



## Joseph Turner Genre Progression Map

- The aim of this document is to support staff when introducing a genre of writing to the children to ensure that there is a secure and progressive coverage across school (see genre coverage on whole school overview)
- The text types are split into 4 purposes for writing: **to entertain, to inform, to persuade** and **to discuss**. Within these 4 areas the children will apply a range of skills across a variety of text types which all have the same purpose
- The text features have been split into a framework which is progressive across school so that each time a child explores and writes a in the style of particular text type they build upon the features and skills that they have already been exposed to. These skills have been split to ensure that they are age appropriate.
- When exploring and teaching a genre please:
  - look at the previous skills that the children should have been taught (however please note that not every text type is taught every year so you may need to teach some text-based skills from the previous year group in some cases – refer to the genre coverage document to identify when a text type was last taught)
  - identify the new skills that the children need to be taught in order to move their learning on within that text type (this may involve text-based skills from previous year groups)
  - remember the children need to **include all of the text features up to their year group** so if you are teaching Year 4, the children need to include the text features from previous year group in addition to the new text features
- The document also outlines **word, sentence and punctuation skills** which the children will need to be taught and use to effectively write at the ARE within that text type

# Writing Purpose: To entertain

Text Type: Narrative

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	<p>Orally during shared reading</p> <p>Beginning or ending language discussed</p> <p>Explore characters and setting</p> <p>Discuss main events</p>	<p>Beginning or ending signaled e.g. One day, Happily ever after</p> <p>Attempt at third person e.g. The wolf was hiding</p> <p>Written in the appropriate tense (mainly consistent) e.g. Goldilocks was....Jack is</p>	<p>Sentences organised chronologically by time related words e.g. next, finally</p> <p>Connections between sentences</p> <p>Plan and write a 3 part story</p>	<p>Time and place are referenced e.g. In the morning, Later that day, Meanwhile etc...</p> <p>Text organised into paragraphs</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, His, His Mother, Her etc</p>	<p>Link between opening and resolution</p> <p>Link between sentences</p> <p>Paragraphs organised correctly building up to the event/climax</p>	<p>Sequence of plot may be disrupted for effect e.g. a flashback</p> <p>Opening and resolution shape the story</p> <p>Use of repetition for effect</p> <p>Paragraphs varied in length and structure</p> <p>Pronouns used to create suspense e.g. It crept into the woods</p> <p>Plan and write a 5-part story</p>	<p>The story is well structured and raises intrigue</p> <p>Dialogue is used to move the action on</p> <p>Deliberate ambiguity is set up in the mid of the reader</p>
Grammar Features	<p>Capital letters and full stops</p> <p>Fingers spaces</p> <p>Phonetically plausible attempts at words</p> <p>Story language</p>	<p>Use of nouns</p> <p>Use of verbs including simple past tense –ed</p> <p>Verbs used for a specific action e.g. rushed, shoved, pushed, barged etc...</p> <p>Use of adjectives</p> <p>Join ideas using and</p> <p>Simple, single clause sentences starting with a pronoun and verb e.g. He went home.</p> <p>Finger spaces, full stops, capital letters, exclamation marks</p>	<p>Progressive form of verbs</p> <p>Correct and consistent use of past and present tense</p> <p>Use of conjunctions: and, but, so, or, when, if, because</p> <p>Use of adverbs</p> <p>Use of nouns and expanded noun phrases</p> <p>Subject/verb agreement</p> <p>Questions marks</p> <p>Apostrophes for contractions and possessions (singular e.g. The girl's book)</p> <p>Commas in a list</p>	<p>Nouns and pronouns used to avoid repetition</p> <p>Present perfect forms of verbs</p> <p>Choose appropriate adjectives</p> <p>Subordinating conjunctions: when, if, because, although</p> <p>Sentences with added description</p> <p>Tense consistent – past tense for narration, present for dialogue</p> <p>Expanded noun phrases e.g. two horrible hours</p> <p>Adverbials e.g. When they reached home</p> <p>Possessive apostrophe for plural nouns</p> <p>Inverted commas for speech</p>	<p>Correct and consistent use of tense</p> <p>Adverbs which express time and cause</p> <p>Noun phrases expanded by modifying adjectives and prepositional phrases</p> <p>Use of adverbial phrases - fronted adverbials followed by a comma</p> <p>Variation in sentence structures</p> <p>Adverbs to show how often or to add subtlety</p> <p>Subordinating conjunctions: when, if, because, although, while, as, until, once, after</p> <p>Full speech punctuation</p>	<p>Modal verbs</p> <p>Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</p> <p>Adverbials of time, place, manner and number</p> <p>Parenthesis (brackets, dashes and commas)</p>	<p>Link ideas across the text using cohesive devices</p> <p>Change tense if appropriate</p> <p>Colons and semicolons</p>

Writing Purpose: To inform

Text Type: Instructions

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	<p>Oral retelling of how to make and do something</p> <p>Simple sentence containing imperative verb at the start spoken and then written</p>	<p>Title or Goal</p> <p>List of Equipment/Material</p> <p>Numbered Steps</p>	<p>Goal – outline statement about what will be achieved</p> <p>Sequenced steps to achieve the goal</p> <p>Diagrams and illustrations to support the process</p>	<p>Goal – outline statement about what will be achieved</p> <p>Ingredients and equipment lists are outlined clearly (could be used to show commas in a list)</p> <p>Tips and suggestions and precautionary advice embedded in the text</p>	<p>Goal – outline statement about what will be achieved</p> <p>Ingredients and equipment lists are outlined clearly (could be used to show commas in a list)</p> <p>Tips and suggestions and precautionary advice embedded in the text</p>	<p>Equipment list, with sub-heading, listed vertically using bullet points and a colon to introduce the list.</p> <p>Diagram or illustration to support instructions</p>	<p>Equipment list, with sub-heading, listed vertically using bullet points and a colon to introduce the list.</p> <p>Diagram or illustration to support instructions</p>
Grammar Features	<p>Imperative verbs (actions to support understanding)</p> <p>Capital letters and full stops</p>	<p>Simple command sentence beginning with an imperative verb e.g. Cut along the dotted line.</p> <p>Use of 'and' to link two ideas</p>	<p>Command sentence beginning with an imperative verb with adverbs to add detail e.g. Cut along the dotted line carefully.</p> <p>Adverbials such as: First, Later, Next, After, Then, Finally</p> <p>Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: and, but, so, or, when, if, because</p>	<p>Instructions beginning with an imperative verb with fronted adverbials to add detail e.g. When the fold is in place cut along the dotted line.</p> <p>Subordinating conjunctions: when, if, because, although</p>	<p>Instructions beginning with an imperative verb with fronted adverbials to add detail using a comma after the adverbial e.g. When the fold is in place, cut along the dotted line.</p> <p>Precautionary advice and/or tips and suggestions are used to add detail e.g. Be careful not to whisk too hard or the cream will turn into butter or best served with a dollop of whipped cream.</p> <p>Subordinating conjunctions: when, if, because, although, while, as, until, once, after</p>	<p>Use adverbs/modal verbs to suggest alternative options within the instruction e.g. perhaps an alternative topping could be used.</p> <p>Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</p>	<p>Use modifiers to intensify, quantify and/or add precision e.g. an exceptionally strong bowl is needed in order to hold the heavy mass of the mixture.</p>

**Writing Purpose: To inform**

Text Type: Non-chronological report, Information Leaflet - To describe what things are like. A way of organising and writing facts so that they are easy to locate and understand

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	Not Applicable	Title identifying what the text is about Ideas grouped together by similarity Third person Written in the appropriate tense (usually present) Technical Vocabulary relevant to the subject (age appropriate)	Brief introduction stating a general description of the chosen subject/topic Main ideas organised in groups Technical Vocabulary relevant to the subject (age appropriate)	Clear introduction Organised into paragraphs shaped around a key topic Use of subheadings Conclusion Technical Vocabulary relevant to the subject (age appropriate)	Clear introduction and conclusion Links between sentences help to navigate the reader from one idea to the next Paragraphs organised correctly into key ideas Technical Vocabulary relevant to the subject (age appropriate)	Developed introduction and conclusion Description of the topic is technical and accurate Formal language used throughout Technical Vocabulary relevant to the subject (age appropriate)	Well -constructed and answers all of the reader's questions Technical Vocabulary relevant to the subject (age appropriate)
Grammar Features	Not Applicable	Simple sentences Ideas joined by 'and'	Simple adverbs e.g. quickly, slowly etc... Simple noun phrases e.g. large tiger Adverbials such as: First, Later, Next, After, Then, Finally Co -ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: and, but, so, or, when, if, because	Expanded sentences Subordinating conjunctions: when, if, because, although Adverbials e.g. When the caterpillar makes a cocoon...	Variation in sentence structures using a range of conjunctions: when, if, because, although, while, as, until, once, after Adverbs to show how often: additionally, frequently, rarely etc... Sentences build from general to more specific Technical vocabulary to show the writer's expertise	Sentence length varied for effect Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since Relative clauses (correctly punctuated e.g. Penguins, which are agile, glide underwater Brackets or dashes	Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally Active and passive voice e.g. Giraffes left the enclosure Wide range of punctuation including colons and semi colons Complex noun phrases e.g. The fragile eggs were slowly removed from the mother hen

**Writing Purpose: To inform**

Text Type: Recount, Diary Entry, Newspaper, Autobiography, Biography – Retelling events from the past in time order

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	Not Applicable	Opening sentence – who and what Ideas grouped together in time sequence First person Past Tense	Brief introduction and conclusion Main ideas grouped Chronological order using adverbials of time	Clear introduction Organised into paragraphs about key events A closing statement summarising the overall impact	Clear introduction and conclusion Elaboration is used to reveal the writer’s emotions and responses	Developed introduction and conclusion Description of events are detailed and engaging Chronologically organised with clear signals about time, place and personal response Reveals the writer’s perspective	Well -structured and answers the reader’s questions Writer understands the impact and thinks about the response to what is written
Grammar Features	Not Applicable	Simple sentences Ideas joined by ‘and	Simple adverbs e.g. quickly, slowly etc... Simple noun phrases e.g. large tiger Adverbials such as: First, Later, Next, After, Then, Finally Co -ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: and, but, so, or, when, if, because	Expanded sentences Subordinating conjunctions: when, if, because, although Adverbials e.g. When we arrived...	Variation in sentence structures using a range of conjunctions: when, if, because, although, while, as, until, once, after Adverbs to show how often: additionally, frequently, rarely etc... Sentences build from general to more specific Emotive language e.g. fabulous, memorable, inspired me to ...	Sentence length varied for effect Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since Relative clauses (correctly punctuated) Adverbials: Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion Brackets or dashes	Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally Active and passive voice e.g. Giraffes left the enclosure Wide range of punctuation including colons and semi colons Complex noun phrases e.g. The fragile eggs were slowly removed from the mother hen

**Writing Purpose: To inform**

Text Type: Letter Writing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	Reading and sharing letters Postcard/message	Dear...From.... Ideas grouped in time sequence	Brief introduction and conclusion Main ideas organised in groups Sequenced by time related words Appropriate greeting and sign off	Clear introduction Points about the issue/theme Organised into paragraphs denoted by time/place Topic related sentences Sender's address in the top right hand corner Date that the letter is written (under the sender's address)	Acknowledgement of formal or informal greeting (Name/Miss/Mrs/Mr/Sir/Madam etc...) Paragraphs organised correctly into key ideas Distinguish the difference between 'Yours faithfully' and 'Yours sincerely' Use the appropriate sign off An awareness of informal/formal style	Recipient's address in the top left-hand corner A conclusion, including any expectations, closing remarks and final words	The ability to use the appropriate features of both formal and informal letters
Grammar Features	Not Applicable	Sentences using simple pronouns	Simple adverbs e.g. yesterday, today Simple noun phrase e.g. red shoes Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: and, but, so, or, when, if, because Consistent use of tense	Expanded sentences Subordinating conjunctions: when, if, because, although Adverbials e.g. it was scary in the tunnel, we played after tea	Variation in sentence structures using a range of conjunctions: when, if, because, although, while, as, until, once, after Adverbs to show how often: additionally, frequently, rarely etc...	Sentence length varied for effect Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since Relative clauses (correctly punctuated) Adverbials: Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion Brackets or dashes	Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally Fronted adverbials used to clarify writer's position e.g. as a consequence of your actions.... Active and passive voice e.g. Unfortunately, the care chair was broken Wide range of punctuation including colons and semi colons

**Writing Purpose: To inform**

Text Type: Explanation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	Not Applicable		Title showing what the text is about often using how or why General statement to introduce the topic Chronological order Present tense Third person Causal conjunctions (age appropriate)	Title showing what the text is about often using 'how or why' (question) Opening paragraph introduces the process Causal conjunctions (age appropriate) Stages of the process clearly broken down		Causal conjunctions (age appropriate) Diagrams to add/support information with labels Formal tone Conclusion linking back to the opening Glossary of technical vocabulary	
Grammar Features	Not Applicable		Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: and, but, so, or, when, if, because	Expanded sentences Subordinating conjunctions: when, if, because, although Adverbials of time e.g. First, Then, Next, Finally etc...	Variation in sentence structures using a range of conjunctions: when, if, because, although, while, as, until, once, after Technical vocabulary to show the writer's expertise Cause and effect sentences explaining how one event leads to the next.	Sentence length varied for effect Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since Relative clauses (correctly punctuated e.g. Veins are blood vessels which transport deoxygenated blood back to the heart) Brackets or dashes	Passive voice e.g. The oxygenated blood is transported around the body. Wide range of punctuation including colons and semi colons

**Writing Purpose: To inform**

Text Type: Newspaper Report

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure		Not Applicable		Clear introduction Organised into paragraphs denoted by time/place Topical information included Bold, eye-catching headline 3rd person Past tense	Clear introduction (who, what, when, where, why, how) Paragraphs organised correctly into key ideas Written in columns Bold, eye-catching headline which includes alliteration Might include a photo with a caption	Developed introduction Paragraphs developed Subheadings used as an organisational device Formal language used throughout Eyes witness quotations which are succinct and emotive Conclusion – summing up and bring the story up to date e.g. Police are still investigating thoroughly for more answers. Include a byline - reporter's name and job title	Headlines include puns
Grammar Features		Not Applicable		Simple sentences with expanded description Subordinating conjunctions: when, if, because, although Adverbs to express time e.g. then, next, soon	Variation in sentence structures using a range of conjunctions: when, if, because, although, while, as, until, once, after Adverbs to show how often: additionally, frequently, rarely etc...	Sentence length varied for effect Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since Brackets or dashes Multiclaue sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved which was nothing short of a miracle	Modifiers used to intensify or qualify e.g. insignificant amount, exceptionally Fronted adverbials used to clarify writer's position e.g. as a consequence of the accident.... Active and passive voice to heighten engagement Wide range of punctuation including colons and semi colons

**Writing Purpose: To persuade**

Text Type: Adverts, Articles, Letters, Brochure/Leaflet, Speech

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure		Not Applicable		<p>Use of 2nd person</p> <p>An opening statement - Often begin with a question e.g. Do you know how good vegetables are for you?</p> <p>Planned repetition – to reinforce point/idea</p> <p>Facts and Statistics</p> <p>Positive language and powerful verbs for description to create persuasion</p> <p>Use of colour and images for advertising (to stand out)</p> <p>Argue and give reasons e.g. They contain vitamins. Vitamin C is vital for ....</p> <p>Present Tense</p>		<p>Personal Pronouns</p> <p>One paragraph for each argument/point</p> <p>Short sentence for emphasis e.g. This has to stop! Vote for change!</p> <p>Emotive language throughout to engage the reader</p> <p>Hyperbole (used to exaggerate, intensify and emphasise different points in your writing - it is not meant to be taken literally!) The décor is to die for! The NHS care was out of this world!</p> <p>Conclusion .... to get people on side/agree</p> <p>Use bold and capital letters to add emphasis</p> <p>Catchy names and slogans</p>	
Grammar Features		Not Applicable		<p>Imperative verbs to convey urgency e.g. Buy it today! Listen very carefully...</p> <p>Rhetorical questions to engage the reader e.g. Do you want to have an amazing day out?</p> <p>Noun phrases to add detail and description e.g. Our fantastic resort has amazing facilities for everyone</p> <p>Subordinating conjunctions: when, if, because, although</p> <p>Adverbials: Firstly, Also, Finally</p> <p>?! for rhetorical questions and exclamatory sentences</p>	<p>?! for rhetorical questions and exclamatory sentences</p> <p>Subordinating conjunctions: when, if, because, although, while, as, until, once, after</p> <p>Adverbials: Firstly, Also, In addition to, On the other hand, therefore, in conclusion</p> <p>Commas after fronted adverbials e.g. After your visit, you will not want to leave!</p>	<p>Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</p> <p>Relative clauses (correctly punctuated) to provide additional enticement e.g. Our hotel, which has three swimming pools, overlooks a stunning beach</p> <p>Adverbials: Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</p> <p>Brackets or dashes for parenthesis for emphasis e.g. This is our chance – our only chance – to make a difference</p>	<p>Subjunctive form for formal structure e.g. If I were you, I would ...</p> <p>Colons and semi colons to list features, attractions or arguments</p> <p>Semi colons for structure repetition e.g., Bring your friends; bring your children; bring the whole family!</p>

**Writing Purpose: To discuss**

Text Type: *Balanced Argument*

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	Not Applicable			Introductory statement of the issue to be discussed Paragraphs to structure arguments one point at a time Maintain formal/ impersonal tone Appropriate use of cohesive devices (adverbials) Conclusion – a summary and maybe a recommendation Present Tense Technical Vocabulary relevant to the subject (age appropriate)			
Grammar Features	Not Applicable			Modal verbs to convey degrees of probability e.g. It could be argued.... Some might say that... Relative clauses correctly punctuated to provide supporting detail. Adverbials to provide cohesion across the text e.g. Despite its flaws... On the other hand Adverbials: Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion Brackets or dashes for parenthesis, including for emphasis e.g. The performance- the first by such a young gymnast – was a masterpiece		Passive voice e.g. The film was made using CGI graphics Semi colons to marl related clauses e.g. some argue...; others say.... Colons and semi colons to punctuate complex lists Use of subjunctive form where needed e.g. If I were in charge ...	