

# Progression in writing genres Key Stage 1

## Genre: Non-Chronological Report Year 1

Text Structure	Sentences, grammar and punctuation	Useful vocabulary	Word classes
<p>Write a main title</p> <p>Similar ideas are grouped together</p> <p>Begin to use subheadings for each section of the report</p> <p>Written in the appropriate tense e.g. Penguins walk across the ice...</p> <p>Dinosaurs were....</p> <p>Use pictures or simple diagrams as part of the report</p> <p>Write facts in simple sentences</p> <p>Describe what you are writing about e.g. Bees have six legs.</p> <p>Audience and purpose: Does the report give information to the reader about a given topic? Does the reader learn facts about the topic of the report</p>	<p>Simple connectives used to construct simple sentences e.g. and, but, then ,so</p> <p>Use capital letters and full stops in sentences.</p> <p>Use spaces to separate words.</p> <p>Begin to use ! e.g. when writing an amazing fact linked to the topic of the report.</p>	<p>There are...</p> <p>This is ....</p> <p>These can be grouped....</p> <p>There are many different....</p> <p>They live in...</p> <p>They have.....</p>	<p><u>Nouns</u> Use specific vocabulary linked to the context of the recount</p> <p><u>Verbs</u> Use 1<sup>st</sup> person or 3<sup>rd</sup> person Use simple past tense 'ed' e.g. lived, cooked,</p> <p>Use simple irregular past tense verbs e.g. saw, went, felt</p> <p><u>Adjectives</u> Add 'er' or 'est' to adjectives changing root where necessary e.g. largest, shorter, highest The Emperor Penguin is the largest penguin</p> <p><u>Connectives</u> Use simple time connectives Use and/then to join ideas in sentences. e.g. The penguins sit on their egg and wait for it to hatch.</p>

## Genre: Non-Chronological Report Year 2

Text Structure	Sentences, grammar and punctuation	Useful Vocabulary	Word Classes
<p>Write a main title</p> <p>Write a brief introduction at the beginning of the report</p> <p>Write a brief conclusion or summary to end the report</p> <p>Research facts and organise them into sections grouping similar ideas together so sentences about the same thing are under the same heading</p> <p>Begin to use subheadings for each section of the report and write in simple paragraphs</p> <p>Separate paragraphs to help structure the report</p> <p>Present facts in simple sentences</p> <p>Use questions to draw the reader in and make them think e.g. Have you ever wondered how .....?</p>	<p>Subject/verb sentences are used e.g. They were... He was...</p> <p>Simple connectives used to link clauses e.g. but, then, so, when, because</p> <p>Simple noun phrases e.g. enormous mountain</p> <p>Use a variety of punctuation .,?!”</p> <p>Apostrophes for contractions e.g. can't, didn't, couldn't</p> <p>Use of commas to separate items in a list within a sentence e.g. Elephants, cats, whales and humans are all mammals.</p> <p>Making longer sentences by using connectives to join clauses Subordination-when, if, that, because, while</p>	<p>They can</p> <p>Like many</p> <p>I am going to</p> <p>There are two sorts of</p> <p>They live in</p> <p>The_____ have _____but the_____have_____</p> <p>There are many</p> <p>I will explain</p> <p>I will describe</p> <p>Did you know...?</p> <p>Did you realise...?</p>	<p><u>Nouns</u> Use singular and plural nouns adding correct suffix</p> <p>Use expanded noun phrases for description e.g. large sharp talons</p> <p>Use precise nouns e.g. prey, predator, talons, larvae, yacht, hull, deck,</p> <p><u>Verbs</u> Add 'es' 'ed' and 'ing' to verbs. Use present and past tense verbs. Use continuous present verb form e.g. leaping, running</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives making appropriate changes to the root word as necessary e.g. shorter, heavier, biggest</p>

<p>Audience and purpose: Does the report give information to the reader about a given topic? Does the reader learn facts by reading the report? Is there enough detail to make the report interesting to read?</p>	<p>e.g. The female peacock is mainly brown in colour while the male peacock is amazingly colourful.</p> <p>Coordination- or, and but, so e.g. There was no electricity in homes so people used oil lamps to light up their rooms.</p>	<p>Use adjectives to create a picture in the reader's mind and add factual detail</p> <p><u>Adverbs</u> Use quality adverbs to add factual detail e.g. As night falls eagles swoop silently to catch their prey.</p> <p><u>Connectives</u> Subordination-when, if, that, because e.g. The lifeguard puts red flags on the beach when it is too dangerous to go in the sea to swim.</p> <p>Coordination-or, and, but e.g. In Victorian times children liked to play with their toys but they were wooden not plastic.</p>
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