

English Progression of Skills



Love, Learn and Grow

Reception	Speakers	Readers	Writers
At our Lady of Lourdes we want our reception children to develop the skills to be ready to transition to Year 1.	To hold a conversation in a range of contexts, communicating ideas, thoughts and opinions clearly in well-formed sentences, using conjunctives to link ideas. To retell a familiar story To create their own story with a complex narrative.	To be able to read words and sentences using their phonological knowledge (their set 1 and 2 sounds) To be able to sight read irregular words	To write a sentence independently

Year 1 Genres	Purpose	Structure	Features
Narrative	To tell a story	An opening sentence that establishes setting and introduces characters A complication and resulting events A resolution/ending	Presented in spoken or written form Told/written in first or third person (I, we, she, it, they) Told/written in past tense (sometimes in present tense) Chronological (plot or content have a chronology of events that happened in a particular order)
Explanation	To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is	A general statement to introduce the topic being explained. (In the winter some animals hibernate.) The steps in the process, in order. (When the nights get longer and it gets colder so the hedgehog looks for a safe place to hide.)	Written in simple present tense. (Hedgehogs wake up again in the spring.) Use of temporal connectives, e.g. first, then, next, finally.
Non Chronological Report	To provide detailed information about the way things are or were.	An opening statement, often a general classification (Sparrows are birds); A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: its qualities (Like most birds, sparrows have feathers.); its parts and their functions (The beak is small and strong so that it can ...); its habits/behaviour/ uses (Sparrows nest in...)	Written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). f Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.

Recount	To retell an event for the purpose of informing or entertaining.	Scene-setting or establishing context (It was the school holidays. I went to the park ...); An account of the events that took place, often in chronological order (The first person to arrive was ...); some additional detail about each event (He was surprised to see me.); f Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)	Written in the past tense Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind). Personal recounts are common (first person: I was on my way to school ... We got on the bus).
Instructions	To ensure something is done effectively and/or correctly with a successful outcome for the participant(s)	Begin by defining the goal or desired outcome. (How to make a board game.) List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.	Use of imperative verbs (commands), e.g. Cut the card ... Paint your design ... Time conjunctions Adverbs

Year 2 Genres	Purpose	Structure	Features
Narrative	To tell a story	An opening that establishes setting and introduces characters A complication and resulting events; A resolution/ending	Presented in spoken or written form Told/written in first or third person (I, we, she, it, they) Told/written in past tense (sometimes in present tense) Chronological (plot or content have a chronology of events that happened in a particular order)
Explanation	To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is	A general statement to introduce the topic being explained. (In the winter some animals hibernate.) The steps or phases in a process are explained logically, in order. (When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.)	Written in simple present tense. (Hedgehogs wake up again in the spring.) Use of temporal connectives, e.g. first, then, after that, finally. Descriptive vocabulary
Non Chronological Report	To provide detailed information about the way things are or were.	An opening statement, often a general classification (Sparrows are birds); Sometimes followed by a more detailed or technical classification (Their Latin name is...); A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: its qualities (Like most birds,	Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). f

		sparrows have feathers.); its parts and their functions (The beak is small and strong so that it can ...); its habits/behaviour/ uses (Sparrows nest in...)	Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.
Recount	To retell an event for the purpose of informing or entertaining.	Scene-setting or establishing context (It was the school holidays. I went to the park ...); An account of the events that took place, often in chronological order (The first person to arrive was ...); some additional detail about each event (He was surprised to see me.); f Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.	Written in the past tense Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind). Personal recounts are common (first person: I was on my way to school ... We got on the bus).
Newspaper report	To inform the reader about a notable event in the world.	A Headline: Short and snappy to grab the readers attention and successfully summarise the main point of the article. A byline telling the reader who the article is by and what their job role is. Lead: A short and snappy paragraph so that the message is portrayed clearly. The lead paragraph should explain clearly what has happened	Name of the newspaper Headline A subtitle with more information about the report Information presented in chronological order Pictures/ photographs with captions Written in third person Past tense

		The Body: As much detail as possible about the event. Each paragraph should be on a slightly different aspect of what happened. Explain the background information that is relevant to the story. The Tail: includes the least important information from your report and functions to sum-up the events.	
Instructions	To ensure something is done effectively and/or correctly with a successful outcome for the participant(s)	Begin by defining the goal or desired outcome. (How to make a board game.) List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)	Use of imperative verbs (commands), e.g. Cut the card ... Paint your design ... Time conjunctions Adverbial phrases

Year 3 Genres	Purpose	Structure	Features
Narrative	To tell a story	An opening that establishes setting and introduces characters A complication and resulting events; A resolution/ending	Presented in spoken or written form Told/written in first or third person (I, we, she, it, they) Told/written in past tense (sometimes in present tense) Chronological (plot or content have a chronology of events that happened in a particular order) Appropriate vocabulary for the genre e.g. 'haunted/ eerie' for horror; Connectives are widely used to move the narrative along, to move the setting (meanwhile back at the cave, on the other side of the forest); and to surprise or create suspense (suddenly, without warning). Beginning to use paragraphs
Explanation	To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is	A general statement to introduce the topic being explained. (In the winter some animals hibernate.) The steps or phases in a process are explained logically, in order. (When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.)	Written in simple present tense. (Hedgehogs wake up again in the spring.) Use of temporal connectives, e.g. first, then, after that, finally. Descriptive vocabulary Use of causal connectives, e.g. so, because of this. Beginning to use paragraphs
Non Chronological Report	To provide detailed information about the way things are or were.	An opening statement, often a general classification (Sparrows are birds); Sometimes followed by a more detailed or technical classification (Their Latin name is...); A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: its qualities (Like	Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.)

		most birds, sparrows have feathers.); its parts and their functions (The beak is small and strong so that it can ...); its habits/behaviour/ uses (Sparrows nest in...)	Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). f Description is generally used for precision rather than to create an emotional response so imagery is not heavily used. The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing.
Recount	To retell an event for the purpose of informing or entertaining.	Scene-setting or establishing context (It was the school holidays. I went to the park ...); An account of the events that took place, often in chronological order (The first person to arrive was ...); some additional detail about each event (He was surprised to see me.); f Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.	Written in the past tense Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind). Personal recounts are common (first person: I was on my way to school ... We got on the bus).
Newspaper report	To inform the reader about a notable event in the world.	A short and snappy headline to grab the reader's attention and successfully summarise the main point of the article. Should be eye catching. Can use humour, alliteration or a pun. The Byline :A line to tell the reader Reader who the article is by and what their job role is. Lead: A short and snappy paragraph so that the message is portrayed clearly. The lead paragraph should explain clearly what has happened, so that if your reader stopped reading after the lead, they would understand the main message of your report	Name of the newspaper Headline A subtitle with more information about the report Information presented in chronological order Pictures/ photographs with captions Written in third person Past tense Direct speech/ quotes from experts or witnesses Rhetorical questions Beginning to use paragraphs

		The Body: Key features of the body: As much detail as possible about the event with the most important information about the events first. Each paragraph should be on a slightly different aspect of what happened. The Tail: Any extra or surrounding information about the event or related topics	The Five Ws (and H) Who: which people were mainly affected by the events you are reporting on? What: what are the key events that happened? Where: where did those events take place? Why: is there a specific reason why these events occurred? When: what was the time, day, month, and year (if necessary) that the events happened?
Instructions	To ensure something is done effectively and/or correctly with a successful outcome for the participant(s)	Begin by defining the goal or desired outcome. (How to make a board game.) List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)	Use of imperative verbs (commands), e.g. Cut the card ... Paint your design Time conjunctions Adverbial phrases Instructions may include negative commands. (Do not use any glue at this stage.) Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates ...) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.).
Discussion	To present a reasoned and balanced overview of an issue or controversial topic.	A statement of the issues involved and a preview of the main arguments; arguments for, with supporting evidence /examples Arguments against or alternative views, with supporting evidence /examples. Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.	Written in simple present tense. Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). Uses connectives (for example, therefore, however). Generic statements are often followed by specific examples (Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...) Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence.

Persuasive	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things	An opening statement that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have... A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)	Written in simple present tense. Beginning to use paragraphs Often refers to generic rather than specific participants (Vegetables are good for you. They ...). Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...). Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable?)
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Year 4 Genres	Purpose	Structure	Features
Narrative	To tell a story	An opening that establishes setting and introduces characters A complication and resulting events; A resolution/ending	Presented in spoken or written form Told/written in first or third person (I, we, she, it, they) Told/written in past tense (sometimes in present tense) Chronological (plot or content have a chronology of events that happened in a particular order) Appropriate vocabulary for the genre e.g. 'haunted/ eerie' for horror; Connectives are widely used to move the narrative along, to move the setting (meanwhile back at the cave, on the other side of the forest); and to surprise or create suspense (suddenly, without warning). Consistently using paragraphs
Explanation	To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is	A general statement to introduce the topic being explained. (In the winter some animals hibernate.) The steps or phases in a process are explained logically, in order. (When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.)	Written in simple present tense. (Hedgehogs wake up again in the spring.) Use of temporal connectives, e.g. first, then, after that, finally. Descriptive vocabulary Use of causal connectives, e.g. so, because of this. Consistently using paragraphs
Non Chronological Report	To provide detailed information about the way things are or were.	A opening statement, often a general classification (Sparrows are birds); Sometimes followed by a more detailed or technical classification (Their Latin name is...); A description of whatever is the subject of the report organised in some way to help	Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben).

		the reader make sense of the information. For example: its qualities (Like most birds, sparrows have feathers.); its parts and their functions (The beak is small and strong so that it can ...); its habits/behaviour/ uses (Sparrows nest in...)	Description is generally used for precision rather than to create an emotional response so imagery is not heavily used. The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing.
Recount	To retell an event for the purpose of informing or entertaining.	Scene-setting or establishing context (It was the school holidays. I went to the park ...); An account of the events that took place, often in chronological order (The first person to arrive was ...); some additional detail about each event (He was surprised to see me.); f Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.	Written in the past tense Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind). Personal recounts are common (first person: I was on my way to school ... We got on the bus).
Newspaper report	To inform the reader about a notable event in the world.	The Headline: A short and snappy headline to grab the readers attention and successfully summarise the main point of the article. Should be eye catching. Can use humour, alliteration or a pun. The Byline: A line to tell the reader who the article is by and what their job role is. Lead: A short and snappy paragraph so that the message is portrayed clearly. The lead paragraph should explain clearly what has happened.	Name of the newspaper A catchy headline to grab the reader's attention A subtitle with more information about the report Information presented in chronological order Pictures/ photographs with captions Written in third person Written in Past tense Direct speech/ reported speech /quotes from experts or witnesses Rhetorical questions Formal language Clearly distinguished paragraphs

		The Body: As much detail as possible about the event with the most important information about the events first. Each paragraph should be on a slightly different aspect of what happened.. Explain the background information that is relevant to the story. Include evidence, facts, and quotes from people related to the event. The Tail: Any extra or surrounding information about the event or related topics. Links for where to find extra information about the topic or other news reports	The Five Ws (and H) Who: which people were mainly affected by the events you are reporting on? What: what are the key events that happened? Where: where did those events take place? Why: is there a specific reason why these events occurred? When: what was the time, day, month, and year (if necessary) that the events happened? How: this isn't strictly a word starting with the letter 'w', but it is useful for your lead paragraph. Explain the manner in which the events occurred, or what made them able to happen.
Instructions	To ensure something is done effectively and/or correctly with a successful outcome for the participant(s)	Begin by defining the goal or desired outcome. (How to make a board game.) List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)	Use of imperative verbs (commands), e.g. Cut the card ... Paint your design Time conjunctions Adverbial phrases Instructions may include negative commands. (Do not use any glue at this stage.) Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates ...) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.).
Discussion	To present a reasoned and balanced overview of an issue or controversial topic.	A statement of the issues involved and a preview of the main arguments; arguments for, with supporting evidence /examples Arguments against or alternative views, with supporting evidence /examples. Another common structure presents the arguments 'for' and 'against' alternatively.	Written in simple present tense. Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). Uses connectives (for example, therefore, however). Generic statements are often followed by specific examples (Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...)

		Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.	Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence.
Persuasive	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things	An opening statement that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have... A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)	Written in simple present tense. Consistently using paragraphs Often refers to generic rather than specific participants (Vegetables are good for you. They ...). Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...). Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable?)
Playscript	To tell a story and to have a deliberate effect on the viewer/listener/reader.	Structural conventions for scripting vary, particularly in their layout on the page or screen but they usually include: name of character and the words they speak: MRS GRAY Hello dear. How are you? stage directions (ENTER Sita, dancing). Comic strip and some digital animations usually include speech bubbles within the images; interactive texts may include	Exclusive use of direct speech and absence of narrative text such as "she said" Dialogue (conversation between two or more characters) or monologue (one character speaking) Any necessary narrative information is provided by images (as in comic strip or animations) by stage directions (as in playscript) or by supplementary narrative, e.g. when a comic strip with speech bubbles also includes some narrative below each picture.

Year 5 Genres	Purpose	Structure	Features
Narrative	To tell a story	An opening that establishes setting and introduces characters A complication and resulting events; A resolution/ending	Presented in spoken or written form Told/written in first or third person (I, we, she, it, they) Told/written in past tense (sometimes in present tense) Chronological (plot or content have a chronology of events that happened in a particular order) Appropriate vocabulary for the genre e.g. 'haunted/ eerie' for horror; Connectives are widely used to move the narrative along, to move the setting (meanwhile back at the cave, on the other side of the forest); and to surprise or create suspense (suddenly, without warning). Cohesion between paragraphs
Explanation	To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is	A general statement to introduce the topic being explained. (In the winter some animals hibernate.) The steps or phases in a process are explained logically, in order. (When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.)	Written in simple present tense. (Hedgehogs wake up again in the spring.) Use of temporal connectives, e.g. first, then, after that, finally. Descriptive vocabulary Use of causal connectives, e.g. so, because of this. Cohesion between paragraphs
Non Chronological Report	To provide detailed information about the way things are or were.	A opening statement, often a general classification (Sparrows are birds); Sometimes followed by a more detailed or technical classification (Their Latin name is...); A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: its qualities (Like most birds, sparrows have feathers.); its parts and their functions (The beak is small and strong so that it can ...); its habits/behaviour/ uses (Sparrows nest in...)	Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). Description is generally used for precision rather than to create an emotional response so imagery is not heavily used. The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing.

Recount	To retell an event for the purpose of informing or entertaining.	Scene-setting or establishing context (It was the school holidays. I went to the park ...); An account of the events that took place, often in chronological order (The first person to arrive was ...); some additional detail about each event (He was surprised to see me.); f Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.	Written in the past tense Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind). Personal recounts are common (first person: I was on my way to school ... We got on the bus).
Newspaper report	To inform the reader about a notable event in the world.	The Headline: A short and snappy headline to grab the readers attention and successfully summarise the main point of the article. Should be eye catching. Can use humour, alliteration or a pun. The Byline: A line to tell the reader who the article is by and what their job role is. Lead: A short and snappy paragraph so that the message is portrayed clearly. The lead paragraph should explain clearly what has happened, so that if your reader stopped reading after the lead, they would understand the main message of your report The Body :As much detail as possible about the event with the most important information about the events first. Each paragraph should be on a slightly different aspect of what happened.. Explain the background information that is relevant to the story .Include evidence, facts, and quotes from people related to the event. A quote from an expert on the topic you are reporting on. The Tail: Any extra or surrounding information about the event or related topics. Links for where to find extra information about the topic or other	Name of the newspaper A catchy headline to grab the reader's attention A subtitle with more information about the report Information presented in chronological order Pictures/ photographs with captions Written in third person Written in Past tense Direct speech/ reported speech /quotes from experts or witnesses Rhetorical questions Formal language Clearly distinguished paragraphs beginning to show cohesion The Five Ws (and H) Who: which people were mainly affected by the events you are reporting on? What: what are the key events that happened? Where: where did those events take place? Why: is there a specific reason why these events occurred? When: what was the time, day, month, and year (if necessary) that the events happened?

		news reports. A quote from an expert or witness to sum up the story or imply what may unfold next.	How: this isn't strictly a word starting with the letter 'w', but it is useful for your lead paragraph. Explain the manner in which the events occurred, or what made them able to happen
Instructions	To ensure something is done effectively and/or correctly with a successful outcome for the participant(s)	Begin by defining the goal or desired outcome. (How to make a board game.) List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)	Use of imperative verbs (commands), e.g. Cut the card ... Paint your design Time conjunctions Adverbial phrases Instructions may include negative commands. (Do not use any glue at this stage.) Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates ...) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.).
Discussion	To present a reasoned and balanced overview of an issue or controversial topic.	A statement of the issues involved and a preview of the main arguments; arguments for, with supporting evidence /examples Arguments against or alternative views, with supporting evidence /examples. Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.	Written in simple present tense. Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). Uses connectives (for example, therefore, however). Generic statements are often followed by specific examples (Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...) Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence.
Persuasive	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things	An opening statement that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have...	Written in simple present tense. Cohesion between paragraphs Often refers to generic rather than specific participants (Vegetables are good for you. They ...). Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...). Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.)

		A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)	Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable?)
Playscript	To tell a story and to have a deliberate effect on the viewer/listener/reader.	Structural conventions for scripting vary, particularly in their layout on the page or screen but they usually include: name of character and the words they speak: MRS GRAY Hello dear. How are you? organisational information (Scene 2 The kitchen DAY) stage directions (ENTER Sita, dancing). Comic strip and some digital animations usually include speech bubbles within the images; interactive texts may include	Exclusive use of direct speech and absence of narrative text such as "she said" Dialogue (conversation between two or more characters) or monologue (one character speaking) Any necessary narrative information is provided by images (as in comic strip or animations) by stage directions (as in playscript) or by supplementary narrative, e.g. when a comic strip with speech bubbles also includes some narrative below each picture.

Year 6 Genres	Purpose	Structure	Features
Narrative	To tell a story	An opening that establishes setting and introduces characters A complication and resulting events; A resolution/ending	Presented in spoken or written form Told/written in first or third person (I, we, she, it, they) Told/written in past tense (sometimes in present tense) Chronological (plot or content have a chronology of events that happened in a particular order) Appropriate vocabulary for the genre e.g. 'haunted/ eerie' for horror; Connectives are widely used to move the narrative along, to move the setting (meanwhile back at the cave, on the other side of the forest); and to surprise or create suspense (suddenly, without warning). Cohesion between paragraphs
Explanation	To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is	A general statement to introduce the topic being explained. (In the winter some animals hibernate.) The steps or phases in a process are explained logically, in order. (When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.)	Written in simple present tense. (Hedgehogs wake up again in the spring.) Use of temporal connectives, e.g. first, then, after that, finally. Descriptive vocabulary Use of causal connectives, e.g. so, because of this. Cohesion between paragraphs
Non Chronological Report	To provide detailed information about the way things are or were.	An opening statement, often a general classification (Sparrows are birds); Sometimes followed by a more detailed or technical classification (Their Latin name is...); A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: its qualities (Like most birds, sparrows have feathers.); its parts and their functions (The beak is small and strong so that it can ...); its habits/behaviour/ uses (Sparrows nest in...)	Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). Description is generally used for precision rather than to create an emotional response so imagery is not heavily used. The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing.

Recount	To retell an event for the purpose of informing or entertaining.	Scene-setting or establishing context (It was the school holidays. I went to the park ...); An account of the events that took place, often in chronological order (The first person to arrive was ...); some additional detail about each event (He was surprised to see me.); f Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.	Written in the past tense Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind). Personal recounts are common (first person: I was on my way to school ... We got on the bus).
Newspaper report	To inform the reader about a notable event in the world.	The Headline :A short and snappy headline to grab the readers attention and successfully summarise the main point of the article. Should be eye catching. Can use humour, alliteration or a pun. The Byline: A line to tell the reader who the article is by and what their job role is. Lead: A short and snappy paragraph so that the message is portrayed clearly. The lead paragraph should explain clearly what has happened, so that if your reader stopped reading after the lead, they would understand the main message of your report. . The Body: As much detail as possible about the event with the most important information about the events first. Each paragraph should be on a slightly different aspect of what happened.. Explain the background information that is relevant to the story .Include evidence, facts, and quotes from people related to the event. A quote from an expert on the topic you are reporting on.	Name of the newspaper A catchy headline to grab the reader's attention A subtitle with more information about the report Information presented in chronological order Pictures/ photographs with captions Written in third person Written in Past tense Direct speech/ reported speech /quotes from experts or witnesses Rhetorical questions Formal language Cohesion between paragraphs

		The Tail: Any extra or surrounding information about the event or related topics. Links for where to find extra information about the topic or other news reports. A quote from an expert or witness to sum up the story or imply what may unfold next.	
Instructions	To ensure something is done effectively and/or correctly with a successful outcome for the participant(s)	Begin by defining the goal or desired outcome. (How to make a board game.) List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)	Use of imperative verbs (commands), e.g. Cut the card ... Paint your design Time conjunctions Adverbial phrases Instructions may include negative commands. (Do not use any glue at this stage.) Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates ...) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.).
Discussion	To present a reasoned and balanced overview of an issue or controversial topic.	A statement of the issues involved and a preview of the main arguments; arguments for, with supporting evidence /examples Arguments against or alternative views, with supporting evidence /examples. Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.	Written in simple present tense. Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). Uses connectives (for example, therefore, however). Generic statements are often followed by specific examples (Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...) Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence.
Persuasive	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things	An opening statement that sums up the viewpoint being presented. Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have...	Written in simple present tense. Cohesion between paragraphs Often refers to generic rather than specific participants (Vegetables are good for you. They ...). Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...).

		A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)	Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable?)
Playscript	To tell a story and to have a deliberate effect on the viewer/listener/reader.	Structural conventions for scripting vary, particularly in their layout on the page or screen but they usually include: name of character and the words they speak: MRS GRAY Hello dear. How are you? organisational information (Scene 2 The kitchen DAY) stage directions (ENTER Sita, dancing). Comic strip and some digital animations usually include speech bubbles within the images; interactive texts may include	Exclusive use of direct speech and absence of narrative text such as "she said" Dialogue (conversation between two or more characters) or monologue (one character speaking) Any necessary narrative information is provided by images (as in comic strip or animations) by stage directions (as in playscript) or by supplementary narrative, e.g. when a comic strip with speech bubbles also includes some narrative below each picture.

Poetry

Structure Type	Features
Monologue (free Verse)	Written in the first person, a single voice. Often a recount or an explanation of a personal viewpoint. May address the reader directly, for example by asking questions or using language as if the reader is taking part in a conversation with the writer. (Is it hard to believe? Guess what happened next!) There are many examples in the poetry of Michael Rosen.
Conversation poems (free verse)	As above, but two or more voices present. Can be a dialogue taking place or a series of questions and answers, as in the traditional poem, Who killed Cock Robin?
List poetry (free verse)	A simple list of words, phrases or sentences, often preceded by a 'starter' sentence, such as In my picnic basket I will put:/ Things that make me smile
calligrams and shape poems	A calligram can be a poem, a phrase or even a single word. Calligrams use the shape of the letters, words or whole poem to show the subject of the calligram in a visual way.
cinquain	A generic name for a five-line poem. One of the most commonly used forms follows a syllable pattern for each line: 2, 4, 6, 8, 2. There are many different types of cinquains providing a wide range of opportunities for children to experiment with rhyme or syllabification. For example, reverse cinquains where the line pattern works backward, quintiles where cinquains are grouped in multiples to create a longer poem and English quintains that have a rhyme pattern (ABABB) but no specific line length.
quatrain	Quatrain is a generic term for a four-line stanza or poem of any kind.
Couplets	Two successive lines, usually part of a poem longer than two lines and typically at the end of a verse or stanza. Couplets have two lines, each with the same metre and often share the same rhyme (rhyming couplets).
Rap	Rap is an example that straddles the boundaries between poetry, talk and song. It is one of the central elements of hip hop culture and uses strong musical rhythm and repeated rhyme patterns. The content is often focused on social commentary.
Limerick	A traditional five-line rhyming form, usually with humorous subject matter. Popularised in the nineteenth century by Edward Lear's Book of Nonsense. The rhyme pattern is usually AABBA. The first line of a limerick is typically: There once was a xx from xxx,
Haiku	Three lines: syllable pattern 5, 7, 5. A personal but universal comment on nature and/or humankind's place in the world. The poet aims to capture a single moment or thought and also aims to leave half the work for the reader to do.
Ballads	Ballads are narrative poems, usually of some length. Rhyme and musical rhythm patterns make them memorable for oral retelling. They often recount heroic deeds or legends. Ballads typically include a chorus between each verse or a refrain that repeats key lines.
Question and answer poems	Question and answer poems may not rhyme or maintain the same metre but they are often tightly structured as a series of questions, each followed by an answer