

**WRITING SKILLS PROGRESSION GENRE – NON-CHRONOLOGICAL REPORTS**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>WORD CLASSES</b>	<p><u>Noun</u> What a noun is Regular plurals nouns with 'er'</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add. 'es' to nouns.</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p>	<p><u>Nouns</u> Expanded noun phrases to convey complicated information concisely.</p>
	<p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p>	<p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es'. 'es' and 'ing' to verbs.</p>	<p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p>	<p><u>Verbs</u> Standard English forms for verbs.</p>	<p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify</p>	<p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p>
	<p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p>	<p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>	<p><u>Adjectives</u> Choose appropriate adjectives.</p>
	<p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p>	<p><u>Connective/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, what</p>	<p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p>
	<p><u>Tense</u> Simple past tense. 'ed'</p>	<p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>	<p><u>Tense</u> Correct and consistent use of past and present tense</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>

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<b>PUNCTUATION</b>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use question marks.</p> <p>Read words with contractions.</p>	<p>Use spaces that reflect the size of letters.</p> <p>Use full stops correctly.</p> <p>Use capital letters correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use question marks correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Comma to separate items in lists.</p>	<p>Introduce possessive apostrophes or plural nouns.</p> <p>Introduce inverted commas.</p>	<p>Use inverted commas and other punctuation to indicate direct speech.</p> <p>Commas after fronted adverbials.</p> <p>Apostrophes to mark singular and plural possession.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>	<p>Use a wide range of punctuation throughout the writing.</p>

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<b>SENTENCE STRUCTURE</b>	<p>Simple connectives used to construct simple sentences e.g. and, but, then, so.</p>	<p>Simple connectives used to construct simple sentences e.g. and, but, then, so.</p> <p>Use simple noun phrases.</p> <p>Use subject/verb sentences e.g. He was.... they were.... It happened....</p> <p>Some modal verbs introduced e.g. would, could, should</p> <p>Subject/verb sentences e.g. He was.... They were.... It happened....</p> <p>Use simple adverbs e.g. quickly, slowly</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Use subject/verb sentences e.g. He was.... they were.... It happened....</p> <p>Some modal verbs introduced e.g. would, could, should</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>Variation in sentence structures e.g. While we watched the sea lion show....</p> <p>Sentences to build from a general idea to more specific.</p> <p>Use subject/verb sentences e.g. He was.... they were.... It happened....</p> <p>Some modal verbs introduced e.g. would, could, should</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile....</p> <p>Use technical vocabulary to show the read the writer's expertise.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Sentences to build from a general idea to more specific.</p> <p>Use subject/verb sentences e.g. He was.... they were.... It happened....</p> <p>Some modal verbs introduced e.g. would, could, should</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile....</p> <p>Use technical vocabulary to show the read the writer's expertise.</p> <p>Active and passive voice used deliberately to heighten engagement e.g. The eggs were removed from the beach</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Consolidate all previous learning.</p> <p>Verb forms are controlled and precise.</p> <p>Modifiers are used to intensify or qualify e.g. significant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writers position e.g. as a consequence of their actions....</p> <p>Complex noun phrases used to add detail.</p> <p>Prepositional phrases used cleverly.</p>

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<b>TEXT STRUCTURE</b>	<p>Ideas grouped in sentences in time sequence.</p>	<p>Brief introduction and conclusion.</p>	<p>Clear introduction and conclusion.</p>	<p>Clear introduction and conclusion.</p>	<p>Developed introduction and conclusion including using all the layout features.</p>	<p>Consolidate all previous learning.</p>
	<p>Attempts at third person writing. E.g. the man was run over.</p> <p>Written in the appropriate tense e.g.sparrow’s nest.... Dinosaurs were....</p>	<p>Attempts at third person writing.</p> <p>Written in the appropriate tense e.g.sparrow’s nest.... Dinosaurs were....</p> <p>Main ideas organised in groups.</p>	<p>Written in the third person.</p> <p>Written in the appropriate tense e.g.sparrow’s nest.... Dinosaurs were....</p> <p>Organised into paragraphs shaped around key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Written in the third person.</p> <p>Written in the appropriate tense e.g.sparrow’s nest.... Dinosaurs were....</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-headings are used to organise information. E.g. Qualities, behaviour.</p>	<p>Generalized sentences are used to categorise and sort information for the reader.</p> <p>Written in the third person.</p> <p>Written in the appropriate tense e.g.sparrow’s nest.... Dinosaurs were....</p> <p>Paragraphs organised correctly around key ideas.</p> <p>Sub-headings are used to organise information. E.g. Qualities, behaviour.</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>The report is well constructed and answers the readers questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>