



Jump Primary School – Progression through the Writing Genres

	Nursery and Reception	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
Instruction Writing	<ul style="list-style-type: none"> • Title • Simple, easy vocabulary • Time Adverbials • Bossy (Imperative) verbs • Numbered points 	<ul style="list-style-type: none"> • Title • Simple, easy vocabulary • Time Adverbials • Bossy (Imperative) verbs • Numbered points • Written in correct order and make sense 	<ul style="list-style-type: none"> • Title • Time Adverbials • Imperative verbs • Numbered / Bullet points • Labelled diagrams • Written in correct order and make sense • Use commas to separate items in a list 	<ul style="list-style-type: none"> • Title • Time Adverbials • Imperative verbs • Numbered / Bullet points • Use commas to separate items in a list. • Labelled diagrams (GD – Labelled alongside imperatives / LA/SEN/EAL – pictorial instructions and captions) • Written in the second person • Written in correct order and make sense 	<ul style="list-style-type: none"> • Title • Time Adverbials • Imperative verbs • Numbered / Bullet points • Labelled diagrams (GD) • Written in the second person • Written in correct order and make sense • Adverbs • Only necessary detail • Appropriate vocabulary related to the subject 	<ul style="list-style-type: none"> • Title • Subheadings: Equipment / ingredients / instructions / method • Time Adverbials • Imperative verbs • Numbered / Bullet points • Labelled diagrams (GD) • Adverbs • Range of conjunctions to write longer sentences • Written in correct order and make sense



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Diary Entry	<ul style="list-style-type: none"> • Write in first person • Retell the important events that have taken place • Simple adjectives to describe feelings • Written in chronological order • Time adverbials • Written in past tense 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Use exclamation sentences where appropriate (What a fantastic time we had!) • Written in chronological order • Time adverbials • Informal language / chatty style • Written in past tense 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time adverbials • Informal language / chatty style • Written in past tense • Include a date at the beginning 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time adverbials • Informal language / chatty style • Written in past tense • Include a date at the beginning • Appropriate beginning and sign off 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time and fronted adverbials • Informal language / chatty style • Written in past tense • Include a date at the beginning • Appropriate beginning and sign off • Paragraphs • Commas 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time and fronted adverbials • Informal language / chatty style • Written in past tense • Include a date at the beginning • Appropriate beginning and sign off • Paragraphs • Commas to separate subordinate clauses

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Story Writing	<ul style="list-style-type: none"> • Beginning • Middle • End • Characters • Setting • Adjectives to describe 	<ul style="list-style-type: none"> • Include an opening paragraph which describe characters and setting • Include a problem or dilemma • Begin to describe the character's feelings and emotions • Include simple adjectives and, verbs. • Use noun phrases which add detail to description • Use coordinating conjunctions to link two main ideas • Begin to use exclamation sentences where appropriate (What big eyes you have, Grandma!) 	<ul style="list-style-type: none"> • Include an opening paragraph which describe characters and setting • Include a problem or dilemma • Describe the character's feelings and emotions • Include powerful adjectives, verbs and adverbs. • Begin to include some synonyms, similes, metaphors and alliteration • Write in paragraphs and include multiclaue sentences • Use subordinating and coordinating conjunctions to link two main ideas • Use noun phrases which add detail to description • Use the progressive form for verbs (Goldilocks was walking through the woods) • Use exclamation sentences and questions where appropriate (What big eyes you have, Grandma!) • Use nouns and pronouns for clarity and cohesion • Begin to use inverted commas to mark direct speech where appropriate 	<ul style="list-style-type: none"> • Planning Stage - Story Map / Boxed up • Interesting start which hooks the reader • Include an opening paragraph which describe characters and setting • Include a build up to a problem which increases tension. • Include a problem or dilemma • Describe the character's feelings and emotions • Include speech to move the events of the story forward. • Use of inverted commas for speech • Include powerful adjectives, verbs and adverbs. • Include a range of synonyms, similes, metaphors and alliteration • Write in paragraphs and include multiclaue sentences • Use fronted adverbials to show how / when an event occurs • Use subordinate clauses to add detail or context • Use nouns and pronouns for clarity and cohesion 	<ul style="list-style-type: none"> • Include 4 paragraphs • Introduces the setting by hooking the reader. • Considers the point of view of the characters taking into account their thoughts and feelings. • Uses speech to move the events of the story forward. • Uses inverted commas with increasing accuracy. • Introduce a range of sentence starters. • Include conjunctions to link sentences together • Begin to use relative clauses to provide detail. • Begin to link events within paragraphs. • Use propositions, fronted adverbials and expanded noun phrases to provide cohesion 	<ul style="list-style-type: none"> • Include 4 paragraphs • Introduces the setting and characters through relevant and specific vocabulary choices. Include powerful verbs to show behaviours. • Use tension and suspense to introduce a problem or dilemma. • Consider the point of view of the story and use language which reflects this. • Use speech accurately to move a story forward and give more information about the characters. • Year 5 - Use brackets, dashes or commas to indicate parenthesis. • Year 6 – Use of the semi-colon, colon and dash to mark a boundary between independent clauses.
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						<ul style="list-style-type: none">• Use short, simple sentences for effect.• Ensure that events are linked within paragraphs and refer the ending to the beginning.• Include conjunctions to link sentences together• Use of relative clauses to provide detail• Use adverbials to provide cohesion• Consider the use of formal and informal language.
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Informal Letter	<ul style="list-style-type: none"> Senders address at the top right Dear.... Chatty language Informal ending – from, Best Wishes 		<ul style="list-style-type: none"> Senders address at the top right Dear.... Write a greeting Chatty language Write details Begin to use a question mark. Informal ending – from, Best Wishes 		<ul style="list-style-type: none"> Senders address at the top right Dear.... Write a greeting Chatty language Write details Informal ending – from, Best Wishes Use question marks and exclamation marks 		<ul style="list-style-type: none"> Senders address at the top right Date under the address Dear.... Write a greeting Chatty, friendly language Ask questions Write details Informal ending – from, Best Wishes Use question marks and exclamation marks Use paragraphs 		<ul style="list-style-type: none"> Senders address at the top right Date under the address Dear.... Write a greeting Informal language Ask questions Write details Informal ending – from, Best Wishes Use question marks and exclamation marks Use paragraphs 	
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Non Chronological Report	<ul style="list-style-type: none"> • Title • Opening sentence that explains what the report is about • Picture / diagram • Sentences linked to the pictures 	<ul style="list-style-type: none"> • Written in the present tense and the third person. • Use coordinating conjunctions to link two main ideas. • Use subordinating conjunctions in the middle of sentences. • Information which is factual and accurate. • Pictures / diagrams • Subheadings • Technical vocabulary • Use noun phrases which inform • Use apostrophes to mark possession 	<ul style="list-style-type: none"> • Appropriate use of past and present tense • Paragraphs used to group related ideas. • Subheadings to label content • Opening paragraph that explains what the report is about. • Written in the present tense and the third person. • Use coordinating conjunctions to link two main ideas. • Use subordinating conjunctions in the middle of sentences. • Information which is factual and accurate. • Pictures / diagrams • Use noun phrases which inform • Use apostrophes to mark possession 	<ul style="list-style-type: none"> • Paragraphs used to group related ideas. • Subheadings to label content • Opening paragraph that explains what the report is about. • Written in the present tense and the third person. • Range of adverbials and conjunctions • Technical vocabulary. • Information which is factual and accurate. • Pictures / diagrams • Use of subordinating conjunctions to join clauses, including as openers 	<ul style="list-style-type: none"> • Title • Paragraphs used to group related ideas. • Subheadings to label content • Opening paragraph that explains what the report is about. • Written in the appropriate tense and the third person. • Range of adverbials and conjunctions . • Technical vocabulary. • Information which is factual and accurate. • Pictures / diagrams • Use of subordinating conjunctions to join clauses, including as openers 	<ul style="list-style-type: none"> • Title • Paragraphs used to group related ideas. • Subheadings to label content • Opening paragraph that explains what the report is about. • Written in the appropriate tense and the third person. • Range of adverbials and conjunctions . • Technical vocabulary. • Modal verbs • Information which is factual and accurate. • Pictures / diagrams • Use of subordinating conjunctions to join clauses, including as openers • Formal style sometimes using the passive voice
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Jump Primary School – Progression through the Writing Genres

	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Recount	<ul style="list-style-type: none"> • Time adverbials (first, next, after, later) • First person • Describe clearly what has happened • Chronological order. 	<ul style="list-style-type: none"> • Who, what, when, where and why in a few sentences. • Time adverbials (first, firstly, next, after, later) • Written in the past tense • First person. • Chronological order. • Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> • An introduction which answers who, what, when, where and why. • time adverbials (first, firstly, next, after, later) • Written in the past tense. • First person. • Describe clearly what has happened. • Chronological order. • Use exclamation sentences where appropriate • Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> • An introduction which answers who, what, when, where and why. • time adverbials • Written in the past tense. • First person. • Describe clearly what has happened. • Chronological order. • Begin to use present perfect tense to place events in time (This week we have visited the Science Museum..) • Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament..) • End the recount with a closing statement 	<ul style="list-style-type: none"> • An introduction which answers who, what, when, where and why. • time adverbials and other appropriate adverbials • Written in the past tense. • First person. • Describe clearly what has happened. • Chronological order. • Begin to use present perfect tense to place events in time (This week we have visited the Science Museum..) • Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament..) • End the recount with a closing statement



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	Year 2 and Year 3	Year 4	Year 5 and 6
Advert	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Describe the benefits of the product fully • Include persuasive language - exaggerate to make the product sound appealing • Use of 2nd person • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture. 	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Describe the benefits of the product fully – specific and key information • Include persuasive language -exaggerate to make the product sound appealing • Use of 2nd person • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture • Price (if selling something) 	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Use of Alliteration • Describe the benefits of the product fully – specific and key information • Modal Verb • Include persuasive language -exaggerate to make the product sound appealing • Use of 2nd person • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture • Price (if selling something)



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	Year 3 and 4	Year 5 and 6
Newspaper writing checklist	<ul style="list-style-type: none">• Catchy headline which may include a pun or alliteration.• Write in the past tense and the third person.• Chronological order.• Orientation - opening paragraph which answers the questions who, what, when and where.• Paragraphs which answer the questions why and how.• Reorientation - final paragraph which looks ahead to the future.• Quotes from eye witness / key person in the report.• A picture with a caption.• Include emotive and descriptive language.• Direct and indirect speech - inverted commas where appropriate• Use of relative clauses• Use of expanded noun phrases to inform• Use of subordinating conjunctions	<ul style="list-style-type: none">• Catchy headline which may include a pun or alliteration.• Write in the past tense and the third person.• Chronological order.• Orientation - opening paragraph which answers the questions who, what, when and where.• Paragraphs which answer the questions why and how.• Reorientation - final paragraph which looks ahead to the future.• Quotes from eye witness / key person in the report.• A picture with a caption.• Include unbiased and descriptive language.• Direct and indirect speech - inverted commas where appropriate• Use of relative clauses• Use of expanded noun phrases to inform• Use of subordinating conjunctions• Picture with a caption



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	Year 2 and Year 3	Years 4 / 5 / 6
Persuasive Writing	<ul style="list-style-type: none"> • Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. • Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. • An introductory paragraph that states the argument • Words like • <i>Some believe that...</i> • <i>In my opinion...</i> • <i>Therefore...</i> • <i>For this reason...</i> • <i>I feel that..</i> • <i>I am sure that...</i> • <i>Firstly...</i> • <i>Secondly...</i> • Points out the arguments for and against • Facts and statistics • Has facts that support the evidence given 	<ul style="list-style-type: none"> • Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. • Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. • An introductory paragraph that states the argument • Words like • <i>Some believe that...</i> • <i>In my opinion...</i> • <i>Therefore...</i> • <i>Moreover...</i> • <i>For this reason...</i> • <i>I feel that..</i> • <i>Surely...</i> • <i>I am sure that...</i> • <i>Firstly...</i> • <i>Secondly...</i> • <i>It is certain...</i> • Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it. • Points out the for and against • Facts and statistics • Has facts that support the evidence given • Rhetorical Questions - Ask the reader questions that encourages them to think • A strong concluding paragraph that sums up the main argument



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	Year 5 and 6	
Balanced Argument	<ul style="list-style-type: none">• Include 4 paragraphs• introduces the argument• the argument from one point of view• the argument from the other point of view• the most important argument which gives your opinion• Balanced conclusion• Persuasive sentence starters	<ul style="list-style-type: none">• Generalisers• Written in 3rd person• Include conjunctions to link sentences together• Include phrases of debate• Include technical vocabulary including facts.• Use modal verbs to convey degrees of probability• Use of relative clauses to provide supporting detail• Use adverbials to provide cohesion
Formal Letter	<ul style="list-style-type: none">• Your address at the top of the right hand side of the page.• Their address on the left hand side of the page.• The date on the right hand side of the page, underneath your address.• Dear Sir/Madam or Dear Mr/Miss/Mrs...• Paragraph to explain why you are writing.	<ul style="list-style-type: none">• Paragraph to explain the problem• Paragraph to say what you want them to do about it• Concluding paragraph• Yours faithfully / Sincerely followed by your name• Use of adverbials to convey sense of certainty (Surely we can agree...?)• Use of short sentences to emphasis• Use of the subjunctive form for formal structure (If I were you, I would...)



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Poetry	<ul style="list-style-type: none">• How do you feel about the poem?• The mental pictures you get from the poem• Is poem a narrative poem - that is, a poem that tells a story?• Have you noticed any pattern in the way the verses are written?• How is repetition used? Do any lines repeat themselves - where and why?• The rhyme, including internal rhyme• The sound and rhythm - how does it make you feel?	<ul style="list-style-type: none">• Are there any similes, metaphors, word play?• Which words suggest this is not a modern poem?• Which words suggest this is a modern poem?• Which of the poems do you like best and why?• Explain your reasons carefully, copying out some of your favourite words and phrases and saying why you like them.• Begin to use passive voice to maintain impersonal tone• Use relative clauses to provide cohesion across the text• Use expanded noun phrases.
Key Stage 2 Explanation Checklist	Key Stage 2 Biography Checklist	Key Stage 2 Play Script Checklist



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<ul style="list-style-type: none">• Technical Vocabulary• Subordinating conjunctions as well as casual conjunctions (so, because, when)• Paragraphs to group related ideas• present tense• Start each page with a question• Sub headings• Labelled diagrams or pictures• A contents page• A glossary	<ul style="list-style-type: none">• Opening statement introduces the subject, and explains why he/she is known• Significant events are ordered chronologically• Closing statement explains how this person will be remembered, and sometimes gives the writer's opinion• Use of rhetorical questioning• Refers to named individuals• Contains dates linked to specific events• Written in the past tense• Can include direct and indirect speech and quotes from other sources• Written in 3rd person• Includes time adverbials to link ideas• Use subordinating conjunctions to join clauses,• Use commas to mark fronted adverbials and to mark subordinate clauses	<ul style="list-style-type: none">• Set the scene• List the characters at the beginning• Introduced and described the scene• Characters' names are written on the left• Characters' names have a colon after them• A new line for every new speaker• Stage directions are in brackets ()• Stage directions are written in the present tense• Stage directions for how the actor must speak• Stage directions for how the actors must move• Every time the setting changes (<i>changes place or time</i>), start a new scene• Set out the dialogue as direct speech without speech marks• Include interesting and dramatic events.
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