions [e.g. <i>before, after, during, in, because of</i>] For example, through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position e.g. <u>under the bridge, around the pond, through the deep, dark woods</u> • Introduction to paragraphs as a way to group related material. For example, explore instructions that have clear sections, e.g. introduction, equipment needed, procedure, additional advice, conclusions • Headings and sub-headings to aid presentation e.g. <u>List of equipment</u>
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Progression in Instructions

<p>Year 4</p>	<ul style="list-style-type: none"> • In group work, give clear oral instructions to achieve the completion of a complex task. • Follow oral instructions of increased complexity • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness • Compare these in terms of audience/purpose and form (structure and language features) • Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again • Include introductory and concluding paragraphs around the instructional material <p>Grammar Focus</p> <p>As for Y3 plus:</p> <ul style="list-style-type: none"> • Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own. For example, <i>‘Cook the cheesecake in the oven for 20 minutes.’</i> compared with <i>‘Pop the cheesecake in the oven for 20 mins.’</i> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential e.g. <i>Zest four unwaxed lemons and add to 50g of self-raising flour</i> rather than <i>Zest four fresh, juicy lemons and add to some flour</i> • Use words and phrases that help to clarify the sequence of events <ul style="list-style-type: none"> ➢ adverbials [e.g. Next, After that, Following this,] for example, <i>After this, add the eggs</i> or <i>Add the eggs at this point.</i> ➢ use the conjunction ‘if’ to start complex sentences which give additional advice, for example, <i>If the mixture separates, ...</i> ➢ compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, <i>Remove the cake from the oven when it turns golden brown</i> compared with <i>When the cake turns golden brown, remove it from the oven</i> • Use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusion • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition for example <ul style="list-style-type: none"> ➢ investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity e.g. <i>Step 5: Take <u>the cake</u> from the oven.</i> <i>Step 6: Ice <u>the cake</u> once it has cooled.</i>
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Progression in Instructions

Year 5	<ul style="list-style-type: none">• Read sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes) and evaluate their effectiveness• Continue to develop the complexity of instructions as described in Year 4• Write instructions that have clear sections such as introduction, equipment needed, procedure, additional advice and conclusion; ensure the text as a whole is cohesive• Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. Diagram B shows you how to connect the wires. <p>Grammar Focus:</p> <ul style="list-style-type: none">• Linking ideas across paragraphs using cohesive devices. For example, further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. Place the cake into the oven, <u>which</u> should be set at 180°.• Brackets, dashes or commas to indicate parenthesis e.g. Then add 50g of cheese (Parmesan or Cheddar work best).• Use of commas to clarify meaning or avoid ambiguity e.g. Add the chocolate, icing and sprinkles. vs Add the chocolate icing and sprinkles.
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Progression in Instructions

<p>Year 6</p>	<ul style="list-style-type: none"> • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types; explore the use of procedural writing in fiction • Continue to develop the skills set out for year 6 in relation to more complex subjects (in terms of language and processes) • Embed instructions within another text type (such as a report or explanation) and use the language conventions and grammatical features of the different types of text as appropriate • Identify effective examples of instructions and use these to study the nature of the sentence construction used e.g: <ul style="list-style-type: none"> ➤ Note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases ➤ Note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps ➤ Practise clarifying overly complicated instructions by reducing the complexity of the sentence construction or by adding in punctuation to avoid ambiguity and add precision to meaning ➤ Consider vocabulary choices for precision and clarity <p>Grammar Focus</p> <p>As for Y5 plus:</p> <ul style="list-style-type: none"> • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. experiment with using different layout devices and evaluate the effectiveness of these • Use of the colon to introduce a list and use of semi-colons within lists to aid clarity e.g. List of ingredients: 150g self-raising flour; 150g soft brown sugar; 150g butter or margarine, softened; 3 eggs, whisked lightly; 100g strawberries, blueberries and raspberries. • Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g.: <ul style="list-style-type: none"> ➤ Follow safety advice: do not use sharp knives unaided. ➤ Take the fourth turn on the left; keep walking until you get to the end of this road.
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Progression in Instructions

Moving beyond	Continue to develop the skills set out for year 6 in relation to more complex subjects (in terms of language and processes) and in different contexts.
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Progression in Instructions

	Suggested texts to support and inspire writing instructions
Y1/ 2	<p><i>Biscuit Bear</i> by Mini Grey</p> <p><i>Gruffalo Crumble and Other Recipes</i> by Julia Donaldson and Axel Sheffler</p> <p><i>How to Look After Your Hamster/Dog</i> by Colin Hawkins</p> <p><i>Honey Biscuits</i> by Meredith Hooper</p> <p><i>*Sam's Sandwich</i> by David Pelham</p> <p><i>How to wash a woolly mammoth</i> by Michelle Robinson</p> <p><i>A Beginner's Guide to Bear Spotting</i> by Michelle Robinson and David Roberts</p> <p><i>*How to Catch a Star</i> by Oliver Jeffers</p> <p><i>*Egg Drop (how to protect an egg)</i> by Mini Grey</p> <p><i>How to babysit a grandad</i> by Jean Reagan</p> <p><i>15 things not to do with a puppy/granny</i> by Margaret McAllister & illustrated by Holly Sterling.</p> <p><i>The Ultimate Survival Guide to Monsters Under the Bed</i> by Mitch Frost</p>
Y3/4	<p><i>Instructions</i> by Neil Gaiman</p> <p><i>*Jim: a cautionary tale</i> by Mini Grey</p> <p><i>*George's marvellous Medicine</i> by Roald Dahl</p> <p><i>DK Children's Cookbook</i> by Katharine Ibbs</p>
Y5/6	<p><i>*How to train your dragon</i> by Cressida Cowell</p> <p><i>How to cook children</i> by Martin Howard</p> <p><i>Aviary Wonders Inc. Spring Catalog and Instruction Manual</i> by Kate Samworth Mr Shaha's <i>Recipes for Wonder: adventures in science round the kitchen table</i> by Alom Shaha</p> <p><i>DK How to be an engineer</i> by Carol Vorderman</p> <p><i>Build it!: 25 creative STEM projects for budding engineers</i> by Caroline Alliston</p>

Progression in Non-chronological Report

This document aims to support teachers in planning for appropriate pitch and progression when teaching specific text types. The relevant statements from the 'Vocabulary, grammar and punctuation (VGP)' Programmes of Study have been added for each year group. Where possible, the VGP statements are exemplified (bold italicised) to show teachers how that statement might be translated into prose within the context of the specified text type.

	Progression in non-chronological reports
YR	<ul style="list-style-type: none">Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (What does she like to eat? Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else.Link statements orally and sticks to a main theme or intention.Read and revisit simple information books (that match their current decoding ability)Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations e.g. when being a dinosaur detective, reporting on fossils for the dinosaur museum. <p>Grammar Focus</p> <ul style="list-style-type: none">Break the flow of speech into wordsOrally use joining words such as and, but, because, if e.g. <i>Dogs are good pets because they are friendly.</i>Write simple sentences, in meaningful contexts, that can be read by themselves and others

Progression in Non-chronological Report

Y1	<ul style="list-style-type: none">• Find out about a subject by listening to and reading information books, or by watching a video.• Contribute to a discussion on the subject as information is assembled and the teacher writes the information.• Assemble information on a subject from their own experience e.g. food, pets.• Write a simple non-chronological report by writing sentences to describe aspects of the subject. <p>Grammar focus</p> <ul style="list-style-type: none">• Separation of words with spaces• How words can combine to make sentences• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. <i>Have you seen an owl? Watch out for their claws!</i>• Sequencing sentences to form short narratives e.g. <i>Owls are birds. Owls catch their food. Owls hunt at night.</i>• Joining words and joining clauses using and e.g. <i>Owls hunt at night and they catch mice.</i>• Capital letters for names and for the personal pronoun /
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Progression in Non-chronological Report

Y2

- Read texts containing information in a simple report format, e.g. ***There are two sorts of x...; They live in x...; The As have x..., but the Bs etc.***
- Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used
- Distinguish between a description of a single member of a group and the group in general e.g. ***Dogs are popular pets. A sheepdog is a very calm dog for children.***
- After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations
- Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas

Grammar focus

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g.
 - explore the difference between specific nouns and general nouns, and identify their use in this text type e.g. ***Tawny owls*** vs. ***owls***
 - identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. ***scaly bodies***
 - explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. ***pretty wings***
 - collect and use examples of noun phrases to generalise e.g. ***most butterflies, some insects, all hedgehogs***, and consider their meaning
- Use of the suffixes –er, -est in adjectives e.g. ***Polar bears are the biggest carnivores of all.***
- Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. ***Polar bears hunt seals because they are carnivores.***
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g.
 - understand the difference between ***What do owls eat?*** and ***What amazing creatures owls are!***
 - begin reports by asking a direct question e.g. ***Have you ever heard of a hammerhead shark?***
- Correct choice and consistent use of present tense and past tense throughout writing. Note how reports are written in the simple present tense (with the exception of historical reports) and reflect this in their writing. For example: ***They like to build their nests ... It is a cold and dangerous place to live.***
- Use commas to separate items in a list e.g. ***There are lots of different types of butterfly like Speckled Wood, Brimstone, Essex Skipper and Holly Blue.***

Progression in Non-chronological Report

Y3

- Read and analyse a number of report texts and discuss their function, form and typical language features, e.g.
 - introduction indicating an overall classification of what is being described
 - use of short statement at the start of each paragraph to introduce each new topic
 - use of impersonal language (**People often see...** instead of **You often see....**)
 - use of specific language (sometimes technical) to describe and differentiate and use of precise rather than literary language . Include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than for literary effect, for example,

Bees have tubes instead of mouths. The tube is like a straw.
(Similes for precision are fine in reports.)

A polar bear's nose is as black as a piece of coal. (Similes for literary effect are not quite right in a non-chron report.)
- Explore, and begin to incorporate into their own writing, the language of comparison and contrast e.g.
 - **They hibernate just like other bears. / All bees sting apart from the** (build up banks of other possible words/phrases e.g. **except for, including/not including, instead of**)
 - revisit the use of –er and –est when formulating adjectives – see year 2
- Learn how to take notes from reading/ visual texts and turn notes into sentences, grouping information
- Note how writing often moves from general to more specific detail
- Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources

Grammar focus

- Expressing time, place and cause using conjunctions [for example: when, before, after, while, so, because] e.g. **Some birds migrate to warmer countries before winter sets in.**
- Expressing time, place and cause using adverbs [for example: then, next, soon, therefore]. **Some birds migrate every winter. Then, they fly back to the UK in spring.**
- Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g.
 - collect and use examples of prepositional phrases to build detail of physical features, for example, **Ants do not have lungs. They have tiny air holes all over their body.**
 - include exploration of prepositions to clarify position, for example, **Ants build their mounds in sand or soil.**
- Introduction to paragraphs as a way to group related material e.g. organise information about a topic into obvious groupings, for example, appearance, feeding habits etc.
- Headings and sub-headings to aid presentation

Progression in Non-chronological Report

Y4

- Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense
- Compare with some examples of reports written in the past tense, as in a historical report e.g. ***Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.***
- Develop research and note-taking techniques
- Write non-chronological report using notes and plans
- In reading, analyse a comparative and non-comparative reports and note the difference e.g. reports that deal with a single (albeit wide-ranging) topic, for example, British Birds, and those that deal with two or more topics for example, Frogs and Toads
- Write own non-comparative reports, based on notes from several sources, helping the reader to understand what is being described by organising or categorising information

Grammar focus

As for Y3 plus:

- Draw attention to importance of subject verb agreements e.g. ***family is...., people are...***
- Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus e.g. ***Dogs have an exceptional sense of smell. A dog can pick up a scent from a significant distance away. The Beagle has the most sensitive sense of smell.***
- Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence, for example, ***Most beetles are black or grey, but/ however some are bright red, yellow or metallic green.***
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. continue building banks of noun phrases used to generalise (see year 2) and include expansion after the noun e.g. ***It is a long, sleek shark. > It is a long, sleek shark with spines along its back.***
- Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities, for example, ***Like most birds, swallows like to..., As well as honeybees,..., On the whole,...,***
- Use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks, or paragraph breaks within headed sections of reports and consider how the author organised the information
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. explore the need to repeat the noun in comparative reports so that the reader is able to follow the text with greater ease e.g. ***Just like honeybees, bumblebees like to...***

Progression in Non-chronological Report

Y5

- Collect information to write a report in which two or more subjects are compared, e.g. spiders and beetles; solids, liquids and gases
- Consider using a question in the title to interest the reader e.g. **Vitamins – why are they so important?**
- Write short non-chronological comparative report focusing on clarity, conciseness and impersonal style
- Explore the use of a more personal style in some reports and use this in their own writing when appropriate e.g. ***So, next time you choose a pet, why not consider getting a dog? After all, everyone knows that a dog is man's best friend.***

Grammar focus

- Collect and use a range of adverbials to draw similarities and differences. For example, use fronted adverbials to build cohesion within and across paragraphs, e.g. ***Unlike other insects,.../Similarly, bumble bees.../As well as honeybees,.../On the whole,.../Conversely,...***
- Other cohesive devices to develop cohesion such as pronouns and synonyms to avoid repetition e.g. ***On the whole, honeybees are... These resourceful creatures... They...*** Use a range of conjunctions to link ideas e.g., ***When they have collected enough nectar, they return to the hive. Although honeybees are common, bumblebees are much rarer in the UK.***
- Indicate degrees of possibility using adverbs e.g. explore the use of adverbs and adverbials to provide generalised information (these can provide a 'get-out clause' for the writer), for example, ***usually, commonly, mostly***
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
 - e.g. explore how noun phrases are most commonly expanded using the pronouns 'which' and 'that' in this text type, for example, ***They have a long thin proboscis, which is inserted into small flowers to drink nectar.***
 - explore the impact on clarity when these relative clauses are omitted
- Brackets e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this e.g. ***They suck nectar from flowers using their long thin mouthpiece (a proboscis).***
- Dashes or commas to indicate parenthesis e.g.
 - explore when commas are used to parenthesise relative clauses and when they are not ***They have a long thin mouthpiece- a proboscis- which is inserted into small flowers to drink nectar.*** Compare with: ***They have a long thin mouthpiece, which is called a proboscis, and insert this into small flowers to drink nectar.***

Progression in Non-chronological Report

Y6	<ul style="list-style-type: none"> Write reports as part of a presentation on a non-fiction subject or in response to fictional stimulus Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types Plan how information will be organised, e.g. choosing to use paragraph headings, a spidergram or a grid, depending on the nature of the information Approach the subjects and compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout <p>Grammar focus As for Y5 plus:</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the colon to introduce a list and use of semi-colons within lists e.g. <ul style="list-style-type: none"> Sharks come in all shapes and sizes: the spined pygmy is the smallest breed at 20 cm; the Great Whites tend to be about 4-6 m; basking are around 10 m; the whale shark is the biggest at 14 m. Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to: avoid personalisation; avoid naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for example, Sparrows are found in ... Sharks are hunted ... Gold is highly valued Consistent punctuation of bullet points to list information Use the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can be used to create different effects e.g. <ul style="list-style-type: none"> to lead the reader to a revelation of information e.g. The relationship between these eco-systems is complex: each depends on the survival of the other. There is a major advantage to this feature: it allows the... to introduce a quote/motto e.g. There is an old, much-loved saying: 'A dog is man's best friend.'
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Progression in Non-chronological Report

Moving Beyond	<p>Develop the skills set out in the Y5/6 POS and use punctuation for greater precision e.g.</p> <ul style="list-style-type: none">• Begin to consider the difference between ‘restrictive’ (parenthesised) and ‘non-restrictive’ (non-parenthesised) clauses e.g. which contain information that is essential to meaning and information that is non-essential e.g. <i>Honey, which is produced by honeybees, is very sweet.</i> (i.e. More information about the honey production) vs <i>Honey which is produced by honeybees is very sweet.</i> (i.e. Other types of honey are not sweet.)• Sustained writing on a topic (for example deforestation) could be used to develop larger texts in which form is used to sustain interest, clarify complex ideas and help the reader navigate the text (through the use of graphic elements such as flowcharts or cycles). Research should support the use of more advanced technical terms, supported by definitions given in parenthesis and in glossaries.
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Progression in Non-chronological Report

	Suggested texts to support and inspire writing non-chronological reports
Y1/ 2	<p><i>Let's Talk About series</i> by Ronnie Randall and Britta Teckentrup</p> <p><i>First facts Bugs</i> by Dorling Kindersley</p> <p><i>Minibeasts: First Fabulous Facts</i> by Ladybird</p> <p><i>A First Book of Animals</i> by Nicola Davies</p> <p><i>A Little Guide to Wild Flowers</i> by Charlotte Voake</p> <p><i>Speckle the Spider</i> by Emma Dodson (contains a number of text types)</p> <p><i>What? Where? Why? Questions and Answers about Nature</i> by Kingfisher/Macmillan Publishers</p> <p><i>DK Find out! Sharks</i> by Sarah Fowler</p> <p><i>DK Eyewitness Shark</i> by Miranda MacQuitty</p> <p><i>Bug Detective</i> by Maggie Lee</p> <p><i>The Big Book of Bugs</i> by Yuval Zommer</p> <p><i>Think of an Eel</i> by Karen Wallace and Mike Bostock</p> <p><i>National Geographic for children series e.g. Little Kids First Big Book of the Ocean</i></p>
Y3/4	<p><i>The Usborne Official Pirate's Handbook: Everything a beginner pirate needs to know</i> by Captain Indigo Stormface</p> <p><i>The Fact or Fiction Behind Pirates</i> by Adam Sutherland</p> <p><i>A Rock Is Lively</i> by Dianna Hutts Aston & Sylvia Long</p> <p><i>Remarkable Animals</i> by Tony Meeuwissen</p> <p><i>The Story of the Car</i> by Giles Chapman (Illustrated by US Now)</p> <p><i>Atlas of Adventures</i> by Rachel Williams</p> <p><i>Actual Size</i> by Steve Jenkins</p> <p><i>Horrible Histories Series</i> by Terry Deary</p> <p><i>What a Waste</i> by Jess French</p> <p><i>Meet the Ancient Romans</i> by James Davies</p>
Y5/6	<p><i>The Week Junior</i></p> <p><i>Arthur Spiderwick's Field Guide to the Fantastical World Around You</i> by Tony DiTerlizzi and Holly Black</p> <p><i>The 'Ology' series e.g. Dragonology</i> by Dugald Steer</p> <p><i>Usborne Introduction to the First World War Deadly 60</i> by Steve Backshall (Science – Animals predators and prey)</p> <p><i>The Big Earth Book (Lonely Planet Kids)</i> by Mark Brake</p> <p><i>The Lost Words</i> by Robert Macfarlane & Jackie Morris</p> <p><i>All Aboard the Discovery Express</i> by Emily Hawkins, Tom Adams and Tom Clohoshy-Cole</p> <p><i>The Silk Roads</i> by Peter Frankopan</p> <p><i>The Egyptian Echo (Newspaper Histories)</i> by Paul Dowsell</p>

Progression in Explanation

This document aims to support teachers in understanding the appropriate pitch and progression when teaching specific text types. The relevant statements from the 'Vocabulary, grammar and punctuation (VGP)' Programmes of Study from the 2014 National Curriculum have been added for each year group. Where possible, the VGP statements are exemplified (bold italicised) to show teachers how that statement might be translated into prose within the context of the specified text type. Further guidance can be accessing the HfL Models for Writing.

Progression in explanation texts	
YR	<ul style="list-style-type: none"> • Talk about why things happen and how things work; ask questions and speculate • Listen to someone explain a process and ask questions • Give oral explanations e.g. their own or another's motives; why and how they made a construction • Explain own knowledge and understanding, and asks appropriate questions of others • Develop their own explanations by connecting ideas and events • Use labels and captions on simple diagrams e.g. parts of the body <p>Grammar focus:</p> <ul style="list-style-type: none"> • Communicate ideas through simple sentences • Show awareness of listener. • Orally use joining words such as and, but, because, if e.g. explaining what happens if different fabric is put down a car ramp. <i>Adult asks 'If I put fabric down the ramp, what will happen to the car? Child responds 'It will go slow because it will get in the way of the wheels'.</i>
Y1	<ul style="list-style-type: none"> • Read captions, pictures and diagrams on wall displays and in simple books that explain a process • Draw pictures to illustrate a process and use the picture to explain the process orally • Ask questions to extend their understanding and knowledge • Write a series of sentences to explain a simple process based on first-hand experience e.g. chicks hatching, life cycle of a frog <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Separation of words with spaces • How words can combine to make sentences • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Sequencing sentences to form short narratives e.g. <i>Chicks have a spike on their beak. This is called the egg tooth.</i> • Joining words and joining clauses using <i>and</i> e.g. <i>The hen lays an egg and sits on it.</i> • Capital letters for names and for the personal pronoun I

Progression in Explanation

Y2

- Listen to and discuss a wide range of explanatory texts
- Draw on and use new vocabulary from reading explanatory texts
- After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process
- After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately
- Read flowcharts or cyclical diagrams explaining other processes
- Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced
- Write a series of sentences to explain the flowchart

Grammar Focus:

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. For example: practise generating their own titles for explanations texts e.g. ***How do hedgehogs survive the winter? Why do we use bricks to build houses?***
- Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. build word banks of commonly used conjunctions in this text type e.g. ***Hedgehogs wake up in March or April because the weather is warmer and food is easier to find.***
- Expanded noun phrases for description and specification e.g. collect noun phrases from reading and use these to generating own examples e.g. ***some hibernating animals, the adult male frog***
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. ***What an amazing life cycle it is!***
- Explore titles of explanations texts and identify that they usually begin with 'how' or 'why'
- Write general statements to introduce topics being explained e.g. ***Some animals hibernate in winter.***
- Correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, ***Hedgehogs usually wake up again in the spring.***
- Use of the suffixes -er, -est in adjectives e.g. ***They wake up when the weather is warmer.***

Progression in Explanation

Y3	<ul style="list-style-type: none"> • Read explanations as a whole class, in groups and individually • Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) • Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography) • Ensure relevant items are grouped together • In formal presentations, explain processes orally using notes • Write a series of extended sentences to explain a process • Ensure relevant details are included and accounts ended effectively <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions e.g. <i>Hedgehogs need to hibernate <u>when</u> the temperature begins to drop. The hedgehog looks for a safe place to sleep <u>so that</u> he will survive the winter.</i> • Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. use adverbs to express sequence, for example, <i>first, then, after that, finally</i> • Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. <i>Hedgehogs make their nests <u>under</u> hedges and <u>at</u> the base of tree trunks. Hedgehogs build up their stores of fat <u>during</u> autumn.</i> • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation
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Progression in Explanation

Y4	<ul style="list-style-type: none"> • Read and analyse a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used) • Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms • Comment on, and justify views about, a range of explanatory texts • Take notes from reading or film and use these to inform writing • Plan clear steps in an explanation; ensure sentences are sequenced logically to enable the reader to understand the process • Interest the reader by addressing them directly (<i>You'll be surprised to know that ... Have you ever thought about the way that ...?</i>) or by relating the subject to their own experience at the end (<i>So next time you see a pile of dead leaves in the autumn ...</i>) <p>Grammar Focus</p> <p>As for Y3 plus:</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>When an animal dies, <u>the soft part of the animal</u> rots away. Millions of years later, <u>the rock surrounding the skeleton</u> rises to the Earth's surface.</i> • Fronted adverbials - note how these are usually used to specific a time or cause e.g. <i>Millions of years later,... , When an animal or plant dies..., Consequently,...</i> • Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader, for example, <i>Now that you know about fossils, why don't you go on your very own fossil hunt?</i> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate the use of nouns and pronouns in a text and note the use of the noun in the opening statement, followed by the pronoun, for example, <i>In winter, <u>hedgehogs</u> hibernate. <u>They</u> make their nests under hedges.</i> Decide on an appropriate balance between nouns and pronouns to aid clarity.
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Progression in Explanation

Y5	<ul style="list-style-type: none"> • Read and analyse a range of explanatory texts linked to other curriculum areas e.g. 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Research, take notes and convert these into full sentences later • Plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style • Choose the appropriate form of writing and style to suit a specific purpose and audience • Use features of the chosen form to add interest to the writing e.g. charts and diagrams • Consider use of vocabulary to inform the reader e.g. technical language or use of precise verbs and nouns <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph. Build on the range of connecting adverbs/adverbials used in year 4 to present further sequencing e.g. <i>at this point, after that, from then on, in general.</i> Use a range of conjunctions to link ideas e.g. <i>If all goes to plan, the hedgehog will remain here until the spring.</i> Use pronouns and synonyms to avoid repetition e.g. <i>Fossils are the preserved remains of creatures and plants that died millions of years ago. They are good clues to pre-historic life. There are many of these fascinating relics all over the UK.</i> Use repetition for effect e.g. <i>The name dinosaur means 'terrible lizard'. Whilst they were lizards and some were indeed terrible, many were fairly harmless creatures.</i> • Linking ideas across paragraphs using adverbials of time, place and number or tense choices and referring back to the previous content. • Modal verbs and adverbs to express possibility e.g. <i>As hedgerows disappear, hedgehogs could possibly become an endangered species.</i> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. use relative clauses to add an extra layer of information, for example, <i>Darwin, a famous evolutionist, studied the lifecycles of many animals.</i> • Brackets, dashes or commas e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this e.g. <ul style="list-style-type: none"> ➤ <i>The modern marathon is 26 miles (approximately 42 km) and runners must complete the entire distance.</i> ➤ <i>If you see a tiger in the wild -and this is rare- do not approach it.</i>
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Progression in Explanation

Y6	<ul style="list-style-type: none"> • Read, evaluate and discuss the effectiveness of a variety of explanation texts • Consider the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle). Investigate when a different tense is needed • Choose the appropriate register for the audience and maintain a consistent level of formality throughout the writing • Maintain interest for the reader through various devices, structures and features, e.g. layout, direct appeal to the audience, carefully chosen vocabulary • Write well-structured introductions to engage the reader, with appropriate endings that conclude the piece clearly • Evaluate clarity, level of detail and effect of own writing <p>Grammar Focus:</p> <p>As for Y5 plus:</p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. investigate how the subject noun is used repeatedly in more complex explanations to aid understanding (compare with simpler explanations where the noun is often replaced with a pronoun). See Year 5 exemplification. • Use of passive voice to give a tone of formality and where the agent in the sentence is unimportant e.g. <i>Dinosaur bones <u>were discovered</u>...First of all, the fossils <u>are extracted</u> from the rock...At this point, the skeleton <u>can be reassembled</u>...</i> • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Adverbial phrases link events according to chronology and cause e.g. <i>Once this has happened, the vapour condenses resulting in the formation of water droplets.</i> • Use of the colon to introduce a list and use of semi-colons within lists of more complex information e.g. <i>The water cycle consists of four main stages: water turning to gas (evaporation); gas turning back into water (condensation); water falling to earth (precipitation); collection of water into groundwater storage (infiltration).</i> • Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. <i>Water is never destroyed or used up; the cycle is continuous.</i>
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Progression in Explanation

Moving beyond	<p>Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.</p> <ul style="list-style-type: none">• Experiment with the form, for example write explanations of real-life situations that are in process (unfolding events in world news; a fictional project that is at a critical stage)• Explain how events led to the current situation and then speculate/advise/instruct on how to proceed with /manage/resolve the situation• Confident use of tense, adverbials and conjunctions move the writing from the past, through the present to the future <p>Grammar focus</p> <ul style="list-style-type: none">• Use modal verbs to recommend and assert e.g. <i>it might be advisable...it should be relatively easy to...there may be an opportunity to...</i>• Use embedded phrases and clauses for succinctness e.g. <i>The final stage, to be completed by June, will involve...</i>• Use of subjunctive e.g. <i>If this were to happen....</i>
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Progression in Explanation

	Suggested texts to support and inspire writing explanations
Y1/ 2	<p><i>Usborne First Questions and Answers – What makes it rain?</i> by Usborne Books</p> <p><i>A Seed in Need: A first look at the plant lifecycle</i> by Sam Godwin</p> <p><i>Yucky Worms</i> by Vivian French</p> <p><i>Ten Things I Can Do to Help My World</i> by Melanie Walsh</p> <p><i>National Geographic for children series e.g. Little Kids Big Book of Why</i></p> <p><i>Monsters: an owner's guide</i> by Jonathan Emmett & Mark Oliver</p> <p><i>Aliens: an owner's guide</i> by Jonathan Emmett and Mark Oliver</p> <p><i>Caterpillars to Butterflies</i> by Bobbie Kalman</p> <p><i>My Little Book Of Lifecycles</i> by Camilla Bédoyère</p> <p><i>Life Cycle of a Frog</i> by Kirsty Holmes</p> <p><i>We Build Our Homes</i> by Laura Knowles</p>
Y3/ 4	<p><i>The Street Beneath My Feet</i> by Charlotte Guillain and Yuval Zommer (Y3 Science / Rocks)</p> <p><i>Dotty Inventions and Some Real Ones Too</i> by Roger McGough</p> <p><i>Pebble in my pocket</i> by Meredith Hooper</p> <p><i>The Rock Factory: A Story About Rocks and Stones</i> by Jacqui Bailey and Matthew Lilly</p> <p><i>See Inside How Things Work (An Usborne Flap Book)</i> by Conrad Mason, illustrated by Colin King</p> <p><i>Until I met Dudley</i> by Roger McGough (explanations of inventions)</p> <p><i>Wallace & Gromit: The Complete Cracking Contraptions Manual</i> by Derek Smith</p> <p><i>Wallace & Gromit: Cracking Contraptions DVD</i></p> <p><i>How things work: National Geographic</i> by Tamara J Resler</p> <p><i>Look inside how things work: Usborne</i> by Rob Lloyd Jones</p> <p><i>The Drop in my Drink</i> by Meredith Hooper (Y4 Science / water cycle)</p> <p><i>DK How to be an engineer</i> by Carol Vorderman</p> <p><i>About animals series</i> by Owen Davey e.g. <i>Fanatical about frogs, Crazy about cats</i></p>
Y5/6	<p><i>Horrible Geography series</i> by Anita Ganeri</p> <p><i>The Rhythm of the Rain</i> by Grahame Baker Smith</p> <p><i>Everything Volcanos and earthquakes</i> by Kathy Furgang & National Geographic Kids</p> <p><i>How to build rockets</i> by Louise Derrington</p> <p><i>Horrible Science</i> by Nick Arnold</p> <p><i>My amazing body machine</i> by Robert Winston</p> <p><i>All about evolution</i> by Robert Winston</p> <p><i>Moth</i> by Isabel Thomas (Explanation of selection and adaptation)</p> <p><i>Arthur Spiderwick's Field Guide to the Fantastical World Around You</i> by Tony DiTerlizzi and Holly Black</p> <p><i>The Element in the Room</i> by Mike Barfield</p>

Progression in Persuasion

This document aims to support teachers in understanding the appropriate pitch and progression when teaching specific text types. The relevant statements from the 'Vocabulary, grammar and punctuation (VGP)' Programmes of Study from the 2014 National Curriculum have been added for each year group. Where possible, the VGP statements are exemplified (bold italicised) to show teachers how that statement might be translated into prose within the context of the specified text type. Further guidance can be accessing the HfL Models for Writing.

	Progression in persuasion texts
YR	<ul style="list-style-type: none"> • Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways e.g. pictures of food that make them want to eat things • Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. • Give oral explanations e.g. their or another's motives; why and how they can persuade or be persuaded. • Begin to be able to negotiate and solve problems amicably e.g. when someone has taken their toy • Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, <i>please don't touch, please don't break my model, keep away</i> <p>Grammar focus:</p> <ul style="list-style-type: none"> • Know that a sentence tells a whole idea and makes sense • Awareness of listener • Communicate ideas through simple written sentences e.g. <i>'Please don't break my model'</i> (label in the construction area / <i>'Please can I have a ...'</i>(letter to Santa)
Year 1	<ul style="list-style-type: none"> • Read captions, pictures, posters and adverts that are trying to persuade • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective • Write simple examples of persuasion e.g. in the form of a letter to a character in a book <p>Grammar focus:</p> <ul style="list-style-type: none"> • Separation of words with spaces • How words can combine to make sentences e.g. <i>I want a rabbit.</i> • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. <i>Please can we have a rabbit?</i> • Sequencing sentences to form short narratives e.g. <i>Rabbits make good pets. Rabbits are friendly. Rabbits are clean and quiet. They can eat our carrots.</i> • Joining words and joining clauses using <i>and</i> e.g. <i>Please can we have a rabbit and keep it in class?</i> • Capital letters for names and for the personal pronoun I

Progression in Persuasion

<p>Year 2</p>	<ul style="list-style-type: none"> • As part of a wide range of reading, explore persuasive texts (posters, adverts, letters etc.) and begin to understand what they are doing and how • Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama • Write persuasive texts linked with topics relevant to current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text <p>Grammar focus:</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Correct choice and consistent use of present tense and past tense throughout writing i.e. know that persuasive texts are written in the simple present tense • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. inclusion of an opening statement that presents the persuasive point of view e.g. <i>Why am I the best choice for class rep?</i> vs <i>Why I am the best choice for class rep.</i> • Expanded noun phrases for description and specification e.g. <i>Vote for me. I am a confident, helpful boy.</i> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. extend reasoning using subordination, for example, <i>Vote for me because I am a confident, helpful and kind boy.</i> • Commas to separate items in a list e.g. list persuasive arguments e.g. <i>I think I should be school councillor because I like speaking in public, I have good ideas and I listen to other people's ideas.</i>
<p>Year 3</p>	<ul style="list-style-type: none"> • Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally

Progression in Persuasion

- Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used
- Present a persuasive point of view e.g. in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader

Grammar focus:

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
For example:
 - use adverbs and conjunctions to offer justification of a point of view e.g.
You will be the envy of all your friends if you buy these trainers.
The trainer is brightly coloured so that you will be seen in the dark.
 - use connecting adverbs to link persuasive points together and provide further justification e.g. ***I think that we should be allowed to keep the dragon as a pet because... Also... As well as this***
- Introduction to paragraphs as a way to group related material e.g.
 - generate several reasons for a point of view
 - group related persuasive points together

Year 4

- Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues)

Progression in Persuasion

- Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these
- From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader
- Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words
- Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the listener/reader
- Use graphs, images, visual aids to make the view more convincing

Grammar focus

As for Year 3 plus

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. explore the use of expanded noun phrases in advertising, for example,
...the beach with its mile long stretch of golden white sand...
...rich, velvety chocolate harvested from the heart of the Amazonian rainforest...
- Fronted adverbials followed by commas (use a wider range of adverbs/adverbials to build on the range used in year 3) to link persuasive points together e.g. **Furthermore,...Additionally,...More importantly, ...**
- Use of paragraphs to organise ideas around a theme e.g. investigate where paragraphs move from the general to the specific, for example, **The hotel is very comfortable. All the beds are soft, the chairs will support your back and all rooms have thick carpets.**
- Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented,
 - ordering points to link them together so that one follows from another
 - how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments
 - how a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, **All the evidence shows that...It's quite clear that...Now you have seen all that we offer you, there can be no doubt that we are the best.**
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate how the same subject is referred to in many different ways in some persuasive texts, in order to make it sound more appealing or grand, for example, **At The Mirage we will make your taste buds tingle...this 5 star restaurant is world famous...our beautiful bistro...**

Progression in Persuasion

Year 5

- Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate
- Read other examples (such as newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact
- From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g.
 - persuasive noun phrases, e.g.
'not a single person...'
'every right-thinking person would...'
'the real truth is...';
 - rhetorical questions, e.g.
'are we expected to...?'
'where will future audiences come from...?';
 - pandering, condescension, concession, e.g.
'Naturally, it takes time for local residents...';
 - deliberate ambiguities, e.g.
'probably the best...in the world'
'believed to cure all known illnesses'
'the professional's choice'
- Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness
- Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required
- Combine persuasion with other text types e.g. instructions, discussion, explanation

Grammar focus:

- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. For example,
 - explore the use of adverbs of possibility and modal verbs in forming rhetorical questions, for example, ***Surely you would not want...? Can you imagine...?***
 - explore which modal verbs are most commonly used in persuasive writing, for example, those that express certainty and offer a promise or commitment (must, can, will) ***We could do this for you and we might do that*** vs ***We shall do this and you must respond.***
 - explore combinations of modals and adverbs to increase the effect of persuasion e.g. ***We should definitely consider*** or ***We must surely respond*** or to add a degree of politeness e.g. ***I wonder if you might possibly***

Progression in Persuasion

- Devices to build cohesion within a paragraph and across paragraphs. For example:
 - Build on the range of connecting adverbs/adverbials used in year 4 to present further justification of a point of view e.g. ***moreover, besides which, additionally, similarly.***
 - Use a range of conjunctions to link ideas e.g. ***Although the hotel brochure promised luxury bedrooms, the reality was far from luxurious.***
 - Use pronouns and synonyms to avoid repetition e.g. ***The hotel restaurant was especially disappointing. This atrocious brasserie was probably the worst eatery I have ever encountered. I could not bring myself to eat there for a second night.***
 - Use repetition for effect e.g. ***The place suffered from dreadful decor, dreadful service and, above all, dreadful food. I demand an immediate reply to my letter and I certainly demand a refund.***
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. For example, investigate examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for example, ***The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours.***
- Experiment with removing relative clauses from example texts and consider the effect
- Brackets, dashes or commas to indicate parenthesis e.g. ***No other restaurant – and we have tried them all- can match the cuisine of The Boathouse. The Boathouse (www.bh.com) is one of the best restaurants in the area.***
- Use of commas to clarify meaning or avoid ambiguity. For example, explore how much additional information can be added to a sentence, without compromising meaning and how these sentences can be used to overwhelm the reader's senses e.g. ***This decadent chocolate treat, flavoured with bitter-sweet cherry liquor - which is made with care in the Alps - will not only satisfy your hunger, but will no doubt wake up your taste buds, giving them a well-earned break from their usual, boring flavours.***

Progression in Persuasion

Year 6

- Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:
 - the expression, sequence and linking of points
 - providing persuasive examples, illustration and evidence
 - pre-empting or answering potential objections
 - appealing to the known views and feelings of the audience
- Orally and in writing, construct effective persuasive arguments:
 - using persuasive language techniques to deliberately influence the listener.
 - developing a point logically and effectively
 - supporting and illustrating points persuasively
 - anticipating possible objections
 - harnessing the known views, interests and feelings of the audience
 - tailoring the writing to formal presentation where appropriate
- In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate

Grammar focus

As for Y5 plus:

- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. (Build on the exemplification in Year 5). For example, collect examples of counter argument statements and practice writing their own e.g. ***Although there are many who would argue that..., there are a growing number of critics who think that...***
- Explore combinations of modal verbs and adverbs of possibility as outlined in Year 5
- Use of the passive to increase the level of formality by establishing an authoritative and/or impersonal tone e.g.
 - explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting, for example, ***'the invaders must be stopped'***
 - consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, ***'we (or 'you') must stop the invaders'***
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as ***if I were*** or ***were they to come*** in some very formal writing and speech], e.g. ***If I were prime minister, I would...***
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- Consistent punctuation of bullet points to list information

Progression in Persuasion

Moving beyond

Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.

- Through reading and analysis of persuasive texts across a range of contexts, recognise how style and register may vary according to environment and audience
- Identify how persuasive devices and arguments are linked within and across paragraphs, taking careful note of how ideas are developed through reference chains **e.g. *the rainforest...this dwindling biome...the impact of its loss is incalculable***
- Vary and manage paragraphs in a way that support whole structure of the text e.g. single sentence paragraphs to secure an argument, movement of focus from the general to the specific
- Orally and in writing, construct effective persuasive arguments:
 - using a wide range of persuasive language techniques and modes of presentation to deliberately influence the listener e.g. counter argument, rhetorical techniques, for example, emotive words (***starving children, destitute victims***) alliteration (***pressing problem***) repetition/power of three (***this is destroying habitats; this is destroying food chains; this is destroying lives***) personal pronouns for direct address/assuming a shared view (***we, you***)
 - building up points for emphasis
 - illustrating with carefully chosen, relevant examples
 - pre-empting possible objections and take account of conflicting agendas through compromise, precautionary measures, checks and balances e.g. ***Pupils will not be allowed to enter the vicinity of the pool unless accompanied by an adult***
 - sparing, effective use of exaggeration, emotive language, flattery and plausible statistics
 - subject-specific technical vocabulary to enhance credibility
- Oral presentations take full account of the audience
- Voice and gesture is used for emphasis and to sustain interest throughout

Suggested grammar focus:

- Use of a range of verb forms e.g.:
 - conditionals to establish a polite tone, for example, ***We were wondering if we could...***
 - modal verbs to convey likelihood/degree of certainty, for example, ***immediate action must be taken..., this could be the single greatest opportunity...***
 - the passive voice to establish an authoritative and/or impersonal tone, for example, ***this issue has been left unresolved for too long..., the benefits have been thoroughly established...***
 - the subjunctive mood to further demonstrate formality, for example, ***if we were to take collective responsibility...***

Use of these forms should not impact upon clarity. Good writing will depend on selective use that supports the overall intention of the text.

Progression in Persuasion

	Suggested texts to support and inspire writing persuasively
Y1/ 2	<p><i>Don't let the pigeon drive the bus</i> by Mo Willems</p> <p><i>Don't let the pigeon stay up late</i> by Mo Willems</p> <p><i>I would actually like to keep it (Charlie and Lola)</i> by Lauren Child</p> <p><i>Click, Clack, Moo Cows that type</i> by Doreen Cronin</p> <p><i>Five Minutes' Peace</i> by Jill Murphy</p>
Y3/4	<p><i>The Day the Crayons Quit</i> by Drew Daywalt</p> <p><i>Home</i> by Carson Ellis</p> <p><i>I Wanna New Room</i> by Karen Kaufman Orloff & David Carlow</p> <p><i>Dear Teacher</i> by Amy Husband</p> <p><i>Dear Greenpeace</i> by Simon James</p> <p><i>The Great Kapok Tree</i> by Lynne Cherry</p> <p><i>For the right to learn Malala Yousafzai's Story</i> by Rebecca Langston George</p> <p><i>The Tin Forest</i> by Helen Ward</p> <p><i>The Tunnel</i> by Anthony Browne</p> <p><i>The Spider and The Fly</i> by Tony DiTerlizzi</p> <p><i>Help a Hedgehog, Protect a Polar Bear</i> by Jess French</p>
Y5/6	<p><i>The Promise</i> by Nicola Davies</p> <p><i>Floodland</i> by Marcus Sedgwick</p> <p><i>Speeches That Changed The World</i> by Quercus</p> <p>St Crispin's Day speech from Henry V</p>

Progression in Discussion

This document aims to support teachers in understanding the appropriate pitch and progression when teaching specific text types. The relevant statements from the 'Vocabulary, grammar and punctuation (VGP)' Programmes of Study from the 2014 National Curriculum have been added for each year group. Where possible, the VGP statements are exemplified (bold italicised) to show teachers how that statement might be translated into prose within the context of the specified text type. Further guidance can be accessing the HfL Models for Writing.

	Progression in discussion texts
YR	<ul style="list-style-type: none"> • Experience and recognise that others sometimes think, feel and react differently from themselves • Talk about how they and others might respond differently to the same thing e.g. like a particular picture or story when someone else doesn't • Give oral explanations e.g. their own or another's preferences of what they like to eat and why • Listen and respond to ideas expressed by others in discussion • Initiate conversations, attend to and take account of what others say <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Communicate opinions through simple written sentences e.g. <i>I hope....I like.....I wish...</i> • Show awareness of the listener • Use the personal pronoun 'I' in discussions e.g. during a discussion about their age Matilda said, <i>'I'm 5 years old!'</i> • In discussions, use joining words such as and, but, because to begin exploring thinking further e.g. <i>'I hate marmite but lots of people like it.'</i>
Year 1	<ul style="list-style-type: none"> • Through talk and role play explore how others might think, feel and react differently from themselves and from each other • In reading, explore how different characters might think, feel and react differently from themselves and from each other • Write sentences to convey their opinion and the contrasting opinion of someone else (such as a character from a book or peer in the class etc.) e.g. <i>I think that he should give the toy back. James thinks that he should keep the toy.</i> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Separation of words with spaces • How words can combine to make sentences • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Sequencing sentences to form short narratives, e.g. <i>Super Daisy is brave. Super Daisy saved the Earth. She should get a prize.</i> • Joining words and join clauses using 'and'. For example, use 'and' to begin exploring thinking further, e.g. <i>I would give the toy back <u>and</u> say sorry to the little girl.</i> • Capital letters for names and for the personal pronoun I

Progression in Discussion

Year 2

- Through reading, role play, drama techniques and in life situations, recognise that different people and characters from texts have different thoughts/ feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Little Red Riding Hood differently to the girl herself
- Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another

Grammar Focus:

- Subordination (using when, if, that, because) and co-ordination (using or, and, but) For example, use 'because' to extend reasoning e.g. ***I think that the wolf is naughty because he scares the little pigs.***
- Correct choice and consistent use of present tense and past tense throughout writing e.g. discussions are written in the simple present tense
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. For example, children generate questions for discussions following reading e.g. ***Should the boy give the toy back?***
- Expanded noun phrases for description and specification [for example: the blue butterfly, plain flour, the man in the moon]. Use noun phrases to generalise e.g. ***some people, everyone in the class, all the boys, most of the girls***

Progression in Discussion

Year 3

- Through reading, role-play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, or the different view of people writing to a newspaper). In the process, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Write a traditional tale (or a scene from any narrative) from two key characters' perspectives, showing a contrast in viewpoint
- Write a summary statement/series of sentences expressing their own opinion on the characters viewpoints (e.g. who was right/wrong) and present reasons for their opinion

Grammar Focus:

- Expressing time, place and cause
 - using conjunctions [for example: when, before, after, while, so, because] e.g. ***We should have a swimming pool so we can learn to swim.***
 - adverbs [for example: then, next, soon, therefore] e.g. ***Then we could swim every day.***
 - prepositions [for example: before, after, during, in, because of] e.g. ***We could swim in the pool during the summer.***
- Introduction to paragraphs as a way to group related material. For example:
 - write an introduction to show why you are debating the issue e.g. ***There is always a lot of disagreement about x and people's views vary a lot.***
 - group arguments for, and arguments against, in separate paragraphs
- Headings and sub-headings to aid presentation e.g. use headings to present arguments for and arguments against

Progression in Discussion

<p>Year 4</p>	<ul style="list-style-type: none"> • In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced • Through questioning and debate, continue to explore the expression of different views through discussion, role play and drama • Give well-structured, and extended, justification for feelings and opinions • Following discussion of a subject, plan, compose and edit a written discussion <p>Grammar Focus</p> <p>As for Y3 plus:</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. '<i>most people with a reasonable knowledge of the subject...</i>', '<i>all dogs with a history of violence...</i>', '<i>some children in the class...</i>' • Fronted adverbials and use of commas after fronted adverbials e.g. use connecting adverbs/adverbials to present further justification of a point of view e.g. <i>Furthermore, In addition, Also, In my opinion,</i> • Use of paragraphs to organise ideas around a theme e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action/personal stance, summarising reasons in a final paragraph • Appropriate choice of pronoun or noun (including synonyms) within and across sentences to aid cohesion and avoid repetition e.g. <i>Many <u>dog-owners</u> argue that...<u>they</u> go on to state that...these <u>animal lovers</u> also make the point that...</i>
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Progression in Discussion

Year 5

- In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue
- Experiment with the presentation of various views (own and others', biased and balanced) through discussion, debate and drama
- Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak
- Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:
 - summarise different sides of an argument
 - clarify the strengths and weaknesses of different positions
 - signal personal opinion clearly
 - draw reasoned conclusions based on available evidence
- Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate

Grammar Focus:

- Devices to build cohesion within a paragraph and across paragraphs. For example:
 - Build on the range of connecting adverbs/adverbials used in year 4 to present further justification of a point of view e.g. ***moreover, besides which, additionally, similarly.***
 - Use a range of conjunctions to link ideas e.g. ***Although this could be said of most dog-owners, others are less considerate.***
 - Use pronouns and synonyms to avoid repetition e.g. ***Mobile phones should be banned from primary schools. These devices are now commonplace among children and they are becoming a nuisance.***
 - Use repetition for effect e.g. ***We must consult teachers, consult carers and, above all, consult children.***
- Indicating degrees of possibility using adverbs [for example: definitely, perhaps, surely, undoubtedly] and modal verbs [for example: should, might, ought to, must, will] to help express a personal opinion in the final paragraph e.g. ***We should probably consider whether... / Perhaps I could remind you that...***
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. follow generic statements with more specific examples e.g. ***There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that...***

Progression in Discussion

<p>Year 6</p>	<ul style="list-style-type: none"> Through reading, recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument Discuss and debate a controversial issue and then write a balanced report: <ul style="list-style-type: none"> ➤ summarising fairly the competing views ➤ analysing strengths and weaknesses of different positions ➤ drawing reasoned conclusions where appropriate ➤ using formal language and presentation as appropriate Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact Choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence <p>Grammar Focus:</p> <p>As for Y5 plus:</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. For example, build and use a range of connecting adverbs to move between opposing views, e.g. <i>on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.</i> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. end with a summary paragraph, using consistently punctuated bullet points to present recommendations Use of the semi-colon, colon and dash to mark the boundary between independent clauses. For example, use colons to: <ul style="list-style-type: none"> ➤ introduce questions for discussion e.g. <i>The pressing issue now is this: what should happen to....?</i> ➤ introduce a quotation to support a viewpoint e.g. <i>Supporters of this view often refer to the well-known proverb: ‘Treat others as you would wish to be treated’.</i> ➤ to prepare the reader for a revelation of the author’s opinion in the final paragraph e.g. <i>The final conclusion is therefore clear in my mind: animal testing must be banned immediately.</i>
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Progression in Discussion

<p>Moving beyond</p>	<p>Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.</p> <ul style="list-style-type: none"> Independently select a controversial or concerted issue of particular interest: <ul style="list-style-type: none"> ➤ Set out competing views clearly; may use some limited quotation ➤ Using technical and formal language and presentation as appropriate Choose between setting out opposing views in separate paragraphs or as alternate points within a paragraph e.g. argument for, followed by argument against, and consider impact Make links throughout that guide the reader through the topic, providing clarification and explanation (in parenthesis and otherwise) when complexity demands it Offer a well-developed and convincing conclusion; provide justifications that draw from the text; summarise deciding factors accurately and succinctly whilst avoiding unnecessary repetition <p>Suggested Grammar Focus:</p> <ul style="list-style-type: none"> Develop confidence and versatility in using a variety of verb forms, including different tenses, modals and impersonal structures, to support the analysis of points, for example to contrast between current and future use e.g. <i>Youths roaming wild can be a nuisance; once this rule has been introduced parents will have to control them.</i> Use of the subjunctive mood to establish formality and an authoritative stance e.g. <i>If we were to believe everything we read about young people..., Opponents suggest that this be done without delay.</i> Pupils should be asked to consider whether this is the most effective way of expressing their ideas in terms of clarity and flow. Evaluating such choices reinforces work round audience and purpose.
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Progression in Discussion

	Suggested texts to support and inspire writing discussions
Y1/ 2	<i>Harry the Happy Mouse: Teaching children to be kind to each other</i> by N.G.K <i>Little Mouse's Big Book of Fears</i> by Emily Gravett <i>Tidy</i> by Emily Gravett <i>Look after your planet</i> by Lauren Child <i>A Planet Full of Plastic</i> by Neil Layton <i>Have you filled a bucket today?</i> by Carol McCloud <i>Ruby's Worry</i> (and other books in the Bright Young Feelings series) by Tom Percival <i>Greta and the Giants</i> by Zoe Tucker <i>Monty the Manatee- A book about kindness and anti-bullying</i> by Natalie Pritchard
Y3/4	<i>Can we save the tiger?</i> By Martin Jenkins <i>The Great Paper Caper</i> by Oliver Jeffers <i>How to live forever</i> by Colin Thompson <i>We Are All Born Free – the universal declaration of human right in pictures.</i> <i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i> by Miranda Paul <i>The Soul Bird</i> by Michael Snunit <i>Malala's Magic Pencil</i> by Malala Yousafzai <i>Every Child a Song- A Celebration of Children's Rights</i> by Nicola Davies
Y5/6	<i>The Week Junior</i> <i>My Name is Not Refugee</i> by Kate Milner <i>*Zoo</i> by Anthony Browne <i>*The Arrival</i> by Shaun Tan <i>*The Island</i> by Armin Greder <i>Refugee Boy</i> by Benjamin Zephaniah <i>Who Are Refugees and Migrants? What Makes People Leave Their Homes? And Other Big Questions</i> by Michael Rosen and Annemarie Young (Part of the <i>And Other Big Questions</i> series) <i>*Varmints</i> by Helen Ward <i>Earth Heroes</i> by Lily Dyu <i>Strange but True</i> by Kathryn Hulick <i>Bullies, Bigmouths and So-Called Friends</i> by Jenny Alexander *picture books

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