



North Newton Non-Fiction Text Type Progression

Non-Fiction Progression Plan Knowledge and Skills Progression

It is our intent that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry). Where possible we aim to provide children with a 'genuine' reason for writing e.g. instructions to be followed, for a display or to be shared with others.

We recognise the importance of fostering a culture where pupils take pride in their writing; write clearly and accurately; and modify their structure and language choices to suit a variety of audiences, purposes and contexts.

To support pupils in moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing; and group discussion. These rich and varied set of learning opportunities support pupils in becoming confident and enthusiastic learners across all areas of the curriculum. At North Newton Primary School, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Composition	<p>Planning</p> <ul style="list-style-type: none"> Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Discuss what they have written with the teacher and other pupils 	<p>Planning</p> <ul style="list-style-type: none"> Jot down key words and new vocabulary Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher and other pupils <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning</p> <ul style="list-style-type: none"> Plan or say aloud what they are going to write Write down ideas/key words including new vocabulary <p>Drafting</p> <ul style="list-style-type: none"> Encapsulate what they want to say sentence by sentence Write narratives about personal experiences and those of others <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sentence and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation <p>Read aloud what they have written so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar <p>Drafting</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures Organise paragraphs around a them Create settings, characters and plots <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and other's writing suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> Identify the audience and purpose of the writing and select the appropriate form Note and develop initial ideas, drawing on reading and research, where necessary <p>Drafting</p> <ul style="list-style-type: none"> Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning Precis longer passages Use a range of devise to build cohesion within and between paragraphs Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure that consistent and correct use of tense throughout a piece of writing Ensure correct subject and very agreement when using singular and plural Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>



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Handwriting	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0–9</p> <p>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Correctly form all lower-case letter correctly</p> <p>Formation of capitals and digits 0-9 using the correct size and orientation</p> <p>Use consistent spacing between words</p> <p>Begin to use diagonal and horizontal strokes to join letters</p>	<p>Horizontal and diagonal strokes needed to join letters</p> <p>Increase consistency, legibility and quality of handwriting</p>	<p>Writing legibly, fluently and with increased speed</p> <p>Choosing writing style for the task</p>

Instructions – Writing to Inform		Purpose		Types	
Rules and procedures, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		<p>To tell how to do or make something</p> <p>To give information on how to complete a task</p> <p>To describe a process in chronological order</p>		<p>DIY Manual</p> <p>Sewing or Knitting Pattern</p> <p>Recipe</p> <p>Science Experiment</p> <p>Instructions and Packaging</p>	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Reception	<p>Oral retelling of how to make and do something</p> <p>Simple sentence containing imperative verb at the start spoken and then written</p>	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop	
Year 1	<p>Title or Goal</p> <p>List of Equipment/Materials</p> <p>Numbered Steps</p>	<p>Use of simple sentence structures.</p> <p>Imperative verbs to start sentences</p> <p>Lists</p>	<p>Noun</p> <p>Imperative verbs</p> <p>Present tense verbs</p> <p>Adjectives</p> <p>Time conjunctions to show chronological order</p>	<p>Spaces to separate words</p> <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p>	
Year 2	<p>Goal – outline statement about what will be achieved</p> <p>Sequenced steps to achieve the goal</p> <p>Diagrams and illustrations to support the process</p>	<p>Imperative verbs used for clarity</p> <p>Simple adverbs to express how to do an action</p> <p>Noun phrases to describe</p>	<p>Noun and noun phrase</p> <p>Progressive verb form</p> <p>Subordinating and Coordinating conjunctions</p> <p>Consistent use of tense throughout the piece</p> <p>Adverbs to show when and how</p> <p>Adding ‘er’ and ‘est’ to show comparisons in adjectives</p> <p>Third person</p>	<p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p> <p>Apostrophe for contraction</p> <p>Possessive apostrophe for singular nouns</p> <p>Commas in a list</p>	



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Year 3/4	<p>Goal – outline statement about what will be achieved</p> <p>Ingredients and equipment lists are outlined clearly</p> <p>Tips and suggestions and precautionary advice embedded in the text</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations</p> <p>Brackets</p>
Year 5/6	<p>Instructions for more complex processes</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length</p> <p>Use of passive and active</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs</p> <p>Text changes according to the text type</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

Recount – Writing to Inform and Entertain		Purpose		Types
<p>This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.</p>		<p>To retell events in time order.</p> <p>To give an account of an event or experience</p> <p>To write in chronological order</p>		<p>Letter</p> <p>Biography/Autobiography</p> <p>Write up of a trip</p> <p>Newspaper report</p> <p>Diary/Journal</p>
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	<p>Oral retelling of events using time words and past tense</p> <p>Simple sentence recounting the event spoken and then written</p>	<p>Use of simple sentence structures.</p>	<p>Nouns and verbs correct</p>	<p>Capital letter and full stop</p>
Year 1	<p>Title</p> <p>Introductory sentence to show – who, what, when, where and why</p> <p>Series of sequences demarcating the passing of time</p> <p>Simple ending</p>	<p>Use of simple sentence structures.</p> <p>Use of time conjunctions at the start</p>	<p>Noun</p> <p>Past tense verbs</p> <p>Adjectives</p> <p>Time conjunctions to show chronological order</p> <p>Coordinating conjunctions to join sentences together</p>	<p>Spaces to separate words</p> <p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p>
Year 2	<p>Title</p> <p>Clear introduction and conclusion</p> <p>Ideas organised into chronological paragraphs demonstrating the passing of time</p>	<p>Subject verb agreement within sentences and throughout</p> <p>Simple adverbs to express how to do an action</p> <p>Noun phrases to describe</p>	<p>Noun and noun phrase</p> <p>Simple and Progressive past tense verb form</p> <p>Subordinating and Coordinating conjunctions</p> <p>Consistent use of tense throughout the piece</p> <p>Adverbs to show when and how</p> <p>Causal conjunctions to explain</p> <p>Adding ‘er’ and ‘est’ to show comparisons in adjectives</p> <p>First and Third person</p>	<p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p> <p>Apostrophe for contraction</p> <p>Possessive apostrophe for singular nouns</p> <p>Commas in a list</p>



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Year 3/4	<p>Title</p> <p>Introduction to give a clear understanding of what they text will be about</p> <p>Concluding paragraph to summarise the overall impact</p> <p>Links between sentences and paragraphs to navigate the reader</p> <p>Paragraphs organised around key events</p> <p>Elaboration within paragraphs to develop: description, action and feelings</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>First and third person</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations and to demonstrate excitement</p> <p>Brackets</p>
Year 5/6	<p>Fully developed introduction and conclusion to include personal responses</p> <p>Paragraphed events, which are detailed and engaging</p> <p>Clear chronology throughout the piece by directing the reader to time and place</p> <p>Information is prioritised to the reader</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs</p> <p>Tense changes according to the purpose</p> <p>Reported speech as well as direct speech</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

Non-chronological Report – Writing to Inform		Purpose		Types		
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		To describe what things are like (were like) To inform the reader of a specific subject content		Topic based school project Letter Science encyclopaedia Information Leaflet and Magazine Article		
Year Group	Text Organisation	Sentence Features		Grammatical Features		Punctuation
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures. Caption Writing – Creating Facts		Nouns and verbs correct		Capital letter and full stop
Year 1	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop.	Use of simple sentence structures. Use of time conjunctions at the start		Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together		Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I



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Year 2	<p>Clear introduction to classify the subject of the report</p> <p>Grouping Information into specific paragraphs:</p> <p>Classification</p> <p>Description</p> <p>Habitats etc.</p>	<p>Subject verb agreement within sentences and throughout</p> <p>Simple adverbs to express how to do an action</p> <p>Noun phrases to describe</p>	<p>Noun and noun phrase</p> <p>Simple and Progressive present and past tense verb form</p> <p>Subordinating and Coordinating conjunctions</p> <p>Consistent use of tense throughout the piece</p> <p>Adverbs to show when and how</p> <p>Causal conjunctions to explain</p> <p>Adding 'er' and 'est' to show comparisons in adjectives</p> <p>First and Third person</p> <p>Generalising words – many, most, some</p> <p>Use of technical vocabulary</p>	<p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p> <p>Apostrophe for contraction</p> <p>Possessive apostrophe for singular nouns</p> <p>Commas in a list</p>
Year 3/4	<p>Clear introduction and conclusion</p> <p>Paragraphs organised correctly into key ideas</p> <p>Subheadings used to organise information</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Sentences contain more than one clause using coordination and subordination</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show when and how</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>First and third person</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations and to demonstrate excitement</p> <p>Brackets</p>
Year 5/6	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Subheadings and bullets points enhance the organisation</p> <p>Introductory sentence for each paragraph to explicitly give the main idea</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p> <p>Comparative sentences</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show when and how</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs</p> <p>Tense changes according to the purpose</p> <p>Reported speech as well as direct speech</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

Explanation – Writing to Inform		Purpose	Types
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.		<p>To explain why or how something happens</p> <p>To explain cause and effect</p> <p>To describe a scientific process sometimes in chronological order</p>	<p>Encyclopaedia entry</p> <p>technical manual</p> <p>science investigation</p> <p>question and answer section</p>
Year Group	Text Organisation	Sentence Features	Grammatical Features
Punctuation			



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<p>Year 2</p>	<p>Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion</p>	<p>Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail</p>	<p>Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary</p>	<p>Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list</p>
<p>Year 3/4</p>	<p>Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Further detail of the process Use of subheading to navigate the reader</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses</p>	<p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets</p>
<p>Year 5/6</p>	<p>Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Description of the phenomenon is technical and accurate</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p> <p>Sentences are generalised to categories the information</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech</p>	<p>Brackets Dashes Colons Semi-colons</p>



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Persuasive – Writing to Persuade and Entertain		Purpose		Types
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion		Advertisements Travel Brochure Political Pamphlet Complaint Letter Magazine Article
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 2	Posters and Letters using key language features	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader Topic sentences to navigate the paragraph	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Rhetorical questions Turning opinion into fact Emotive language	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments are well-constructed Viewpoint of the writer is evident throughout	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons



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Discursive – Writing to Discuss		Purpose		Types	
This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To present arguments and information from different viewpoints To show for and against		Write up of a debate Newspaper Article Leaflet giving balance argument Essay	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech Abstract nouns	Brackets Dashes Colons Semi-colons	