



Hoylake Holy Trinity 'Features of Genres' Progression Map

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recounts	- Use some simple description • Write in 1st person based on experiences • Write in past tense • Begin to link events using and • Write events in order	• Include detail and description to inform the reader • Use consistent past tense • Include personal comments and own viewpoint • Order events with adverbs of time	• Use a balance of description and opinion • Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. in the morning, before lunch • Use a range of past tense forms • Write in 1st person or 3rd person • Write an introductory paragraph • Write further paragraphs in chronological order	• Engage the reader through detailed description • Include eyewitness accounts as quotes using direct speech punctuation • Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle • Use a range of past tense forms • Write in 1st person or 3rd person • Write an introductory	• Engage reader through use of description, feelings and opinions • Create cohesion through use of a range of adverbs and adverbials • Write in consistent tense using a range of verb forms • Include the 5Ws - who, what, where, when, why and how- and conclude with a clear summary	• Select the appropriate style to engage the audience • Use direct and reported speech to express a range of viewpoints • Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation • Use verb tenses consistently and correctly Biography / Autobiography Also include: • Use real life facts, including dates and place names • Use thematic language specific to the



				paragraph including the 5Ws - who, what, where, when, why and how • Use paragraphs to extend and sequence extended recounts		subject • Use formal language appropriately
Recounts :Diary	• Use some simple description • Write in 1st person based on experiences • Write in past tense • Begin to link events using and • Write events in order • Open with Dear Diary	• Include detail and description to inform the reader • Write in 1st person • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear	• Use a balance of description and opinion • Use a variety of sentence forms including statements and exclamations • Use a range of past tense forms, including present perfect • Write in 1st person • Write an opening paragraph to set the scene • Finish with a personal comment about hopes or concerns for the future	• Engage the reader through detailed description • Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle • Use a range of past tense forms • Write an opening paragraph to share thoughts and feelings and to summarise	Year 5: • Engage reader through use of detail, description, feelings and opinions • Use adverbs and fronted adverbials e.g. with doubt in my mind, anxiously, afterwards • Use rhetorical questions to engage reader • Select the appropriate tense	• Use quotes from people to express feelings • Select the appropriate tense and use accurately e.g. shifts in time and flashbacks • Use an informal conversational style • Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation



		opening and establish the context • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!		the day • Finish with a personal comment about hopes or concerns for the future		
Recount: Journalistic report	N/A	N/A	N/A	N/A	N/A	• Add details of the 5Ws throughout piece - who, what, where, when, why and how • Use quotes from people to provide opinions and information • Use passive voice for ambiguity • Use appropriate formality for intended audience • Write in third person • Use layout features



						of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question
Letters	• Write in 1st person • Write simple sentences in sequence • Begin to link events using and • Use simple openings and closings e.g. dear, from	• Include detail and description to inform the reader • Use a range of sentence forms to address the reader • Write in 1st person • Include personal comments and own viewpoint • Use openings and closings e.g. dear, opening statement to state why we are writing, from	• Write in the 1st person • Use contractions e.g. I'm writing to you • Provide detail through use of prepositions to express time, place and cause • Choose sentence forms to address the reader directly • Vary tenses • Use layout features including a date, introductory paragraph and further paragraphs in order, suitable closing	• Write in the 1st person • Use contractions e.g. I'm writing to you • Provide detail through use of prepositions to express time, place and cause • Choose sentence forms to address the reader directly • Vary tenses • Use fronted adverbials to introduce paragraphs • Use layout features	Apply the features of recount, persuasion, information and explanation in the form of a letter. • Use features of formal letter writing e.g. address, yours sincerely, yours faithfully	Apply the features of recount, persuasion, information and explanation in the form of a letter. • Use features of formal letter writing e.g. address, yours sincerely, yours faithfully



				including an address/date, introductory paragraph and further paragraphs in order, suitable closing		
Information and non-chronol ogical reports	• Write simple sentences linked to the topic • Write in the present tense • Link ideas through subject or pronoun e.g. Bats are black. They fly at night	• Use specific vocabulary linked to the topic • Use facts from research • Write with clear and precise description • Write in the present tense • Use layout features e.g. title, sub-headings, introduction, grouped	• Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal • Use description to compare and contrast e.g. bats are one of the smallest mammals • Use connecting adverbs and fronted adverbials e.g. also, additionally, usually, commonly • Write in present tense (except historic reports) • Use layout features e.g. questions to draw in the reader, headings and sub-headings,	• Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal • Use precision in technical vocabulary • Use description to compare and contrast e.g. bats are one of the smallest mammals • Write in present tense (except historic reports)	• Use precise word choices • Select language to appeal to the reader • Clarify technical vocabulary • Use a formal tone • Adapt formality to suit purpose and audience • Provide well-developed factual information for the reader • Manipulate style for	• Use precise word choices • Select language to appeal to the reader • Use a formal tone • Provide well-developed factual information for the reader • Manipulate style for



		information	paragraphs to group related ideas, diagrams	• Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams	specific purpose and audience (hybrid texts) • Include a summarising statement	
Instructions	• Write simple, clear sentences • Start sentences with a command • Keep to the correct order of the steps to be followed	• Write simple, short sentences with some technical vocabulary • Use noun phrases to specify where needed e.g. pick up the large bowl • Use adverbs appropriately • Include negative commands e.g. never, don't • Begin with a clear title and opening	• Use technical vocabulary • Talk to the reader and make the instructions sound easy • Use adverbs for time and manner e.g. first, next, finally, carefully • Use clear and concise command sentences • Present the text clearly e.g. sub-headings, bullet points, numbers	• Use technical vocabulary • Talk to the reader and make the instructions sound easy • Use adverbs for time and manner e.g. first, next, finally, carefully • Use clear and concise command sentences • Write an introduction and concluding	Apply the features of instructional texts across other text types where appropriate	Apply the features of instructional texts across other text types where appropriate



		statement • Write in chronological order using bullet points or numbered points		statement to engage the reader • Present the text clearly e.g. sub-headings, bullet points, numbers		
Explanation	N/A	N/A	• Use language to explain a process or how something works • Use some technical vocabulary • Use simple present tense • Use causal conjunctions (but, because, after, before, so, although) • Use organisational features e.g. opening statement, steps explained in logical order, diagrams and flowchart	• Use language to explain a process or how something works • Use some technical vocabulary • Use simple present tense • Use causal conjunctions (but, because, after, before, so, although) • Use connecting adverbs (however, consequently, in	• Use technical vocabulary • Use words/phrases to make sequential, causal or logical connections e.g. because, resulting in • Apply language from independent research • Use hypothetical language (if...then, might, when the...) • Use rhetorical questions to talk directly to the reader	• Use technical vocabulary and precise information • Use words/phrases to make sequential, causal or logical connections e.g. because, resulting in • Apply language from independent research • Use hypothetical language (if...then, might, when the...) • Use rhetorical questions to talk directly to the reader • Adapt formality to suit purpose and audience



				addition, therefore, as a result) • Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart	• Adapt formality to suit purpose and audience	
Persuasion	N/A	N/A	• Use persuasive language e.g. alliteration, repetition • Write in logical order • Use 2nd person or 3rd person to talk directly to the reader • Use short sentences to emphasise • Select organisational features e.g. opening statement, sub-headings,	• Use persuasive language e.g. quotes, slogans, rhetorical questions • Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) • Create deliberate ambiguities (probably the best...in the world) • Directly appeal to the	Use persuasive language e.g. quotes, slogans, rhetorical questions • Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) • Create deliberate ambiguities (probably the best...in the world) • Directly appeal to the reader • Support points using persuasive examples and provide evidence • Create authority	



				reader • Support points using persuasive examples and provide evidence	reader • Support points using persuasive examples and provide evidence •	through a formal style where appropriate e.g. letter to the council • Pre-empt reader objections e.g. you may disagree but... Persuasion: Discussion • Use precise, thematic vocabulary to establish authority • Use formal language: - o passive voice e.g. it is thought by many people, - o subjunctive form e.g. suggest, request, demand - o ambiguous determiners e.g. some, many, most • Avoid informality: 1st person, contractions, colloquialisms • Create cohesion though the effective use of conjunctions and adverbs e.g. however, therefore, despite, on the other hand • Support points using persuasive examples and provide evidence • Follow a clear structure e.g. Introduce the point, arguments for and against, summary
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Story: Vocabulary	• Use some story language • Include and describe a character • Include and describe the setting	• Use phrases from story language • Create and describe characters • Create and describe settings	• Use small details to describe characters • Include a setting to create atmosphere	• Use small details to describe characters and evoke a response • Use small details for time, place and mood	• Develop and keep characters consistent through description • Develop settings through description and link this with the characters or plot	• Use language carefully to influence the reader's opinion of a character, place or situation
Story: Sentence/ structure	• Write simple sentences in sequence • Include a beginning, middle and end	• Sequence of events • Section story into beginning, middle and end • Use 3rd person consistently • Use tenses appropriately	• Sequence of events to follow the structure of the model story • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other • Use 3rd person consistently • Use tenses appropriately	• Sequence stories in different stages: introduction, build up, climax, resolution • Use paragraphs and use different ways to introduce paragraphs • Create dialogue between characters that shows their relationship with each other • Use 1st or 3rd person	• Vary story openings: start with dialogue, action or description • Use paragraphs to vary pace and emphasis • Use dialogue to move action forward	• Vary story structure: start with a flashback or dramatic event, use 2 narrators to tell a story from different perspectives • Use paragraphs to vary pace and emphasis • Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood



				consistently • Use tenses appropriately		
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