

# LANGUAGE FEATURES PROGRESSION BY GENRE – CRICH CARR CofE PRIMARY SCHOOL

| Genre               | Y1  | Y2  | Y3   | Y4   | Y5  | Y6  |
|---------------------|---|---|--|--|---|---|
| <b>Persuasion</b>   | Write key words ( on posters?) to persuade someone to do something  | Imperative (bossy verb) with and !<br>Change your mind now!                       | Opening statement  | Reasons developed into a paragraph with point, evidence and explanation  | Address the audience directly and appeal to their known views and feelings  | Order points strategically to have maximum impact on the reader, e.g. could build up to the most convincing point or immediately launch into key point  |
|                     | Have a title which is a slogan or order to do something   | Superlatives  | More developed ideas with each reason to do something becoming a sentence or a group of sentences  | Conditional (If you don't let me stay up late, I'll... )   | Exaggeration with details exaggerated using powerful language to appeal more directly to the reader. Use ambiguity, half-truth, bias; opinion disguised to seem like fact.  | Counter-arguments addressed. Objections anticipated and efforts made to convince reader these ideas are not important   |
|                     | Bulleted points with facts which support why you should do something in short sentences   | Adjectives  | Some WOW words to help make your point   | Closing statement outlining what the reader should do next   | Address the audience directly and appeal to their known views and feelings  | Conditional (could, might)  |
|                     |   |   | Emotive language to describe or appeal to readers' feelings It's mean ...<br>Rhetorical questions (?) Why can't I stay up late when Johnny can?  | Reasons developed into a paragraph with point, evidence and explanation  |   | Choose the appropriate style and form to suit a specific purpose and audience   |
| <b>Reports</b>      | Write words to describe what someone / something is like  | Write labels / captions and sentences for pictures or drawings                    | Write a short introduction explaining what is being described.   | Compare to another item in order to make the description clearer to the reader, e.g. the blue whale is the same size as six London buses | Write a short introduction indicating an overall classification of what is being described. The intro should explain what the subject is, why the subject is interesting to the reader and hint at what the reader can expect to find out from reading the report. Blue whales are among the most mysterious creatures on the planet. Few people have ever seen a blue whale up close but these encounters have revealed something of these incredible animals. | Use an impersonal style which is usually third person and formal (not chatty or friendly).  |
|                     | Use numbered lists or headings  | Write a series of simple sentences to describe an object                          | Use a short statement (topic sentence) to introduce each new item under the sub-heading  | Use third person   | Ensure the topic sentence is a general statement to describe what something is like. Then follow this with sentences containing specific information or examples related to the subject   | Use contrast to describe how the subject is different to something else: Unlike other earlier civilisations such as the Greeks and Romans, the Mayans did not have an alphabet as such and instead used glyphs or pictures. |
|                     | Write a series of sentences e.g. <i>There are two sorts of x...; They live in x...; the As have x..., but the B's</i> etc. (frames where necessary) |   | After the topic sentence write two to three sentences to further describe that aspect of the person or thing   | Mostly present tense   | Use clear, concise and precise language to describe exactly how something is. Choice of language is less an appeal to emotions or opinion, though this is not to say these are never present.   | Compare two or more subjects, (e.g.) spiders and beetles; solids, liquids and gases; Vikings and Mayans   |
|                     | Organise ideas under sub-headings (can be as a question ?)  |   |  |  | Use technical terminology specifically related to the subject   | Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.   |
|                     | Write words to describe what someone / something is like  |   |  |  | Ensure subject verb agreements with generic participants (e.g.) <i>family is...., people are...</i>   |   |
|                     | Use numbered lists or headings  |   |  |  |   |   |
| <b>Explanations</b> | Write questions about why things happen and how things work   | Create an alphabetically ordered dictionary or glossary of special interest words | Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced.                       | (Usually) Written in simple present tense. (Hedgehogs wake up again in the spring.)  | Use complex sentences   | Interest the reader by talking directly to them (You'll be surprised to know that ... Have you ever thought about the way that ...?)  |
|                     | Write simple sentences to explain their own or another's motives; or why and how they made something.   | Produce a simple flowchart or cyclical diagram independently.                     | Choose a title that shows what you are explaining, perhaps using why or how. (How do hedgehogs survive the winter? Why does it get dark at night?)                                     | Use sub-headings where appropriate to organise text into clear sections  | Use causal and temporal connections (e.g. while, during, after, because, as a result, consequently, due to, only when, so as to) as appropriate.  | Relate the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...).   |
|                     | Write in sequential order   |   | Write a short introduction to the explanation text which includes a general statement to introduce the topic being explained (In the winter some animals hibernate.)                   | Use an impersonal style  | Focus on clarity and conciseness when choosing words.   | Adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.  |
|                     | Draw pictures to illustrate a process and label.  |   | Include some important details.  | Use words/phrases to make sequential, causal or logical connections.   | Choose the appropriate form of writing and style to suit a specific purpose and audience.   | Use passive voice   |
|                     |   |   | Use simple causal connectives such as so, because, if<br>Use temporal connectives, e.g. first, then, after that, finally.<br>Structure explanation text in paragraphs when appropriate | Add a few interesting details.<br>Use technical vocabulary;<br>Use the first paragraph to introduce what you will be explaining.         | Use hypothetical language (if...then, might, when the...)   |   |
|                     |   |   | The steps or phases in a process are explained logically, in order. (When the nights get longer ... because the temperature begins to drop ...   |  |   |   |

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|                     |  |   |  | so the hedgehog looks for a safe place to hide.)<br>Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. |  |   |
| <b>Recount</b>      | Write sentences to match pictures or sequences of pictures illustrating an event.    | Include orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...); | Including introduction to set the scene,   | Use conventions of newspaper reports, e.g. about school events or an incident from a story, including headline and SWs in the opening paragraph  | Add a wide range of interesting details appropriate to the audience; e.g. a diary may include detailed thoughts and feelings, while a police report may include a very concise, clear description of events  | Include fact, opinion and fiction where appropriate,  |
|                     | Use sequencing words and phrases including <i>first, next, after, when</i> .         | Use 'When? Where? Who? What? Why?' and include answers in the recount.  | Add some additional detail about each event (He was surprised to see me.);                           | Use a wider range of connectives, such as <i>meanwhile, following, afterwards, consequently</i>  | Include a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had).  | 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.  |
|                     | Describe incidents from own experience   |   | Use temporal connectives (then, next, first, afterwards, just before that, at last, meanwhile).      | Include detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the....</i>  | Ensure the style is right for the genre you are using. (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.) | Include implicit and explicit points of view.   |
|                     | Use chronological order (The first person to arrive was ...);                        |   |  | Write as if the reader doesn't know anything about what it is being recounted. Make sure it is clear what happened and when.   | Use formal or informal language as appropriate, e.g. chatty style for diary, formal for police report  | Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. |
|                     | Usually written in the past tense.   |   |  | Include reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)   | Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person   | Select the appropriate style and form to suit a specific purpose and audience   |
|                     |  |   |  | Varied but consistent use of past tense, e.g. <i>'As he was running away he noticed...'</i> ,<br>Use of first and third person as appropriate  |  |   |
| <b>Instructions</b> | Attempt to write instructions on labels, for instance in role play area              | Use imperative language   | Use adjectives and adverbs limited to giving essential information                                   | Write sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes can contain instructions as well as background description of a dish).                          | Appeal directly to the reader's interest and enthusiasm. (You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.)   | Include 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.).   |
|                     | Write two consecutive instructions independently                                     | Write a series of simple, clear instructions.   | Use organisational devices such as lists, numbered or bulleted points, diagrams with arrows or keys. | Diagrams or illustrations may even take the place of some text. (Diagram B shows you how to connect the wires.)  | Include a final evaluative statement to wrap up the process. (Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.)  | Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step.  |
|                     | Use the title to show what the instructions are about. (How to look after goldfish.) | Keep to the order in which the steps need to be followed to achieve the stated goal.                                    | Write clear written detailed instructions to aid the reader.   | Re-read your instructions as if you know nothing about the procedure involved. Make sure you haven't missed out any important stages or details and check that the language is as simple and clear as possible.            | Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.   |   |
|                     | Write a short statement of purpose explaining what the instructions are for          |   | Instructions may include negative commands. (Do not use any glue at this stage.)                     | Write sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes can contain instructions as well as background description of a dish).                          | Decide how formal or informal the text will be and use the appropriate language. (Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes).   |   |
|                     | List any material or equipment needed, in order.                                     |   |  |  | Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.   |   |
|                     | Write in sequential steps  |   |  |  | Manipulate word order to ensure sentences are of varied structure (To complete the task... So that the topping sets quickly ...)   |   |

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| Genre             | Y1 | Y2 | Y3 | Y4 | Y5   | Y6  |
|-------------------|----|----|----|----|--|---|
| <b>Discussion</b> |    |    |    |    | Write simple sentences to explain different views and viewpoints about fictional or real-life situations, recognising that different people (characters) have different thought/feelings about particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) | Generalise using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). |
|                   |    |    |    |    | Use a questions as a title. (Should everyone travel less to conserve global energy?)   | Sometimes combine with diagrams, illustrations, moving images and sound to provide additional information or give evidence.                 |
|                   |    |    |    |    | As the introduction, write a statement of the issues involved and a preview of the main arguments;   | Combine with other text types depending on your audience and purpose.   |
|                   |    |    |    |    | Use the introduction to show why you are debating the issue. (There is always a lot of disagreement about x and people's views vary a lot.)  |   |
|                   |    |    |    |    | Detail arguments for, with reasons, supporting evidence/examples; (PEE)  |   |
|                   |    |    |    |    | Detail arguments against or alternative views, with reasons, supporting evidence/examples. (PEE)   |   |
|                   |    |    |    |    | 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 ...)  |   |
|                   |    |    |    |    | Make sure you show both/all sides of the argument fairly.  |   |
|                   |    |    |    |    | If you opt to support one particular view in the conclusion, give reasons for your decision.   |   |