



# St. Anselm's English Writing Genre Progression Map 2022-23



## Intent

We aim to install an enthusiasm and love of writing in all of our children, regardless of background and ability, by providing them with the tools and experiences that they need to become life-long independent writers. Knowledge of a topic leads to better writing therefore we provide enrichment opportunities and opportunities for extended writing not just in English, but across the curriculum. Children's motivation to write and their skills as writer's are strongly correlated and we therefore ensure that our planning and teaching of writing is tailored to reflect the interests of our children. We encourage our children to reflect upon their work and we teach them the skills that they need to up-level their writing. Children are given the opportunity to build upon their knowledge of spelling, punctuation and grammar to produce coherent, purposeful and creative pieces of writing that are written for purpose and audience. To further strengthen their intrinsic motivation to write, we celebrate all of their successes and achievements as a school community.

## Impact

Children at St. Anselm's become competent, motivated and enthusiastic writers that are able to write for different purposes and audiences. They understand the importance of neat and clear handwriting and the conventions of Standard English, knowing how and when to use it effectively. Their ability and intrinsic drive to write sets them up for success and the opportunity to thrive at secondary school and beyond. Our writing curriculum provides children with the confidence to write different text types as they have a detailed understanding of the features and impact of these in conveying their purpose for writing. The systematic and progressive way that we teach spelling and grammar secures children's knowledge of these areas and an understanding of how to up level provides our children with the necessary tools to make their writing the best it can possibly be. Our children are proud of their writing and enjoy sharing it with other children, teachers, parents and visitors to our school.



# St. Anselm's English Writing Genre Progression Map 2022-23



*Note: This progression map details when different learning objectives should be taught. For example, the grammar objective 'Use apostrophe for singular possession (girl's coat) and for contractions (can't)' in year 2 should be introduced during the Autumn 1 unit, 'Writing to entertain', expanded on in the Autumn 2 unit, 'Writing to inform', and then recapped throughout the rest of the year. All skills are also recapped and extended during the following school year. This progression map should be read in conjunction with the Writing Skills progression map and the Phonics and Spelling progression map.*



# St. Anselm's English Writing Genre Progression Map 2022-23



EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Celebrations	People who help us/Transport	Growing	Animals	Water
<b>Writing genres</b> *For further suggestions and additional detail scroll to see 'Suggestions' table below	Labelling body parts  Composing sentences  Sequencing a story	Celebration cards / Invitations  Recipes / Ingredient lists  Designing and labelling  Letter to Santa and Christmas list	Creating lists e.g. a list of favourite treasures to take to the moon  Retelling a story  Sequencing a story  Describing a story character  Riddles  Designing and labelling	Retelling a story  Creative writing  Sequencing a story  Labelling a plant  Instructional writing	Diary entry  Sequencing a story  Retelling a story  Changing a story setting  Create a story book character  Fact files	Sequencing a story  Retelling a story  Changing a story ending  Creating a message in a bottle and treasure maps
Years 1-6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain
Y2	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain



# St. Anselm's English Writing Genre Progression Map 2022-23



Y3	Writing to entertain	Writing to inform	Writing to entertain	Writing to persuade	Writing to inform	Writing to entertain
Y4	Writing to entertain	Writing to inform	Writing to entertain	Writing to persuade	Writing to inform	Writing to entertain
Y5	Writing to entertain	Writing to inform	Writing to entertain	Writing to persuade	Writing to inform	Writing to discuss
Y6	Writing to entertain	Writing to inform	Writing to entertain	Writing to persuade	Writing to inform	Writing to discuss

A unit of writing at St. Anselm's is taught using the following strategies:

EYFS	KS1	KS2
A creative 'hook' and topic books to engage children and stimulate ideas	A creative 'hook' and topic books to engage children and stimulate ideas	A creative 'hook' and topic books to engage children and stimulate ideas
Model texts ( <i>using a book / text created by the teacher</i> ) as a means of developing a wider range of vocabulary and styles of writing	Model texts ( <i>using a book / text created by the teacher</i> ) as a means of developing a wider range of vocabulary and styles of writing	Model texts ( <i>using a book / text created by the teacher</i> ) as a means of developing a wider range of vocabulary and styles of writing
Planning and drafting (this may include story mapping through actions and retelling)	Planning and drafting (this may include story mapping through actions and retelling)	Planning and drafting (this may include 'boxing up' and 'story boarding')
SPAG objectives are taught explicitly and implicitly	SPAG objectives are taught explicitly and implicitly	SPAG objectives are taught explicitly and implicitly
Success criteria to ensure children are aware of the steps to success	Success criteria to ensure children are aware of the steps to success	Success criteria to ensure children are aware of the steps to success
Guided, shared or modelled writing	Guided, shared or modelled writing	Guided, shared or modelled writing



# St. Anselm's English Writing Genre Progression Map 2022-23







Independent application ( <i>Final pieces 'Extended Writes' are written in the children's English books and are indicated by a 'Extended Write' stamp</i> )	Independent application ( <i>Final pieces 'Extended Writes' are written in the children's English books and are indicated by a 'Extended Write' stamp</i> )	Independent application ( <i>Years 3-6 final pieces 'Extended Writes' are written in the children's English books and are indicated by a 'Extended Write' stamp</i> )
Up levelling of spelling, punctuation and grammar ( <i>with adult support</i> )	Up levelling of spelling, punctuation and grammar using purple pens ( <i>independent or with adult support</i> )	Up levelling of spelling, punctuation and grammar using purple pens ( <i>independent or with adult support</i> )
Phonics is taught through explicit sessions and then applied in English lessons ( <i>see Phonics policy</i> )	Phonics is taught through explicit sessions and then applied in English lessons ( <i>see Phonics policy</i> )	Phonics knowledge continues to be embedded throughout KS2 ( <i>see Phonics policy</i> )

Chosen texts **Diversity Links ^^BTK Links	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> 	<b>I'm the Best^^</b>  <b>Harry and the Dinosaurs go to School^^</b>  <b>Roaming in the Rainforest**</b>  <b>Peepo!</b>	<b>Hurray for Diwali**</b>  <b>Kipper's Birthday</b>  <b>A World of Cookies for Santa**</b>  <b>What do you celebrate?**</b>  <b>Stories of the Seasons</b>	<b>Whatever Next!</b>  <b>Farmer Duck^^</b>  <b>The Train Ride</b>  <b>Children Like Us Transport Around The World**</b>	<b>Jack and the Beanstalk</b>  <b>The Little Red Hen</b>  <b>Eddie's Garden and How to Make Things Grow^^</b>  <b>How Did That get In My Lunchbox? The Story Of Food</b>	<b>The Very Hungry Caterpillar^^</b>  <b>The Three Billy Goats Gruff**^^</b>  <b>The Gruffalo^^</b>  <b>Walking Through The Jungle</b>	<b>Mr Grumpy's Outing</b>  <b>Bright Stanley^^</b>  <b>The Lighthouse Keeper's Lunch</b>  <b>What a Waste^^</b>
<b>Year 1</b> 	<b>Traditional Tales^^</b>  <b>Little Red and the Very Hungry Lion**</b>	<b>Going on a Bear Hunt</b>  <b>Paddington**</b>	<b>Man on the Moon</b>  <b>Beegu</b>  <b>Aliens Love Underpants</b>	<b>Julia Donaldson collection (e.g. The Gruffalo)^^</b>	<b>Lost in the Toy Museum</b>  <b>Pinocchio</b>  <b>Toy Story</b>  <b>Billy's Bucket</b>	<b>Lost and Found^^</b>  <b>The Night Pirates</b>  <b>The Storm Whale</b>  <b>The Snail and the Whale</b>  <b>Tiddler</b>



# St. Anselm's English Writing Genre Progression Map 2022-23



<b>Year 2</b> 	Children around the World**^^  Prince Cinders^^  The Colour Monster***^^  How to Hide a Lion^^	Lila and the Secret of Rain**	The Dragonsitter  The Day the Crayon's Quit***^^	The Great Kapok Tree***^^	Vlad and the Florence Nightingale Adventure	The Twits
<b>Year 3</b> 	Stone Age Boy**  Storm	The Ice Palace  Sound Collector	Oliver and the Seawigs	Demetra and Hades**	Charlotte's Web^^	George's Marvellous Medicine  The Egyptian Cinderella**
<b>Year 4</b> 	Roman Diary – The Journal of Iliona ***^^	The Pack of Pompeii***^^	The Diver's Daughter**	Firework Maker's Daughter***^^	Street Child  *The Son of a Circus: A Victorian Story^^	Boy Underwater
<b>Year 5</b> 	Over the Line	Hidden Figures***^^  Martin Luther King 'I have a Dream'***^^	Viking Boy	Floodland	Shakespeare (play in line with the Royal Shakespeare Company performance)	Greek Myths (Various)
<b>Year 6</b> 	Goodnight Mister Tom	Eye of the Wolf	The Explorer	Pig Heart Boy***^^	Pig Heart Boy***^^	Big^^

Note: To support units of work, teachers also write their own 'model texts' ensuring that these cover areas of diversity / BTK links through choice of characters, setting and content



# St. Anselm's English Writing Genre Progression Map 2022-23



Writing to entertain: Narratives	
<b>EYFS</b> <b>Suggestions: Retellings, descriptions</b>	<ul style="list-style-type: none"><li>• Turn stories into play using puppets, toys, costumes and props; imagine and recreate roles; retell narratives from listening and reading; tell a story about a central character; experimenting with story language by using familiar words and phrases from stories in retelling and play.</li><li>• Attempt own writing for various purposes, using features of different form, including stories.</li><li>• Use phonic knowledge to write words in ways in which match their spoken sounds.</li><li>• Write simple sentences which can be read by others.</li></ul>
<b>Year 1</b> <b>Suggestions: Retellings, descriptions</b>	<ul style="list-style-type: none"><li>• Retell familiar stories and recount events; include main events in sequence, focusing on who is in the events, where events take place and what happens in each event, where events take place and what happens in each event; use story language, sentence patterns, and sequencing words to organise events; recite stories by heart supported by story boxes, pictures etc; act out stories portray characters and their motives.</li><li>• Use patterns and language from familiar stories in own writing; write complete stories, sequencing pictures: beginning-middle-end, decide where it is set and use ideas from reading for some incidents and events.</li><li>• Write narratives using capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li><li>• Write narratives that include names with capital letters and for the personal pronoun I.</li><li>• Joins words and clauses with 'and'.</li><li>• Separate words with spaces.</li></ul>
<b>Year 2</b> <b>Suggestions: Retellings, descriptions</b>	<ul style="list-style-type: none"><li>• Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters feelings and situations using improvisation; dramatize parts of their own or familiar stories and perform to class or group.</li><li>• Imitate familiar stories by borrowing and adapting structures; write complete stories with sustained, logical sequence of events; use past tense and third person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest.</li><li>• Write narratives using subordination (when, if, that, because) and co-ordination (using or, and, but).</li><li>• Write narratives using noun phrases to describe settings and people (e.g. beautiful butterfly).</li><li>• Write narratives with a consistent use of past or present tense.</li><li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and commas in a list.</li><li>• Use apostrophe for singular possession (girl's coat) and for contraction (can't).</li></ul>
<b>Year 3</b> <b>Suggestions: Narratives (linear stories) Including character and setting descriptions, diary entries in role</b>	<ul style="list-style-type: none"><li>• Tell stories based on own experiences and oral versions of familiar stories; included dialogue (punctuated with inverted commas) to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definitive ending; explore relationships and situations through drama.</li><li>• Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either first or third person consistently; use conventions for written dialogue that shows the relationship between two characters.</li></ul>



# St. Anselm's English Writing Genre Progression Map 2022-23



	<ul style="list-style-type: none"><li>• Write narratives expressing time, place and cause using conjunctions (when, so, while), adverbs (then, next, soon) or prepositions (before, after, in).</li><li>• Write narratives using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc.</li><li>• Write narratives using an alternative to the simple past tense by using the present perfect tense (or the verb to have) e.g. he has gone out to play rather than he went out to play.</li></ul>
<b>Year 4</b> <b>Suggestions: Narratives (linear stories)</b> <b>Including character and setting descriptions, diary entries in role</b>	<ul style="list-style-type: none"><li>• Plan and tell own versions of stories; tell effectively e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques e.g. improvise alternative courses of action for a character.</li><li>• Plan complete stories by identifying stages in the telling: introduction – build up – climax or conflict – resolution; use paragraphs to organise and sequence the narrative for more extended narrative structures; use fronted adverbials to introduce or connect paragraphs; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.</li><li>• Write narratives using expanded noun phrases for description.</li><li>• Write narratives by organising paragraphs around a theme, using topic sentences and supporting details. Within paragraphs, use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</li><li>• Use inverted commas to punctuate direct speech, ensuring a separate line for dialogue and accurate punctuation.</li></ul>
<b>Year 5</b> <b>Suggestions: Narratives (linear and non-linear stories)</b> <b>Including character and setting descriptions, diary entries in role, stories told through playscripts</b>	<ul style="list-style-type: none"><li>• Plan and tell stories to explore narrative viewpoint, e.g. retell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener.</li><li>• Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and so and how they feel and react at different points in the story.</li><li>• Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology (e.g. portray events happening simultaneously – meanwhile...); extend ways to link within and across narrative by using adverbs and adverbials of time, place and number; adapt writing for a particular audience; aim for consistency in character and style.</li><li>• Write narratives using brackets, dashes or commas to indicate parenthesis.</li><li>• Write narrative that include subordinate clauses with relative pronouns (who, which, that, when).</li></ul>
<b>Year 6</b> <b>Suggestions: Narratives (linear and non-linear stories)</b> <b>Including character and setting descriptions, diary entries in role, stories told through playscripts</b>	<ul style="list-style-type: none"><li>• Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.</li><li>• Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information.</li><li>• Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds.</li><li>• Vary narrative structure when writing complete stories, e.g. start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure in non-linear narratives as a model for own writing; plan and write extended narrative.</li><li>• Write sentences using the passive voice to vary sentences.</li></ul>





# St. Anselm's English Writing Genre Progression Map 2022-23



	<ul style="list-style-type: none"><li>• Use a range of devices to link ideas across paragraphs.</li><li>• Write narratives using the semi-colon, colon and dashes.</li></ul>
<b>Writing to entertain: Poetry:</b>	
<b>EYFS</b> <b>Suggestions: Acrostics</b> <b>Shape Poems</b>	<ul style="list-style-type: none"><li>• Listen to poems being read and dislikes including ideas, words and patterns.</li><li>• Join in with class rhymes and poems.</li><li>• Copy actions.</li><li>• Enjoy making up funny sentences and playing with words.</li><li>• Look carefully at experiences and choose words to describe.</li><li>• Make words collections or use simple repeating patterns.</li></ul>
<b>Year 1</b> <b>Suggestions:</b> <b>Acrostics</b> <b>Shape Poems</b> <b>Riddles</b>	<ul style="list-style-type: none"><li>• Discuss own response and what the poem is about.</li><li>• Talk about favourite words or part of a poem.</li><li>• Notice the poem's pattern.</li><li>• Perform in unison, following the rhythm and keeping time.</li><li>• Imitate and invent actions.</li><li>• Invents impossible ideas e.g. magical wishes.</li><li>• Observe details of first hand experiences using the senses and describe.</li><li>• List words and phrases or use a repeating pattern or line.</li></ul>
<b>Year 2</b> <b>Suggestions:</b> <b>Acrostics</b> <b>Shape Poems</b> <b>Riddles</b> <b>Diamantes</b>	<ul style="list-style-type: none"><li>• Talk about own views, the subject matter and possible meanings.</li><li>• Comment on which words have the most effect, noticing alliteration.</li><li>• Discuss simple poetry patterns.</li><li>• Perform individually or together; speak clearly and audibly.</li><li>• Use actions and sound effects to add to the poem's meaning.</li><li>• Experience with alliteration to create humorous and surprising combinations.</li><li>• Make adventurous word choices to describe closely observed experiences.</li><li>• Create a pattern or shape on the page; use simple repeating phrases or lines as models.</li></ul>
<b>Year 3</b> <b>Suggestions:</b> <b>Shape Poems</b> <b>Riddles</b> <b>Diamantes</b> <b>Haikus</b>	<ul style="list-style-type: none"><li>• Describe the effect a poem has and suggest possible interpretations.</li><li>• Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes.</li><li>• Explain the pattern of different simple forms.</li><li>• Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect.</li></ul>



# St. Anselm's English Writing Genre Progression Map 2022-23



<p><b>Limericks</b></p>	<ul style="list-style-type: none"> <li>• Use actions, voices, sound effects and musical patterns to add to a performance.</li> <li>• Invent new similes and experiment with words play.</li> <li>• Use powerful nouns, adjectives and verbs; experiment with alliteration.</li> <li>• Write free verse; borrow or create a repeating pattern.</li> </ul>
<p><b>Year 4</b>  <b>Suggestions:</b>  <b>Shape Poems</b>  <b>Riddles</b>  <b>Diamantes</b>  <b>Haikus</b>  <b>Limericks</b>  <b>Free Verse</b></p>	<ul style="list-style-type: none"> <li>• Identify poem's impact and explain own interpretation by referring to the poem.</li> <li>• Comment on the use of similes and expressive language to create images, sound effects and atmosphere.</li> <li>• Discuss the poem's form and suggest the effect on the reader.</li> <li>• Vary volume, pace and use appropriate expression when performing.</li> <li>• Use actions, sound effects, musical patterns and images to enhance a poem's meaning.</li> <li>• Use language playfully to exaggerate or pretend.</li> <li>• Use similes to build images and identify clichés in own writing.</li> <li>• Write free verse; use a repeating pattern; experiment with simple forms.</li> </ul>
<p><b>Year 5</b>  <b>Suggestions:</b>  <b>Diamantes</b>  <b>Haikus</b>  <b>Limericks</b>  <b>Free Verse</b>  <b>Kenning Poems Tetractys</b>  <b>Free Verse</b>  <b>Iambic pentameter</b></p>	<ul style="list-style-type: none"> <li>• Discuss poet's possible viewpoint, explain and justify own response and interpretation.</li> <li>• Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning.</li> <li>• Explore imagery including metaphor and personification.</li> <li>• Compare different forms and describe impact.</li> <li>• Vary pitch, pace, volume, expression and use pauses to create impact.</li> <li>• Use actions, sound, effects, musical patterns, images and dramatic interpretation.</li> <li>• Invent nonsense words and situations and experiment with unexpected word combinations.</li> <li>• Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing.</li> <li>• Write free verse; use or invent repeating patterns attempt different forms, including rhyme for humour.</li> </ul>
<p><b>Year 6</b>  <b>Suggestions:</b>  <b>Diamantes</b>  <b>Haikus</b>  <b>Limericks</b>  <b>Free Verse</b>  <b>Kenning Poems Tetractys</b>  <b>Free Verse Iambic pentameter</b></p>	<ul style="list-style-type: none"> <li>• Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes.</li> <li>• Explain the impact of figurative and expressive language, including metaphor.</li> <li>• Comment on poems' structures and how these influence meaning.</li> <li>• Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form.</li> <li>• Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT.</li> <li>• Use language imaginatively to create surreal, surprising, amusing and inventive poetry.</li> <li>• Use simple metaphors and personification to create poems based on real or imagined experience.</li> <li>• Select pattern or form to match meaning and own voice.</li> </ul>



# St. Anselm's English Writing Genre Progression Map 2022-23



Writing to inform	
<b>Recounts</b>	<b>Suggestions: Newspaper reports, interviews, eye witness accounts, diary entries (personal accounts), biographies &amp; autobiographies, formal and informal letters</b>
<b>EYFS</b>	<ul style="list-style-type: none"><li>● Informally recount incident 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.</li><li>● Write sentences to match pictures or sequences of pictures illustrating an event.</li><li>● 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.</li><li>● Use phonic knowledge to write words in ways which match their spoken sounds.</li><li>● Write simple sentences that can be read by others.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>● Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions.</li><li>● Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</li><li>● 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.</li><li>● Write recounts using capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li><li>● Write recounts that include names with capital letters and for the personal pronoun I.</li><li>● Joins words and clauses with 'and'.</li><li>● Separate words with spaces.</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>● Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that; listen to other's recounts and ask relevant questions.</li><li>● Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</li><li>● 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.</li><li>● Write recounts using subordination (when, if, that, because) and co-ordination (using or, and, but).</li><li>● Write recounts using noun phrases to describe settings and people (e.g. beautiful butterfly).</li><li>● Write recounts with a consistent use of past or present tense.</li><li>● Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and commas in a list.</li><li>● Use apostrophe for singular possession (girl's coat) and for contraction (can't).</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>● Watch or listen to third person recounts such as news of 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 on 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.</li></ul>



# St. Anselm's English Writing Genre Progression Map 2022-23



	<ul style="list-style-type: none"><li>• Write newspaper style reports e.g. about school events or an incident from a story, using a wider range of cohesive devices, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader.</li><li>• Include recounts when creating paper or screen-based information texts.</li><li>• Write recounts expressing time, place and cause using conjunctions (when, so, while), adverbs (then, next, soon) or prepositions (before, after, in).</li><li>• Write recounts using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• 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 the form of a story, a letter, a new report ensuring agreement in the use of pronouns.</li><li>• Write newspaper reports, using a wider range of cohesive devices, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader.</li><li>• Write recounts using expanded noun phrases for description.</li><li>• Write recounts by organising paragraphs around a theme, using topic sentences and supporting details. Within paragraphs, use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</li><li>• Write recounts using fronted adverbials to make opening sentences more interesting.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Identify the features of recounted texts, such as sports reports diaries, police reports, including the introduction to set the scene, chronological sequence, varied by consistent use of past tense, e.g. as he was running away, he noticed..., degree of formality adopted and use of conjunctions and adverbials.</li><li>• Use the language features of recounts including formal language when recounting events orally.</li><li>• Write recounts based on the same subject such as a field trip, a match or an historical event for two contrasting audiences such as a close friends and an unknown reader.</li><li>• Plan and write complete recounts and extend ways to link within and across paragraphs, aiding cohesion using adverbs and adverbials of time, place and number; adapt writing for a particular audience and purpose.</li><li>• Write recounts using brackets, dashes or commas to indicate parenthesis.</li><li>• Write recounts that include subordinate clauses with relative pronouns (who, which, that, when).</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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. a police description, a school report, newspaper obituary.</li><li>• 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.</li><li>• Write recounts using the passive voice to vary sentences.</li></ul>



# St. Anselm's English Writing Genre Progression Map 2022-23



	<ul style="list-style-type: none"><li>• Use a range of devices to link ideas across paragraphs.</li><li>• Write recounts using the semi-colon, colon and dashes.</li></ul>
<b>Explanations</b>	<b>Suggestions: Science investigations/conclusions, Design &amp; Technology projects, Chronological reports, Newspaper reports with eye witness accounts</b>
<b>EYFS</b>	<ul style="list-style-type: none"><li>• Talk about why things happen and how things work; ask questions and speculate.</li><li>• Listen to someone to explain a process and ask questions.</li><li>• Give oral explanations (e.g. why and how they made a construction).</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Read captions, pictures and diagrams on wall displays and in simple books that explain a process.</li><li>• Draw pictures to illustrate a process and use the picture to explain the process orally.</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Write reports to convey information</li><li>• After carrying out a practical activity (e.g. experiment, investigation, construction task) contribute to creating a flow chart or cyclical diagram to explain the process, as member of the group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally using flowchart, language and gestures appropriately.</li><li>• Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently.</li><li>• Following other practical tasks, produce a simple flowchart or cyclical diagram independently.</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, DT or geography), ensuring items are clearly sequenced.</li><li>• Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.</li><li>• Contribute to the shared writing of an explanation where the teacher acts as a scribe and models the use of paragraphs, adverbials and the other key language and structural features appropriate to explanatory writing:</li><li>• Purpose: to explain a process or to answer a question.</li><li>• Structure: introduction, followed by sequential explanations, organised into paragraphs.</li><li>• Language features: usually present tense; use of adverbials of time and cause.</li><li>• Presentational use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering.</li><li>• After oral rehearsal, write explanatory texts independently, form a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Read and analyse a range of explanatory texts, investigating and noting features of impersonal style; subordinate clauses; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.</li><li>• Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class theme using shared note-making</li></ul>



# St. Anselm's English Writing Genre Progression Map 2022-23



	<p>and writing of the page, using an impersonal style, hypothetical language and conjunctions adverbials as appropriate.</p> <ul style="list-style-type: none"> <li>• In shared writing and independently, plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.</li> <li>• Use the language conventions and grammatical features of the different types of text as appropriate.</li> </ul>
<b>Instructions (EYFS- Year 2)</b>	<b>Suggestions: Recipes, how to play familiar games</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Distinguish between writing and drawing and write labels for pictures and drawings.</li> <li>• Attempt writing for various purposes.</li> <li>• Use phonic knowledge to write words in ways in which match their spoken sounds.</li> <li>• Write simple sentences which can be read by others.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Listen to and follow a single more detailed instruction and a longer series of instructions.</li> <li>• Think out and give clear single oral instructions.</li> <li>• Routinely read and follow written classroom labels carrying instructions.</li> <li>• Read and follow short series of instructions in shared context.</li> <li>• Contribute to class composition of instructions with teacher scribing.</li> <li>• Write instructions independently.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Listen to and follow a series of more complex instructions.</li> <li>• Give clear oral instructions to members of a group.</li> <li>• 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:             <ul style="list-style-type: none"> <li>• Statement of purpose, list of materials or ingredients, sequential steps.</li> <li>• Direct/imperative language.</li> <li>• Use of adjectives and adverbs limited to giving essential information.</li> <li>• Emotive/value-laden language not generally used.</li> </ul> </li> <li>• As part of a group or independently, compose as set of instructions with additional diagrams. Write simple instructions independently.</li> </ul>
<b>Reports (Year 3-6)</b>	<b>Suggestions: Newspaper reports, chronological/non-chronological reports (information reports) e.g. History report based on the Victorians</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Analyse a number of report texts and note their function, form and typical language features:             <ul style="list-style-type: none"> <li>- Introduction indicating an overall classification of what is being described.</li> <li>- Use of short statement to introduce each new item.</li> <li>- Language (specific and sometimes technical) to describe and differentiate.</li> </ul> </li> </ul>



# St. Anselm's English Writing Genre Progression Map 2022-23



	<ul style="list-style-type: none"><li>- Impersonal language.</li><li>- Mostly present tense.</li><li>● As part of a group or independently, research and note-taking techniques using information and ICT texts on a subject and using a spider-gram to organise the information.</li><li>● Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.</li><li>● Analyse broadcast information to identify presentation techniques and notice how the language used signals change.</li><li>● Write a non-chronological report based on research and notes from several sources using subject verb agreements with generic participants e.g. family is...people are.</li><li>● Write reports using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>● Collect information to write a report in which two or more subjects are compared, e.g. spiders and beetle, observing that a grid rather than a spider gram is appropriate for representing the information.</li><li>● Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs.</li><li>● Write a non-chronological report, using organisational devices to aid conciseness such as numbered lists, headings and sub-headings.</li><li>● Write non-chronological reports using expanded noun phrases for description.</li><li>● Write non-chronological reports by organising paragraphs around a theme, using topic sentences and supporting details. Within paragraphs, use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</li><li>● Write recounts using fronted adverbials to make opening sentences more interesting.</li><li>● Plan, compose, draft, evaluate, edit and proof read for spelling and errors short non-chronological comparative reports focusing on clarity, conciseness and impersonal style.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>● Collect information to write a report in which two or more subjects are compared, e.g. spiders and beetle, observing that a grid rather than a spider gram is appropriate for representing the information.</li><li>● Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs.</li><li>● Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists, headings and sub-headings.</li><li>● Write non-chronological reports using brackets, dashes or commas to indicate parenthesis.</li><li>● Write non-chronological reports that include subordinate clauses with relative pronouns (who, which, that, when).</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>● Secure understanding of the form, language conventions and grammatical features of non-chronological reports.</li><li>● Write reports as part of a presentation on a non-fiction subject.</li><li>● Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</li></ul>



# St. Anselm's English Writing Genre Progression Map 2022-23



	<ul style="list-style-type: none"><li>• Write non-chronological reports using the passive voice to vary sentences.</li><li>• Use a range of devices to link ideas across paragraphs.</li><li>• Write non-chronological reports using the semi-colon, colon and dashes.</li></ul>
<b>Writing to persuade</b>	
<b>(Year 3-6)</b>	<b>Suggestions: Adverts (Including posters), Letters, Speeches, Campaigns</b>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally.</li><li>• Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.</li><li>• Through role play and drama explore particular persuasive scenarios and the effectiveness of different strategies used.</li><li>• Write persuasive texts expressing time, place and cause using conjunctions (when, so, while), adverbs (then, next, soon) or prepositions (before, after, in).</li><li>• Write persuasive texts using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc.</li><li>• Explore the use of conjunctions to support the arguments (if, then, because).</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• Read and analyse a range of persuasive texts to identify key features e.g. letters to newspapers, discussions of issues such as environmental. Distinguish between texts which try to persuade and those which simply inform, whilst recognising that some texts might contain examples of each other these.</li><li>• 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 can be used to support or re-inform arguments.</li><li>• From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.</li><li>• 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.</li><li>• Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view using more formal language appropriately.</li><li>• Use writing frames if necessary to back up points of view with illustrations and examples.</li><li>• 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 to the listener/reader.</li><li>• Design an advertisement, such as a poster or radio jingle, making use of linguistic and other features learnt from reading examples.</li><li>• Explore the use of adverbs, adverbial phrases and conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand....' finally.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering how they are set out and how language is used.</li><li>• Read other examples (e.g. newspaper comments, headlines, adverts and fliers) to compare writing which informs and persuades, considering for</li></ul>





# St. Anselm's English Writing Genre Progression Map 2022-23



	<p>example, the deliberate use of ambiguity, half-truth, bias; how opinion can be described to seem like fact.</p> <ul style="list-style-type: none"><li>● Select and evaluate a range of texts, in print and other media, for persuasiveness, clarity, and quality of information.</li><li>● From reading, to collect and investigate use of persuasive devices such as words and phrases e.g. 'surely', 'it would be very difficult'; persuasive definitions, e.g. 'no one but a complete idiot...!', 'the real truth is...' rhetorical questions, pandering, condescension, concession.</li><li>● Plan, draft, write, evaluate and edit individual, group or persuasive letters for real purposes; to edit and present to finished state.</li><li>● Write a commentary on an issue, setting out and justifying a personal view; to use structures for reading to set out and link points, e.g. numbered lists, bullet points.</li><li>● Construct an argument in note form or full text to persuade others of a point of views and present the case to the class or a group; use Standard English appropriately; evaluate its effectiveness.</li><li>● 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.</li><li>● Use the grammar and punctuation for Year 5 to set the standard for teaching persuasive writing.</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>● Through reading and analysis, recognise how persuasive arguments are constructed to be effective through for example:<ul style="list-style-type: none"><li>- The expression, sequence and linking of points.</li><li>- Providing persuasive examples, illustration and evidence.</li><li>- Pre-empting or answering potential objections.</li><li>- Appealing to the known views and feelings of the audience.</li></ul></li><li>● Orally and in writing, construct effective persuasive arguments:<ul style="list-style-type: none"><li>- Using persuasive language techniques to deliberately influence the listener.</li><li>- Develop a point logically and effectively.</li><li>- Supporting and illustrating points persuasively.</li><li>- Anticipating possible objections.</li><li>- Harnessing the known views, interests and feelings of the audience.</li><li>- Tailoring the writing to formal presentation where appropriate.</li><li>- Use the subjunctive mode in presentations.</li></ul></li><li>● Use reading to:<ul style="list-style-type: none"><li>- Investigate modal verbs e.g. might, could, would, and their persuasive uses e.g. in deduction, speculation, supposition.</li><li>- Build a bank of useful terms and phrases for persuasive argument.</li></ul></li><li>● 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.</li></ul>



# St. Anselm's English Writing Genre Progression Map 2022-23



	<ul style="list-style-type: none"> <li>Use the grammar and punctuation for Year 6 to set the standard for teaching persuasive writing.</li> </ul>
<b>Writing to discuss (Year 5-6)</b>	<b>Suggestions: Balanced arguments, Reviews</b>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>In exploring persuasive texts, and those presenting a particular argument, distinguish and discuss any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue</li> <li>Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama</li> <li>Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument</li> <li>First explore orally and then write a balanced report of a controversial issue:             <ul style="list-style-type: none"> <li>summarising fairly the competing views</li> <li>analysing strengths and weaknesses of different positions</li> <li>drawing reasoned conclusions where appropriate</li> <li>using formal language and presentation as appropriate</li> </ul> </li> <li>Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact</li> <li>Choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence</li> </ul>
<b>How our English curriculum promotes Cultural Capital</b>	<ul style="list-style-type: none"> <li>Thinking about people around the world.</li> <li>Appreciation and love for reading and writing.</li> <li>Helping children to develop their understanding of how history has shaped our future through choice of text</li> <li>Celebrating different cultures, traditions and faiths through choice of texts and authors (including availability of books in different languages)</li> <li>Educational visits / workshops linked to units of work (e.g. year 3 Roald Dahl Museum / Year 5 Primary Shakespeare Project)</li> <li>Participating in whole school, local and national events (World Book Day, English competitions)</li> <li>Letter writing / visiting a post box to post a letter</li> <li>Writing applications for jobs and roles (e.g. to be a prefect)</li> <li>Library visits</li> <li>Through drama and performance (including performing in plays, writing and performing poetry)</li> <li>Speaking &amp; Listening activities – Q&amp;A sessions, debates, speeches</li> <li>Pupil voice (e.g. opportunities for children to voice their opinions on new book choices for the library, ideas for WBD)</li> </ul>