

Subject Progression Grid for English - Non-Fiction Writing

Instructions

Year Group	Text Structure	Useful Vocabulary	
Year 1	- Ideas grouped in sentences in time sequence. - Written in the imperative e.g. sift the flour. - Use of numbers or bullet points to signal order.	1,2,3,4,5 - First - Next - After - Cut	- Move - Fold - Stir - Colour - Paint
Year 2	- A goal is outlined - a statement about what is to be achieved. - Written in sequenced steps to achieve the goal. - Diagrams and illustrations are used to make the process clearer.	- First of all - To start with - Firstly - Lastly	- Finally - Carefully - Gently - Slowly - Softly
Year 3	- A set of ingredients and equipment needed are outlined clearly. - Organised into clear points denoted by time.	- Afterwards - After that - To begin with - Begin by - Secondly	- The next step is to - With a slow movement - With a quick pull - Try to
Year 4	- A set of ingredients and equipment needed are outlined clearly. - Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. - Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	- Continue by.. - Carry on.. - Do this until.. - Stop when.. - When you have done this.. - Try not to... - Avoid...	
Year 5	- Consolidate work from previous learning. - Can write accurate instructions for complicated processes. - Can write imaginative instructions using flair and humour.	- Don't forget to... - Be careful of.... - Don't worry about... - Concentrate on.... - At this point.....	
Year 6	Consolidate work from previous learning.	- Whilst that is.... - Focus on..... - Try to make sure that.... - When you do, don't.... - I would suggest.... - Many people at this stage....	

Recounts

Year Group	Text Structure	Useful Vocabulary	
Year 1	- Ideas grouped together in time sequence. - Written in first person. - Written in the past tense. - Focused on individual or group participants e.g. I, we	- First - Next - After - Finally	- The best part was... - The worst part was - I liked - I didn't like
Year 2	- Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... - Main ideas organised in groups. - Ideas organised in chronological order	- Afterwards... - After that... - When... - Suddenly... - Just then..	- Next.. - Much later... - I found it interesting when.... - I found it boring when.... - I didn't expect...
Year 3	- Clear introduction. Organised into paragraphs shaped around key events. - A closing statement to summarise the overall impact.	- Last week.... - During our school trip.. - Soon.. - Meanwhile.. - To begin with...	- I was pleased that.. - I didn't expect that... - It was difficult to...
Year 4	- Clear introduction and conclusion. - Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	- Later on... - Before long... - At that very moment... - At precisely... - When this was complete...	- I was gripped by.... - I felt overwhelmed when... - I was personally affected by... - This has changed how I feel about....
Year 5	- Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. - The information is organised chronologically with clear signals to the reader about time, place and personal response. - Purpose of the recount reveals the writer's perspective.	- As it happened.. - As a result of... - Consequently, - Subsequently, - Unlike the rest of the group, I felt...	- In a flash... - Presently, - Meanwhile, - In conclusion, - The experience overall..
Year 6	- The report is well constructed and answers the reader's questions. - The writer understands the impact and thinks about the response. - Information is prioritised according to importance	- They are unusually... - They are rarely - They are never... - They are very... - Generally, - Be careful if you.... - Frequently they...	- I will attempt to... - This article will frame... - It can be difficult to... - Each paragraph... - More than half - Less than half...

Non-chronological Reports

Year Group	Text Structure	Useful Vocabulary	
Year 1	- Ideas grouped together for similarity. - Attempts at third person writing. e.g. The man was run over. - Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	_____ are... _____ is... - They are... - The different...	- This is a _____ - There are _____ - These can be grouped _____
Year 2	- Brief introduction and conclusion. - Main ideas organised in groups.	- They like to - They can - It can - Like many I am going to	- There are two sorts of - They live in - The _____ have but the _____ have _____
Year 3	- Clear introduction. - Organised into paragraphs shaped around a key topic sentence. - Use of sub-headings	- The following report - They don't - It doesn't - Sometimes - Often - Most	
Year 4	- Clear introduction and conclusion. - Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. - Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	- This report will - The following Information Usually, - Normally, - Even though, - Despite the fact - As a rule	
Year 5	- Developed introduction and conclusion using all the layout features. - Description of the phenomenon is technical and accurate. - Generalized sentences are used to categorise and sort information for the reader - Purpose of the report is to inform the reader and to describe the way things are. - Formal and technical language used throughout to engage the reader.	- The purpose of this report/article is to.. - The information presented will... - Some experts believe... - This article is designed to Many specialists consider Firstly I will... - It can be difficult	___ will enable you to understand. - Unlike - Despite - Although - Like many
Year 6	- The report is well constructed and answers the reader's questions. - The writer understands the impact and thinks about the response. - Information is prioritised according to importance and a frame of response set up for the reply.	- They are unusually - They are rarely - They are never.. - They are very...	- I will attempt to... - This article will frame... - It can be difficult to... - Each paragraph...

		• Generally • Be careful if you • Frequently they...	• More than half • Less than half...
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Letters

Year Group	Text Structure	Useful Vocabulary	
Year 1	Ideas grouped in sentences in time sequence.	- Dear - From - I like - I went - I saw - It was - My favourite	- They were - There was - Next - Then - First - After - And, but, so, when
Year 2	- Brief introduction and conclusion. - Written in the past tense. - Main ideas organised in groups. - Using sequencing techniques - time related words.	- And, then, but, so, when. - Dear Mr/Mrs.. - Dear Sir/Madam.. - Yours Sincerely - Yours faithfully - Later	- Afterwards - After that - Eventually - I would like to... - We felt...
Year 3	- Clear introduction. - Points about the visit/issue - Organised into paragraphs denoted by time/place. - Topic sentences. - Some letter layout features included.	- While, if, as, when. - I would like to inform you that... - It has come to my attention that... - Thank you for... - I hope that...	
Year 4	- Clear introduction and conclusion. - Links between key ideas in the letter. Paragraphs organized correctly into key ideas. - All letter layout features included.	- As I stated earlier... Referring to... - This is an unfortunate... - It is with regret... - I would be grateful if... - It is with regret that... - I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could.	
Year 5	- Developed introduction and conclusion using all the letter layout features. - Paragraphs developed with prioritised information. - Purpose of letter clear and transparent for reader. - Formal language used throughout to engage the reader.	- I appreciate... - Whilst we were waiting... - Your concern... - Until this is resolved... - Despite speaking to the duty manager... - This is a disgrace... - Unfortunately... - Many other people also... - I am delighted to inform you that...	

Year 6	• Letter well constructed that answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response setup for the reply.	• Please do not hesitate to contact me... • An early response would be greatly appreciated... • Please accept my... • I wish to express... • The impact of... • Despite continued efforts... • Subsequently...
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Persuasion

Year Group	Text Structure	Useful Vocabulary	
Year 1	- Ideas are grouped together for similarity. - Writes in first person.	- It was - Brilliant - Best - Exciting - The most Super	- Fantastic - Great - It will - Now you can - Try
Year 2	- Brief introduction and conclusion. - Written in the present tense. - Main ideas organised in groups.	- The biggest - The greatest - The longest - The tallest	- I think that - I believe that - Extraordinary - Remarkable
Year 3	- Clear introduction. - Points about subject/issue - Organised into paragraphs - Sub-heading used to organise texts.	- Surely - Obviously - Clearly - Don't you think... - Firstly - Secondly - Thirdly	- My own view is - My last point is - My final point is - Imagine - Consider - Enjoy
Year 4	- Clear introduction and conclusion. - Links between key ideas in the letter. - Paragraphs organised correctly into key ideas. - Subheading - Topic sentences	- I believe that - It seems to me that - It is clear that - Is it any wonder that - Furthermore - As I see it - Tremendous - Implore you to consider - Extremely significant	- Inevitably - Finally - In conclusion - In summary - The evidence presented... - Have you ever thought about...? - Do you think that...? - Fed up with...?
Year 5	- Arguments are well constructed that answer the reader's questions. - The writer understands the impact or the emotive language and thinks about the response. - Information is prioritised according to the writer's point of view.	- It appears that... - There can be no doubt that.. - It is critical.. - Fundamentally... - How can anyone believe this to be true? - Does anyone really believe that?	- On the basis of the evidence presented... - Phenomenal - Unique - Unmissable - You will be... - Don't.. - Take a moment to... - Isn't it time to...?

		• As everyone knows • I cite, for example... • I would draw your attention to... • I would refer to...	• Worried about...
Year 6	• Developed introduction and conclusion using all the argument or leaflet layout features. • Paragraphs developed with prioritised information. • View point is transparent for reader. • Emotive language used throughout to engage the reader.	• It strikes me that • There is no doubt that • I am convinced that • It appears • In my opinion • Surely only a fool would consider • In addition • Furthermore • Moreover	• My evidence to support this is • On balance.. • Just think how... • Now you can... • For the rest of your life... • Unbelievable • Outrageous • Incredible

Biography

Year Group	Text Structure	Useful Vocabulary	
Year 1	- Ideas grouped together in time sequence. - Written in first person. - Written in the past tense. - Focused on individual or group participants e.g. I, we	- First - Next - After - Finally - When he/she was born...	- When he/she was five years old... - An interesting thing about... - A fact about... - He/she will be remembered for...
Year 2	- Brief introduction and conclusion. - Written in the past tense e.g. He went... She travelled - Main ideas organised in groups. - Ideas organised in chronological order using fronted adverbials of time.	- As a child... - As a teenager... - At a young age... - Many years later... - One of the interesting things about...was...	- In my view... - His/Her life was... - I believe... - He/She was - He/She became...
Year 3	- Clear introduction. - Organised into paragraphs shaped around key events. - A closing statement to summarise the overall impact.	- During his/her early life... - Soon afterwards... - Sometimes he... - Strangely... - One of the most remarkable facts about... - His/her greatest achievement was...	
Year 4	- Clear introduction and conclusion. - Links between sentences help to navigate the reader from one idea to the next. - Paragraphs organised correctly around key events. - Elaboration is used to reveal the writer's emotions and responses.	- In his /her early years... - By the time he/she had... - In his/ her final years... - What is clear is that... - Even though he/she was not popular at the time, - Although feeling ran high in the community, - In many ways it wasn't until... - He/She might have been... - His/Her one regret was that...	
Year 5	- Developed introduction and conclusion including elaborated personal response. - Description of events are detailed and engaging. - The information is organised chronologically with clear signals to the reader about time, place and personal response. - Purpose of the recount an experience revealing the writer's perspective.	- In (insert year) at the age of.....he/she... - The time came for... - In his/her later years... - Once he/she had... - Nobody is sure why... - In spite of... - His/Her lasting legacy is that...	

Year 6	• The report is well constructed and answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply.	• They are unusually • They are rarely • They are never.. • They are very... • Generally • Be careful if you • Frequently they... • I will attempt to... • This article will frame... • It can be difficult to... • Each paragraph... • More than Half • Less than half...
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Balanced Argument

Year Group	Text Structure	<u>Useful Vocabulary</u>
Year 1	- Ideas are grouped together for similarity. - Writes in first person.	- but - because some people like... - some people feel... - some people believe... - other people like... - other people feel... - other people believe...
Year 2	- Brief introduction and conclusion. - Written with an impersonal style - Main ideas organised in groups.	- I am going to... - In fact... - It seems... - To sum this up... - The opposite view of this is... - Not everyone agrees with this...
Year 3	- Clear introduction. - Points about subject/issue - Organised into paragraphs - Sub-heading used to organise texts.	- I will begin by... - Maybe... - Firstly... - Many people are concerned that... - I wonder... - Sometimes - It could be argued that... - Therefore... - My overall feeling/opinion is... - An example of this is.... - It is clear that...
Year 4	- Clear introduction and conclusion. - Links between key ideas in the letter. - Paragraphs organised correctly into key ideas. - Subheading - Topic sentences	- This piece of writing will... ...feel convinced... - I intend to... - On the other hand... - In addition,... - It is surprising that... - On balance... - Finally, I would like to add... - My next point concerns... - Furthermore - Having looked at both sides, I think...because... - Having considered the arguments for and against... - Whilst...
Year 5	- Developed introduction and conclusion using all the argument or leaflet layout features. - Paragraphs developed with prioritised information.	- It strikes me that... - My intention is to... - To do this I will... - As I see it... - It appears to me...

		• Naturally... • It is precisely because.... • Subsequently... • Doubtless... • Nevertheless... • In stark contrast... • Contrary to this position... • It would seem logical... • Let us consider the impact... • In conclusion... • The evidence presented leads me to conclude...
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	• Both view points are transparent for reader. • Emotive language used throughout to engage the reader.	
Year 6	• Arguments are well constructed that answer the reader's questions. • The writer understands the impact or the emotive language and thinks about the response. • Information is prioritised according to the writer's point of view.	• I will present.. • Following that I will... • One argument for this is that... • ...fundamentally flawed... • ...an easy answer that avoids... • I would counter this view.... • It seems plausible to... • Moreover... • In point of fact... • The evidence I would use to support this is... • It surprises me that... • It is my conviction... • Finally, I would like to add... • Even though there has been a long history of activists...

Newspaper

Year Group	Text Structure	Useful Vocabulary	
Year 1	- Ideas grouped in sentences in time sequence. - Attempts at third person writing. - e.g. The man was run over. - Beginning describes what happened	- On Monday... - The accident... - People felt... - Happened - Angry - Upset - First	- Next - After - When - Then - So - But - It was...
Year 2	- Brief introduction and conclusion. - Written in the past tense. - Main ideas organised in groups. - Using sequencing techniques - time related words. - A photo with a caption.	- It was a terrible... - The scene was... - Many passers by... - Some children were... - Shocking	- Awful - Amazing - Incredible - Afterwards
Year 3	- Clear introduction. - Points about the visit/issue - Organised into paragraphs denoted by time/place. - Topic sentences. - Some newspaper layout features included. - A bold eye-catching headline.	- While, if, as, when. - Witnesses felt... - He reported that... - He also claimed that... - She went on to state that...	- He continued by.. - Hours later - Unfortunately - Fortunately
Year 4	- Clear introduction and conclusion. - Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. - Paragraphs organised correctly into key ideas. - All newspaper layout features included. - Bold eye-catching headline which includes alliteration.	- John Smith (64), a retired community officer said... - Within minutes... - The school confirmed that... - She claimed that.. - He continued by informing us that... - Police were...	
Year 5	- Developed introduction and conclusion using all the newspaper's layout features. - Paragraphs developed with prioritised information into columns. - Subheadings are used as an organisational device. - Formal language used throughout to engage the reader. - Quotations are succinct/emotive.	- Until this is resolved... - Unfortunately... - Chaos ensued... - Many panicked when... - He disputed... - She refused to accept that...	- The parents agreed that... - Witnesses... - Pupils emphasized... - They spoke to... - In addition to this...

Year 6	• Newspapers well constructed that answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply. • Headlines include puns.	• The impact of... • Despite continued efforts... • Subsequently... • The appointed spokesman... • In addition... • Mrs Hedges emphasized... • Tragic... • Crisis situation • Epic proportions... • Many parents refused to accept... • The horror... • Politicians also spoke of how...
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