Year Group	Text Type: Recounts
FS	**Retell personal experiences through speaking in full sentences. Write a simple sentence in the past tense.** • 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 such as retelling, substituting or extending, leading to simple independent writing.
Year 1	**Write simple first-person recounts based on personal experience, using adverbs of time to aid sequencing.** • Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that and listen to others' recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. • Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.
Year 2	**Write first-person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person.** • Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that and listen to others' recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. • Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.
Year 3	**Write first and third-person recounts, including detail expressed in ways that will engage the reader/viewer.** • Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. • Include recounts when creating paper or screen based information texts.
Year 4	**Write first and third-person recounts, including conjunctions, adverbs and prepositions to express time and cause, that will engage the reader/viewer.** • Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. • Include recounts when creating paper or screen based information texts.
Year 5	**Write first and third-person recounts, including conjunctions, adverbs and prepositions to express time and cause, that will engage the reader/viewer. Write in a consistent tense and person.** • Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. As he was running away he noticed... possible supporting illustrations, degree of formality adopted and use of conjunctions. • Use the language features of recounts including formal language when recounting events orally. • 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.
Year 6	**Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.** • 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. • Use the language conventions and grammatical features of the different types of text as appropriate.

Year Group	Text Type: Explanation
FS	**Draw pictures to illustrate a simple process.** • 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 or another's motives; why and how they made a construction.
Year 1	**Draw pictures to illustrate a simple process and prepare several sentences to support the explanation.** • 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.
Year 2	**Produce a flowchart, ensuring content is clearly sequenced.** • After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. • Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • Following other practical tasks, produce a simple flowchart or cyclical diagram independently.
Year 3	**Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.** • Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. • Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively
Year 4	**Create a flowchart to explain how a process works; use the notes to write an explanation using an impersonal style.** • Read and analyse explanatory texts to identify key features. 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 • Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. • Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs – language features: usually present tense; use of connectives of time and cause and effect; use of passive voice – presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering • After oral rehearsal, write explanatory texts independently from a flowchart.
Year 5	**Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style.** • Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. • Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if…then, might, when the…) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. • In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.
Year 6	**Links to science: 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.** • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.

Year Group	Text Type: Persuasion
FS	**Speak in persuasive sentences.** • 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.
Year 1	**Create persuasive sentences and read aloud to the class.** • Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.
Year 2	**Create a persuasive leaflet/poster with explanations/images to visit a place (seaside).** • As part of a wide range of reading, explore simple persuasive texts (posters, adverts, 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) • Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.
Year 3	**Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.** • Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. • 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.
Year 4	**Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.** • 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). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Analyse how a particular view can most convincingly be presented, e.g. 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 • 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 • Both orally and in and writing to 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. • Use writing frames if necessary to back up points of view with illustrations and examples • To present a point of view both orally and in writing,(e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) • Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples • Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. if…. then, on the other hand, finally, so
Year 5	**Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes.** • 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 (e.g. 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 • Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information • From reading, to collect and investigate use of persuasive devices such as words and phrases; persuasive definitions; rhetorical questions; deliberate ambiguities • Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state • Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points • Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.)

	• Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.
Year 6	**Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness.** • 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 (using ICT and multi-modality where and when appropriate) – anticipating possible objections – harnessing the known views, interests and feelings of the audience – tailoring the writing to formal presentation where appropriate • Use reading to: – investigate conditionals – build a bank of useful terms and phrases for persuasive argument • Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to 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.

Year Group	Text Type: Instructions
FS	**Complete a practical experience following the instructions of an adult/another child.** • Listen to and follow single instructions, and then a series of two and three instructions • Give oral instructions when playing. • Read and follow simple classroom instructions on labels with additional pictures or symbols. • Attempt to write instructions on labels, for instance in role play area
Year 1	**Following a practical experience, write up the instructions for a simple recipe.** • Listen to and follow a single more detailed instruction and a longer series of instructions. • Think out 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 two consecutive instructions independently
Year 2	**Write a series of fiction-based instructions (i.e. 'How to trap an dragon'), including diagrams.** • Listen to and follow a series of more complex instructions. • Give clear oral instructions to members of a group. • 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: • Statement of purpose, list of materials or ingredients, sequential steps, • Direct/imperative language • Use of adjectives and adverbs limited to giving essential information • Emotive/value-laden language not generally used • As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game
Year 3	**Write and evaluate a range of instructions, including directions e.g. a treasure hunt.** • Read and follow instructions. • Give clear oral instructions to members of a group. • Read and compare examples of instructional text, evaluating 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. • Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • Write clear written instructions using correct register and devices to aid the reader.
Year 4	**Detailed instructions with clear introduction and conclusion.** • In group work, give clear oral instructions to achieve the completion of a common 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. • Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes).Compare these in terms of audience/purpose and form (structure and language features). • Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.
Year 5	**Detailed instructions with clear introduction and conclusion.** • In group work, give clear oral instructions to achieve the completion of a common 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. • Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes).Compare these in terms of audience/purpose and form (structure and language features). • Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.
Year 6	**Detailed instructions with clear introduction and conclusion.** • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different types of text as appropriate.

Year Group	Text Type: Discussion
FS	• 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 or another's preferences, e.g. what they like to eat and why.
Year 1	• 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.
Year 2	• Through reading and in life situations, recognise, that different people (characters) have different thought,/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) • Explore different views and viewpoints.
Year 3	• Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) • Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)
Year 4	**Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter.** • 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. • Continue to explore the expression of different views through discussion, role play and drama.
Year 5	**Write up a balanced discussion presenting two sides of an argument, following a debate.** • In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems 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) though discussion, debate and drama.
Year 6	**A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints.** • 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 • Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. • First explore orally and then write a balanced report of a controversial issue: -Summarising fairly the competing views -Analysing strengths and weaknesses of different positions -Drawing reasoned conclusions where appropriate -Using formal language and presentation as appropriate • Use reading to: -Investigate conditional and their persuasive uses -Build a bank of useful terms and phrases for persuasive argument, e.g. similarly… whereas… • Overall, help to build the ability to 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.

Year Group	<u>Text Type: Non-Chronological Reports</u>
FS	**A simple non-chronological report sentences to describe aspects of the subject.** • 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. • In a shared reading context read information books and look at/re-read the books independently. Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.
Year 1	**A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general.** • Find out about a subject by listening and following text as information books are read, 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 in own experience, (e.g.) food, pets. • Write a simple non-chronological report by writing sentences to describe aspects of the subject.
Year 2	**Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.** • After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. • Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. • 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 B's etc. • 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.
Year 3	**Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider diagram to organise the information.** • Analyse a number of report texts and note their function, form and typical language features: - introduction indicating an overall classification of what is being described - use of short statement to introduce each new item - language (specific and sometimes technical) to describe and differentiate - impersonal language - mostly present tense • Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. • Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. • Analyse broadcast information to identify presentation techniques and notice how the language used signals change. • Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) family is…., people are… • Write own report independently based on notes from several sources.
Year 4	**Write own report independently based on notes gathered from several sources.** • Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. • Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs • Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. • Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.
Year 5	**Write a report, in the form of an information leaflet, in which two or more subjects are compared.** • Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. • Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs • Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. • Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.

Year 6	**Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.** • Secure understanding of the form, language conventions and grammatical features of non-chronological reports. • Write reports as part of a presentation on a non-fiction subject. • Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.