



Genre/Year group	Recount/ Newspaper	Persuasion	Explanation	Instruction	Argument	Information
Year 1	<p>To discuss an event using the 1st person</p> <p>To write about an event that has happened to them</p> <p>To write simple recounts linked to topics of interest</p>			<p>To make simple lists for planning, reminding etc.</p> <p>To write and draw simple instructions for everyday use.</p>		<p>To write a caption for their own work e.g. display or class books.</p> <p>To write labels for drawings and diagrams e.g. parts of the body</p> <p>To produce extended captions.</p> <p>To write simple questions and record answers.</p> <p>To assemble information from own experience e.g. food, pets</p> <p>To use simple sentences to describe based on examples from reading.</p> <p>To write simple non-chronological reports</p> <p>To organise work using lists, charts and sections (early subheadings)</p>



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Year 2	To write in the past tense in the 1 st person		To produce simple flow charts and diagrams that explains a process.	To write simple instructions To use models from reading to organise instructions sequentially. To use diagrams in instructions. To use appropriate style in writing instructions (formal tone)		To make simple notes from non-fiction texts (keywords and phrases, headings) to use in subsequent writing. To make class dictionaries, glossaries of special interest words, giving explanations and definitions. To write non-fiction texts using texts read as models for own writing e.g. use of headings, subheadings, captions. To write non-chronological reports based on the structure of known texts.



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Year 3	<p>To recount the same event in a variety of ways (story, diary, news report)</p> <p>To be able to present facts 5 W's</p> <p>To know the language features of a news report i.e. past tense, 3rd person</p> <p>To conduct an interview and gather facts</p> <p>To create short and punchy headlines.</p>	<p>To write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books.</p> <p>To select style and vocabulary appropriate to the intended reader.</p> <p>To organise letters into simple paragraphs.</p>		<p>To write instructions using a range of organisational devices (lists, dashes, comas for lists).</p> <p>To identify the intended audience (self or others).</p>		<p>To make use of simple formats to capture key points (chart, flow chart, matrices) and draw together notes from more than one source.</p> <p>To summarise the content of a passage with the main point it is making.</p> <p>To write simple non-chronological reports based on structure of known texts.</p> <p>To use appropriate language to present, sequence and categories ideas.</p> <p>To write for a known audience (other pupils in class, teacher/parents)</p> <p>To make alphabetically ordered text - using information from other subjects, own experiences or derived from other information books (a book about plants)</p>



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Year 4	<p>To know the features of a news paper</p> <p>To write the lead paragraph of a newspaper</p> <p>To write a main body including 5 W's and elaborated facts</p> <p>To use a quote when writing news report</p> <p>To use alliteration for headlines</p> <p>To organise writing into paragraphs.</p>	<p>To design an advert (poster, imaginary product) making use of linguistic and other features learned from reading examples.</p>	<p>To improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as subheadings.</p> <p>To write explanations of a process using conventions identified by reading.</p>	<p>To write clear instructions using conventions learned from reading i.e. imperative verbs.</p> <p>To test out their own written instructions.</p> <p>To improve the cohesion of written instructions and directions through the use of link phrases and organisational devices (subheadings, numbering, bullet points)</p>	<p>To assemble and sequence points in order to plan the presentation of a point of view.</p> <p>To use writing frames where necessary to back up points of view with illustrations and examples.</p> <p>To present a point of view in writing (letter, report, script) linking points persuasively and selecting style and vocabulary appropriate to the reader.</p>	<p>To abbreviate ideas, select key words, listing or in diagrammatic form.</p> <p>To generalise some of the details and deleting the least important details.</p> <p>To fill out brief notes into connected prose.</p> <p>To collect information from a variety of sources and present it in one simple format e.g. labelled diagram.</p>



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Year 5	<p>To write a newspaper article that is factual and unbiased.</p> <p>To use eye witnesses to convey opinion</p> <p>To elaborate on the stories of those affected</p> <p>To use rhyme and alliteration when writing headlines</p> <p>To write a recount using the features of a diary.</p>	<p>To draft and write letters for real purposes (put a point of view, comment on an emotive issue, protest)</p>	<p>To plan, compose, edit and refine explanatory texts focusing on clarity, conciseness and impersonal style.</p>	<p>To write instructional texts and test them out.</p>	<p>To record and acknowledge sources in their own writing.</p> <p>To write a commentary on an issue, setting out and justifying a personal view (editorial, leaflet)</p> <p>To construct an argument in note form to persuade others of a point of view.</p>	<p>To use simple abbreviations in note taking.</p> <p>To make notes for different purposes and build on these notes in their own writing or speaking.</p> <p>To plan, compose, edit and refine short non-chronological reports focusing on clarity, conciseness and impersonal style.</p> <p>To record and acknowledge sources in their own writing.</p>



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Year 6	<p>To use lead in sentences for quotes</p> <p>To make quotes relevant</p> <p>To base main body around those affected</p> <p>To include puns, play on words for headlines</p> <p>To write a commentary on an issue on paper or screen.</p> <p>To present a balanced and ethical report.</p> <p>(3 weeks)</p>	<p>To produce a paragraph that includes main statement, elaboration and evidence.</p> <p>(2 weeks)</p>	<p>To secure control of impersonal writing, particularly the sustained use of present tense and passive voice.</p> <p>To divide whole text into paragraphs paying attention to the links between one paragraph to the next.</p> <p>To select the appropriate style and form to suit a specific purpose and audience.</p> <p>(2 weeks)</p>		<p>To construct effective arguments.</p> <p>To anticipate possible objections.</p> <p>To develop a point logically and effectively.</p> <p>To harness the known views, interest and feelings of the audience.</p> <p>To write a balanced report on a controversial issue.</p> <p>To summarise fairly the competing views.</p> <p>To analyse the strengths and weaknesses of different positions.</p> <p>(2 weeks)</p>	<p>To precise longer passages.</p> <p>To compose a biographical account based on research.</p> <p>To write an introduction that summarises the key achievements.</p> <p>To write a conclusion that explains the impact of a person on the world/the reader.</p> <p>To use organisational devices (subheadings, chronological order)</p> <p>To describe a person from different perspectives e.g police</p> <p>(2 weeks)</p>

Planning - INSET

Contextualising, planning, drafting, writing, evaluating, editing, proof-reading

Non Fiction Progression of Skills



Winsor Primary School