



**English Curriculum
Writing Purposes
Progression Maps**

Writing to Discuss



Progression in discussion texts



- Not limited to controversial topics but polarised views are often a vehicle to teach them.
- Contrast with persuasive writing where only one viewpoint is developed.

Purpose – To present a reasoned and balanced overview of an issue or a controversial topic. Usually aims to provide two or more views on an issue, each with elaborations, evidence and/or examples.

Structure	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none"> ❖ A statement of the issues involved and a preview of the main arguments ❖ Arguments for with supporting evidence ❖ Arguments against with supporting evidence ❖ A summary which develops one particular viewpoint based on the evidence 	<ul style="list-style-type: none"> ❖ Present tense with other forms such as present perfect ❖ Generalisers e.g. some people, many scientists etc ❖ Headings and subheadings can be used ❖ Paragraphs for structure ❖ Linking adverbs for cohesion within and across paragraphs e.g. therefore, subsequently ❖ Formal and informal vocabulary choices to suit the form of the argument ❖ Layout devices such as diagrams and illustrations can be used ❖ Passive voice ❖ Degrees of formality and informality ❖ Subjunctive form e.g. If people were to stop hunting whales... ❖ Colons and semi-colons 	<ul style="list-style-type: none"> ❖ Questions often make good titles ❖ Use the introduction to state why the issue is being debated ❖ Make sure the argument is balanced ❖ Support each viewpoint with reasons and evidence ❖ If the conclusion opts to support one particular view, explain why

Progression in discussion texts



Year Group	Feature to include
1	n/a
2	n/a
3	n/a
4	n/a
5	<ul style="list-style-type: none">❖ Consistent use of present tense❖ Present perfect verb forms❖ Effective noun phrases❖ Paragraphs to organise ideas❖ Linking adverbs❖ Headings and subheadings❖ Cohesions within paragraphs
6	<ul style="list-style-type: none">❖ Cohesion across paragraphs❖ Formal and informal vocabulary choices❖ Passive voice❖ Degrees of formality and informality to suit the form❖ Subjunctive form❖ Use semi-colons, colons and dashes

Common forms of discussion text:

- Non-fiction books on 'issues'
- Written debate
- Leaflet or article
- Editorials about historical attitudes
- Letters about pollution, factory farming etc
- Essays giving opinions about literature, music, art etc

Writing to Inform



Progression in explanatory texts



- Explanatory texts go beyond description into causes, motives or reasons
- It is important to explain the 'how' and 'why' to differentiate this text from being a report.

Purpose – To explain how or why something is the way it is

Structure	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none"> ❖ A general statement to introduce the topic being explained e.g. why some animals hibernate in winter ❖ The steps or phases are explained logically and in order. 	<ul style="list-style-type: none"> ❖ Written in the present tense ❖ Questions can be used to form titles ❖ Question marks ❖ Linking adverbs e.g. Firstly, after that, ❖ Conjunctions e.g. because, so ❖ Prepositions e.g. before, after ❖ Cohesion with use of nouns and pronouns ❖ Adverbs of possibility e.g. perhaps, surely ❖ Modal verbs e.g. might, should ❖ Fronted adverbials e.g. during the night ❖ Relative clauses ❖ Degrees or formality and informality dependent on purpose and audience ❖ Passive voice ❖ Layout devices ❖ Paragraphs ❖ Brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> ❖ Choose a title that explains what you are explaining ❖ Decide whether images will be included ❖ Decide on other features such as captions, text boxes, glossary etc ❖ Use the first paragraph to show what will be explained ❖ Plan the steps and check necessary information is included ❖ Add a few interesting details ❖ Interest the reader by talking directly to them

Progression in explanatory texts



Year Group	Feature to include
1	n/a
2	<ul style="list-style-type: none">❖ Present tense❖ Questions to form titles❖ Question marks❖ Conjunctions – so, because
3	<ul style="list-style-type: none">❖ Express time, place and cause using conjunctions, adverbs and prepositions❖ Headings and subheadings
4	<ul style="list-style-type: none">❖ Fronted adverbials❖ Paragraphs to organise ideas❖ Cohesion with use of nouns and pronouns❖ Topic, detail and concluding sentences to organise paragraphs
5	<ul style="list-style-type: none">❖ Adverbs and modal verbs❖ Layout devices❖ Cohesion within paragraphs using linking adverbs❖ Relative clauses❖ Parenthesis to add clarification
6	<ul style="list-style-type: none">❖ Adapt degrees of formality and informality❖ Create cohesion across paragraphs using cohesive devices including linking adverbs❖ Passive voice



Common forms of explanatory texts:

- Explaining scientific phenomenon
- Explaining inventions or historic events
- Explaining processes such as the water cycle
- Explaining religious traditions
- Technical manuals
- Question and answer articles
- Science write-ups

Progression in instructions/procedural texts



- Instructions may be visual or a combination of text and images
- They can be found in all areas of the curriculum

Purpose – To ensure something is done effectively and/or correctly with a successful outcome

Structure	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none">❖ Begin by defining the goal or the desired outcome❖ List any materials or equipment that may be needed❖ Provide simple, clear instructions in the order they need to be carried out❖ Diagrams or illustrations can be included to fully exemplify the procedure❖ A final evaluative statement can be used to wrap up the process e.g. Now that the kite is made, enjoy testing it out on a windy day	<ul style="list-style-type: none">❖ Imperative/command sentences❖ Commas in lists❖ Conjunctions, adverbs and prepositions to order and explain❖ Relative clauses to add further information❖ Cohesion with the use of nouns and pronouns❖ Parenthesis to add additional advice❖ Modal verbs❖ Degrees of formality depending on audience and purpose❖ Layout devices such as bullet points	<ul style="list-style-type: none">❖ Use the title to show what the instructions are about❖ Work out the exact sequence needed❖ Decide on the important points to use at each stage❖ Keep sentences as short and simple as possible❖ Avoid unnecessary adjectives and adverbs

Progression in instructions/procedural texts



Year Group	Feature to include
1	❖ Use the grammar and punctuation objectives listed in the NC and the progression document
2	❖ Use of command sentences ❖ Commas in a list
3	❖ Express time, place and cause using conjunctions, adverbs and prepositions ❖ Headings and subheadings
4	❖ Cohesion with use of nouns and pronouns ❖ Fronted adverbials
5	❖ Parenthesis for additional advice ❖ Relative clauses for additional information ❖ Modal verbs ❖ Layout devices
6	❖ Adapt degrees of formality and informality ❖ Create cohesion across the text

Common forms of instructional texts:

- How to design and make artefacts
- Technical manuals: how to operate...
- How to carry out scientific investigations
- How to play a game
- Rules for behaviour
- How to prepare food
- Timetables and route finders
- Posters, notices and signs
- Instructions on packaging

Progression in reports



- Non-chronological reports describe things in the way they are so are usually objective although the selection of information by the writer can lead to a biased report.

Structure	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none">❖ Begin with an opening statement, often a general classification e.g. Dogs are a type of mammal...❖ Sometimes followed by more detailed classification e.g. There Latin name is...❖ A description of whatever the subject of the report is then follows, organised in a way to help the reader make sense of it e.g. its qualities, its parts and functions, its habits/behaviours/uses.	<ul style="list-style-type: none">❖ Often in third person and present tense❖ Sometimes in the past tense as in historical reports❖ Questions can be used to form titles❖ Use of conjunctions❖ Use of prepositions❖ Cohesion created through the use of nouns and pronouns❖ Paragraphs to break the report into sections❖ Layout devices such as headings, columns, bullet points etc❖ Passive voice e.g. Wild dogs can be found in...❖ Vocabulary for formal speech❖ Adjectives and especially comparative adjectives e.g. Wolves are the biggest of...❖ Brackets, dashes and commas	<ul style="list-style-type: none">❖ Plan how to present the information that will be included❖ Gather information from a wide-range of sources❖ Consider using questions in the title❖ Ensure the opening is clear but also tries to engage the reader❖ Include tables/diagrams/images❖ Find ways of making links with the reader e.g. Have you ever owned a dog? O...So next time you are thinking of getting a pet, consider a dog.

Progression in reports



Year Group	Feature to include
1	❖ Use the grammar and punctuation objectives listed in the NC and the progression document
2	❖ Present and past tense ❖ Questions ❖ Conjunctions e.g. because to aid explanation ❖ Adjectives and comparative adjectives
3	❖ Express time, place and cause using conjunctions, adverbs and prepositions ❖ Headings and subheadings
4	❖ Cohesion with use of nouns and pronouns ❖ Paragraphs to organise ideas
5	❖ Create cohesion within paragraphs with adverbials ❖ Parenthesis ❖ Layout devices
6	❖ Adapt degrees of formality and informality ❖ Create cohesion across the text ❖ Passive voice



Common forms of reports

- Describe aspects of daily life in history
- Describe the characteristics of anything
- Compare and describe localities
- Describe characteristics of religious groups
- Information leaflets
- Tourist guides
- Magazine articles

Progression in recounts



- In non-fiction texts, recounts are used to provide an account of events

Structure	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none">❖ Often includes:❖ Orientation such as scene setting or establishing the context e.g. It was the summer holidays. I went to the park...❖ An account of the events that took place, often in chronological order❖ Some additional detail about each event❖ Reorientation e.g. a closing statement that may include elaboration e.g. I hope I can go to the park again next week. It was fun.	<ul style="list-style-type: none">❖ Usually written in the past tense with opportunities for the use of past progressive verb forms❖ Opportunities also exist for the use of the past perfect❖ Some forms may include the present tense e.g. Just imagine...I'm in the park and suddenly I see a giant bat flying towards me. This form allows the writer to meet different levels of formality.❖ Conjunctions❖ Adverbs, linking adverbs and prepositions to help with chronology❖ Noun phrases❖ First and third person❖ Adverbials to create cohesion across paragraphs❖ Degrees of formality❖ Recounts can take many forms (diary, newspaper, letter etc) and paragraphing is useful to organise information in each❖ Modal verbs❖ Indirect speech	<ul style="list-style-type: none">❖ Plan how you will organise to tell the events e.g. timeline❖ Details are important so consider the use of the 5 'W's when planning❖ Decide how the recount will have a definite ending

Progression in recounts



Year Group	Feature to include
1	❖ Use the grammar and punctuation objectives listed in the NC and the progression document
2	❖ Present and past tense ❖ Progressive verb forms ❖ Conjunctions for coordination and subordination ❖ Noun phrases
3	❖ Express time, place and cause using conjunctions, adverbs and prepositions ❖ Inverted commas for direct speech
4	❖ Effective expanded noun phrases ❖ Paragraphs to organise ideas ❖ Fronted adverbials
5	❖ Past perfect verb forms ❖ Modal verbs ❖ Cohesion with adverbials and linking adverbs
6	❖ Past perfect progressive ❖ Degrees of formality ❖ Cohesion across writing using a wider range of devices

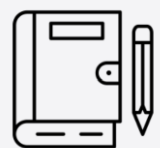
Common forms of recounts

- Giving accounts of school trips/days out/science experiments
- Writing historical accounts
- Writing biographies and autobiographies
- Letter and postcards
- Diaries and journals
- Newspaper reports
- Obituaries
- Magazine articles

Writing to Persuade



Progression in persuasion



- Persuasive texts can be written, spoken or written to be spoken
- Elements of persuasive writing can be found in many different texts

Structure	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none">❖ An opening statement that sums up the viewpoint being presented❖ Strategically organised information presents and elaborates on the desired viewpoint❖ A closing statement repeats and reinforces the original thesis	<ul style="list-style-type: none">❖ Written in the present tense. This can include other forms such as present perfect❖ Often refers to generic rather than specific participants – e.g. vegetables are good for you❖ Linking adverbs create cohesion within and across paragraphs❖ Uses logical adverbials, conjunctions and prepositions❖ Paragraphs organise the ideas into logical sections❖ Formal and informal vocabulary choices depending on audience❖ Rhetorical questions❖ Modal verbs❖ Noun phrases❖ Passive voice❖ Repetition to strengthen argument and add to cohesion❖ Subjunctive form	<ul style="list-style-type: none">❖ Decide on viewpoint and carefully select evidence❖ Organise the main ideas in the most logical order and decide which persuasive information will support each❖ Plan evidence but avoid an argument that sounds like a list❖ Think about counterarguments your reader might come up with and include evidence to make them seem incorrect or irrelevant❖ Use facts❖ Use some short sentences for emphasis

Progression in persuasion



Year Group	Feature to include
1	❖ NA
2	❖ Present tense ❖ Rhetorical questions ❖ Noun phrases
3	❖ Express time, place and cause using conjunctions, adverbs and prepositions ❖ Present perfect form of verbs
4	❖ Cohesion with nouns and pronouns ❖ Linking adverbs ❖ Paragraphs to organise ideas ❖ Effective expanded noun phrases
5	❖ Modal verbs ❖ Cohesion within paragraphs with linking adverbs ❖ 'Straw man' arguments
6	❖ Formal and informal choices ❖ Passive voice ❖ Subjunctive form ❖ Cohesion across paragraphs

Common forms of persuasion

- Tourist brochures
- Newspaper editorials
- Letters
- Posters and leaflets
- Book reviews
- Book blurbs
- Political pamphlets
- Job/position applications

Writing to Entertain



Progression in narrative



Year 1

Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none">❖ Simple narratives and retellings are written in the third or first person❖ Written in the past tense❖ Events are sequenced to make sense❖ The main characters are animal or human❖ Story language (once upon a time, later that day etc) may be used to create purposeful writing	<ul style="list-style-type: none">❖ Often in the third person and past tense❖ Personal recounts may be first person, past tense❖ Full stops, capital letters and finger spaces❖ Use of conjunctions e.g. 'and' to join ideas and create sentence structure❖ Use of exclamation marks to indicate shock or surprise❖ Question marks for questions❖ Use of personal pronoun 'I'❖ Use of comparative and superlative adjectives	<ul style="list-style-type: none">❖ Listen to stories and narrative texts that contain the features required for the writing❖ Think about the intended audience and purpose (to scare, amuse, teach a moral) and plan accordingly❖ Recognise the use of story language such as 'Once upon a time, later that day, happily ever after etc)❖ Tell and retell stories orally and through drama❖ Think, say and write sentences to tell the story in their own words❖ Re-read the completed narrative aloud to a partner, whole class, teacher, small group.

Progression in narrative



Year 2

Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none">❖ Simple narratives and retellings are written in the third or first person❖ Written in the past tense❖ Events are sequenced to make sense❖ The main characters are animal or human❖ Language choices help to create realistic sounding narratives e.g. adverbs, adjectives, precise nouns etc	<ul style="list-style-type: none">❖ Often in the third person and past tense❖ Past progressive forms of verbs can be used e.g. Rapunzel was hoping someone would come and rescue her❖ Apostrophes used for possession❖ Apostrophes to show contraction❖ Personal recounts may be first person, past tense❖ Full stops, capital letters and finger spaces❖ Use of conjunctions (and, but, so, or, because, if, when)❖ Use of exclamation marks for surprise and shock and to form exclamative sentences❖ Noun phrases to create effect❖ Commas to separate lists of characters, ideas and adjectives❖ Verbs to be chosen for effect e.g. grabbed instead of got	<ul style="list-style-type: none">❖ Listen to stories and narrative texts that contain the features required for the writing❖ Think about the intended audience and purpose (to scare, amuse, teach a moral) and plan accordingly❖ Recognise the use of story language such as 'Once upon a time, later that day, happily ever after etc)❖ Make use of techniques used in stories e.g. repetition❖ Tell and retell stories orally and through drama❖ Think, say and write sentences to tell the story in their own words❖ Write narratives using their plans❖ Edit, proofread and amend their writing, based on their own thought and those of peers and adults❖ Re-read the completed narrative aloud to a partner, whole class, teacher, small group.

Progression in narrative



Year 3

Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none">❖ Simple narratives and retellings are written in the third or first person❖ Written in the past tense and occasionally in the present tense❖ Events are sequenced to make create chronological plots through the use of adverbials and prepositions❖ Descriptions are developed through the use of adverbials e.g. in the deep, dark woods❖ Narratives use typical characters, settings and events, whether imagined or real❖ Dialogue begins to be used to convey character thoughts and move the action forward❖ Language choices help to create realistic sounding narratives with precise nouns and expressive verbs and imagery	<ul style="list-style-type: none">❖ Paragraphs are used to organise the narrative into logical sections e.g. paragraphs about the character, setting, or used to denote the passing of time❖ Linking adverbs are used to denote shifts in time (firstly, next, now, soon, then)❖ Fronted adverbials demarcated with a comma❖ The use of conjunctions (because, when, although, as, before, while)❖ Prepositions used to show the passing of time❖ Present perfect forms of verbs can be used e.g. What has happened to us? What have you done?❖ Headings and subheadings can be used to indicate sections in the narrative❖ Inverted commas used to punctuate direct speech❖ Noun phrases to create effective descriptions❖ Verbs and adverbs should be chosen for effect❖ Cohesion should be created using nouns and pronouns❖ Apostrophes for plural possession	<ul style="list-style-type: none">❖ Read stories and narrative texts that contain the features required for the writing❖ Think about the intended audience and purpose (to scare, amuse, teach a moral) and plan accordingly❖ Make plans that include a limited number of characters and describe a few key details of their personality❖ Compose and rehearse sentences or parts of stories orally to check for sense❖ Recognise and use narrative language e.g.. On a cold winter's morning❖ Make use of ideas from reading❖ Try to show rather than tell❖ Write narratives using their plans❖ Re-read completed narratives aloud e.g. to self, small group❖ Edit, proofread and amend their writing based on their own thoughts and those of their peers and adults.

Progression in narrative



Year 4

Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none">❖ Narratives and retellings are written in the third or first person❖ Written in the past tense and occasionally in the present tense❖ Events are sequenced to make create chronological plots through the use of adverbials and prepositions❖ Descriptions are developed through the use of adverbials e.g. in the deep, dark woods❖ Narratives use typical characters, settings and events, whether imagined or real❖ Dialogue begins to be used to convey character thoughts and move the action forward❖ Language choices help to create realistic sounding narratives with precise nouns and expressive verbs and imagery	<ul style="list-style-type: none">❖ Third person and past tense are used including past progressive and present perfect❖ Standard English forms used e.g. 'we were' instead of 'we was'❖ Fronted adverbials demarcated with a comma❖ Use of linking adverbs to create cohesion e.g. however, meanwhile❖ Cohesion created through the use of nouns and pronouns❖ Paragraphs used to create logical sections❖ Verbs and adverbs selected for effect❖ The use of conjunctions (because, when, although, as, before, while, as soon as, by the time etc)❖ The use of expanded noun phrases including those with adjectival phrases❖ Full range of speech punctuation❖ Apostrophes for plural possession❖ Non-finites to add more information about the subject	<ul style="list-style-type: none">❖ Read stories and narrative texts that contain the features required for the writing❖ Think about the intended audience and purpose (to scare, amuse, teach a moral) and plan accordingly❖ Make plans that include a limited number of characters and describe a few key details of their personality❖ Compose and rehearse sentences or parts of stories orally to check for sense❖ Recognise and use narrative language e.g.. On a cold winter's morning❖ Make use of ideas from reading❖ Try to show rather than tell❖ Write narratives using their plans❖ Re-read completed narratives aloud e.g. to self, small group❖ Edit, proofread and amend their writing based on their own thoughts and those of their peers and adults.

Progression in narrative



Year 5

Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none">❖ First or third person❖ Past tense and occasionally present tense❖ Narratives are told sequentially and non-sequentially (e.g. flashbacks)❖ Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language❖ Dialogue is used to convey character feeling and advance the action	<ul style="list-style-type: none">❖ Third person and past tense are used including past progressive and present perfect❖ Use of past perfect and past perfect progressive forms❖ Adverbials and linking adverbs used to create cohesion within and across paragraphs❖ Modals used for degrees of possibility❖ Adverbs of possibility❖ Parenthesis in the form of brackets, dashes and commas❖ Layout devices to split the narrative into sections❖ Relative clause can be used to add additional information	<ul style="list-style-type: none">❖ Read stories and narrative texts that contain the features required for the writing❖ Think about the intended audience and purpose (to scare, amuse, teach a moral) and plan accordingly❖ Make plans that include key events, being sure that all the events lead towards the ending.❖ Plan a limited number of characters and describe a few key details that show something about their personalities❖ Compose and rehearse sentences or parts of stories orally to check for sense❖ Recognise and use narrative language e.g.. On a cold winter's morning❖ Make use of ideas from reading❖ Try to show rather than tell❖ Write narratives using their plans❖ Show how the main character has developed❖ Re-read completed narratives aloud e.g. to self, small group❖ Edit, proofread and amend their writing based on their own thoughts and those of their peers and adults.

Progression in narrative



Year 6

Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none">❖ First or third person❖ Past tense and occasionally present tense❖ Narratives are told sequentially and non-sequentially (e.g. flashbacks)❖ Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language❖ Dialogue is used to convey character feeling and advance the action	<ul style="list-style-type: none">❖ By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.❖ Passive voice❖ Subjunctive form❖ Past perfect progressive verb forms❖ Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect❖ Colons, semi-colons and dashes to link main ideas	<ul style="list-style-type: none">❖ Read stories and narrative texts that contain the features required for the writing❖ Think about the intended audience and purpose (to scare, amuse, teach a moral) and plan accordingly❖ Make plans that include key events, being sure that all the events lead towards the ending.❖ Plan a limited number of characters and describe a few key details that show something about their personalities❖ Compose and rehearse sentences or parts of stories orally to check for sense❖ Recognise and use narrative language e.g.. On a cold winter's morning❖ Make use of ideas from reading❖ Try to show rather than tell❖ Write narratives using their plans❖ Show how the main character has developed❖ Re-read completed narratives aloud e.g. to self, small group❖ Edit, proofread and amend their writing based on their own thoughts and those of their peers and adults.

Progression in narrative



Common forms of narrative:

Stories that use predictable and patterned language

Traditional/folk tales

Fairy tales

Stories set in familiar settings

Retelling of stories heard or read

Retelling stories in different ways

Modifying well-known stories

Stories set in historical contexts

Myths and legends

Stories with flashbacks

Stories set in fantasy worlds

Stories from different cultures

Science fiction stories

Adventures

Mysteries

Scary stories

Narratives told from another perspective

Stories with morals

Dilemmas

Playscripts

Diaries