



# T-RF Writing Progression Maps (NON-FICTION)



	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Composition	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Say aloud what they are going to write about</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before they write it</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Discuss what they have written with the teacher and other pupils</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Jot down key words and new vocabulary</li> <li>Say aloud what they are going to write about</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally before they write it</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Re-reading what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher and other pupils</li> </ul> <p><b>Read aloud their writing clearly enough to be heard by their peers and the teacher.</b></p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Plan or say aloud what they are going to write</li> <li>Write down ideas/key words including new vocabulary</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Encapsulate what they want to say sentence by sentence</li> <li>Write narratives about personal experiences and those of others</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Evaluate their writing with the teacher and other pupils</li> <li>Re-read to check that their writing makes sentence and that verbs to indicate time are used correctly and consistently</li> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Read aloud what they have written so that the meaning is clear</b></p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</li> <li>Organise paragraphs around a them</li> <li>Create settings, characters and plots</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and other's writing suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</li> <li>Proof-read for spelling and punctuation errors</li> </ul> <p><b>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</b></p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of the writing and select the appropriate form</li> <li>Note and develop initial ideas, drawing on reading and research, where necessary</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li> <li>Precis longer passages</li> <li>Use a range of devise to build cohesion within and between paragraphs</li> <li>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensure that consistent and correct use of tense throughout a piece of writing</li> <li>Ensure correct subject and very agreement when using singular and plural</li> <li>Proof-read for spelling and punctuation errors</li> </ul> <p><b>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</b></p>
Handwriting	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Correctly form all lower-case letter correctly</p> <p>Formation of capitals and digits 0-9 using the correct size and orientation</p> <p>Use consistent spacing between words</p> <p>Begin to use diagonal and horizontal strokes to join letters</p>	<p>Horizontal and diagonal strokes needed to join letters</p> <p>Increase consistency, legibility and quality of handwriting</p>	<p>Writing legibly, fluently and with increased speed</p> <p>Choosing writing style for the task</p>



# T-RF Writing Progression Maps (NON-FICTION)



Instructions		Purpose			Types	
Rules and procedures, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		To tell how to do or make something To give information on how to complete a task To describe a process in chronological order			DIY Manual Sewing or Knitting Pattern Recipe Science Experiment Instructions and Packaging	
Year Group	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation	
Year 1	Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally	1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint	<u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/ then. <u>Tense</u> Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	
Year 2	A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.	Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick.	First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.	
Year 3	A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach	Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	



# T-RF Writing Progression Maps (NON-FICTION)



		the paperclip.	With a quick pull Try to	<u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.	
Year 4	A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely.	Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to... Avoid..	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech
Year 5	Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.	Sentence length varied e.g short/ long. Wide range of subordinate conjunctions e.g. whilst, until, despite.	Don't forget to... Be careful of... Don't worry about... Concentrate on... At this point...	<u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi colons
Year 6	Consolidate work from previous learning.	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials use to clarify writer's position e.g. If the temperature gets too high...	Whilst that is... Focus on... Try to make sure that... When you do, don't... I would suggest... Many people at this stage...	<u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives	Use a wide range of punctuation throughout the writing.



# T-RF Writing Progression Maps (NON-FICTION)



		<p>Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. Prepositional phrases used cleverly e.g. In the event of overcooking...</p>		<p><u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	
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# T-RF Writing Progression Maps (NON-FICTION)



Recount		Purpose		Types
This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.		To retell events in time order. To give an account of an event or experience To write in chronological order		Letter Biography/Autobiography Write up of a trip Newspaper report Diary/Journal
Year Group	Text Structure	Sentence	Useful Vocabulary	Word Classes
Year 1	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	First Next After Finally The best part was The worst part was I liked I didn't like	<u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.
Year 2	Brief introduction and conclusion. Written in the past tense e.g. I went...I saw... Main ideas organised in groups. Ideas organized in chronological order using conjunctions that signal time.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.
Year 3	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.



# T-RF Writing Progression Maps (NON-FICTION)



<p><b>Year 4</b></p>	<p>Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Variation in sentence structures e.g. While we watched the sea lion show... Use embedded/relative clauses e.g. Penguins, which are very agile, ... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me</p>	<p>Later on... Before long... At that very moment... At precisely... When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about...</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. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>
<p><b>Year 5</b></p>	<p>Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organized chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate conjunctions e.g. whilst, until, despite.</p>	<p>As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt... In a flash... Presently Meanwhile In conclusion The experience overall..</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>
<p><b>Year 6</b></p>	<p>The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>They are unusually They are rarely They are never... They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>



# T-RF Writing Progression Maps (NON-FICTION)



Non-chronological Report		Purpose		Types	
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		To describe what things are like (were like) To inform the reader of a specific subject content		Topic based school project Letter Science encyclopaedia Information Leaflet and Magazine Article	
Year Group	Text Structure	Sentence	Useful Vocabulary	Word Classes	
Year 1	Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	___ are... ___ is... They are... The different... This is a ___ There are ___ These can be grouped___	<u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.	
Year 2	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organized in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	They like to They can It can Like many I am going to There are two sorts of They live in The ___ have but the ___ have ___	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	
Year 3	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar makes a cocoon...	The following report They don't It doesn't Sometimes Often Most	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense, <u>Adverbs</u> Introduce/revise adverbs.	



# T-RF Writing Progression Maps (NON-FICTION)



				Express time and cause; then, next, soon.
<b>Year 4</b>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly into key ideas.</p> <p>Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p>	<p>Variation in sentence structures e.g. While the eggs hatch female penguins ...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile, ....</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writer's expertise.</p>	<p>This report will</p> <p>The following information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p> <p>Despite the fact</p> <p>As a rule</p>	<p><u>Noun</u></p> <p>Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u></p> <p>Standard English forms for verbs.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Correct use of past and present tense.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p>
<b>Year 5</b>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader</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>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate conjunctions e.g. whilst, until, despite.</p>	<p>The purpose of this report/article is to..</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult</p> <p>___ will enable you to understand.</p> <p>Unlike</p> <p>Despite</p> <p>Although</p> <p>Like many</p>	<p><u>Noun</u></p> <p>Locate and identify expanded noun phrases.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>
<b>Year 6</b>	<p>The report is well constructed and answers the reader's 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>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position</p> <p>e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly.</p> <p>e.g. In the event of a fire...</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less than half...</p>	<p><u>Noun</u></p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u></p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u></p> <p>Choose appropriate adjectives</p> <p><u>Conjunctions</u></p> <p>Use a wide range of conjunctions.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>





# T-RF Writing Progression Maps (NON-FICTION)



Explanation		Purpose		Types
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.		To explain why or how something happens To explain cause and effect To describe a scientific process sometimes in chronological order		Encyclopedia entry technical manual science investigation question and answer section
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 1	Possible text layout: Introduction Title as a question e.g. How do bees make honey? (can be given by the teacher) A sentence to introduce the topic Main body Sentences to explain how the parts work/process. Conclusion A simple concluding sentence(s) to end the piece	Simple adverbs and noun phrases to describe processes.	Time conjunctions. Simple cause and effect conjunctions. E.g. because, if. Present tense	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns.
Year 2	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list Questions & question marks
Year 3	Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Further detail of the process Use of subheading to navigate the reader	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Inverted commas if using quotations and to demonstrate excitement Brackets



# T-RF Writing Progression Maps (NON-FICTION)



<p><b>Year 4</b></p>	<p>Use of paragraphs to organise ideas. Possible text layout: Introduction A title which should be a question and begin 'how' or 'why'. A sentence to introduce the topic Main body A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information. Conclusion A paragraph to relate the subject to the reader.</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals... They feed their young... These amazing hunters are.....</p>	<p>More complex time adverbials e.g. firstly, soon afterwards, Cause and effect conjunctions e.g. therefore, consequently etc. Precise, technical vocabulary Express time, place and cause using: Conjunctions e.g. so, because Prepositions e.g. before, after.... Use of fronted adverbials e.g. During the night, nocturnal animals....</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets</p>
<p><b>Year 5</b></p>	<p>Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Description of the phenomenon is technical and accurate</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion  Use of passive and active  Sentences are generalised to categories the information</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech</p>	<p>Brackets Dashes Colons Semi-colons</p>
<p><b>Year 6</b></p>	<p>Possible text layout: Introduction A title which should be a question and begin 'how' or 'why' A sentence to introduce the topic Main body Selects and elaborates upon appropriate information to explain why or how something happens with additional specific information. Conclusion A paragraph to relate the subject to the reader Adapt degrees of formality and informality to suit the form of the explanation. An informal tone can sometimes be appropriate e.g. You'll be surprised to know that...Have you ever thought about the way that...? Or a formal authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream.... Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. Create cohesion within paragraphs using adverbials e.g. therefore, however</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses  Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... The passive voice can also be used e.g. gases are carried.</p>	<p>Indicate degrees of possibility using adverbs e.g. Perhaps.... surely or modal verbs e.g. might, should, will....</p>	<p>Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air).  Brackets, dashes and commas can be used to add extra information e.g. photosynthesis, a process whereby a plant makes its own food, can never take place without sunlight....</p>



# T-RF Writing Progression Maps (NON-FICTION)



Persuasive Writing		Purpose		Types	
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion		Advertisements Travel Brochure Political Pamphlet Complaint Letter Magazine Article	
Year Group	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Year 1	Ideas are grouped together for similarity. Writes in first person.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	<u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.
Year 2	Brief introduction and conclusion. Written in the present tense. Main ideas organised in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.
Year 3	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.



# T-RF Writing Progression Maps (NON-FICTION)



<p><b>Year 4</b></p>	<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?</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. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
<p><b>Year 5</b></p>	<p>Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>	<p>It appears that... There can be no doubt that.. It is critical.. Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be... Don't.. Take a moment to... Isn't it time to...? Worried about...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>
<p><b>Year 6</b></p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate conjunctions e.g. whilst, until, despite. Complex 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. Persuasive statement are used to change the readers opinion. E.g. you will never need to...</p>	<p>It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance.. Just think how... Now you can...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>



# T-RF Writing Progression Maps (NON-FICTION)



			<p>For the rest of your life... Unbelievable Outrageous Incredible</p>	<p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	
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# T-RF Writing Progression Maps (NON-FICTION)



Balanced Argument (discussion)		Purpose		Types	
This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To present arguments and information from different viewpoints To show for and against		Write up of a debate Newspaper Article Leaflet giving balance argument Essay	
Year Group	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Year 1	Ideas are grouped together for similarity. Writes in first person.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	but because some people like... some people feel... some people believe... other people like... other people feel... other people believe...	<u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions
Year 2	Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, last week Use simple noun phrases e.g. angry mum Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.
Year 3	Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs could/might Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is.... It is clear that...	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.



# T-RF Writing Progression Maps (NON-FICTION)



<p><b>Year 4</b></p>	<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. Have you ever considered the impact of...?</p>	<p>This piece of writing will... ...feel convinced... I intend to... On the other hand... In addition... It is surprising that... On balance... Finally I would like to add... My next point concerns... Furthermore Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...</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. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
<p><b>Year 5</b></p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both view points are transparent for reader. Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate conjunctions e.g. whilst, until, despite. Complex 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. Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</p>	<p>It strikes me that... My intention is to... To do this I will... As I see it... It appears to me... Naturally... It is precisely because.... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>
<p><b>Year 6</b></p>	<p>Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view. Formal language is used throughout to show a balanced viewpoint</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout... Variation in sentence structures Variation in sentence length to support cohesion</p>	<p>I will present... Following that I will... One argument for this is that... ...fundamentally flawed... ...an easy answer that avoids... I would counter this view.... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally I would like to add... Even though there has been a long history of activists...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely. Abstract nouns <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials. More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often</p>	<p>Use a wide range of punctuation throughout the writing. Reported &amp; direct speech.</p>



# T-RF Writing Progression Maps (NON-FICTION)

