

PROGRESSION IN NON-FICTION



Instructions					
Instructions ensure that something is done correctly. It explains a process, usually using a series of sequenced steps to ensure a successful outcome.					
Year 1	Openers	Year 2	Openers	Year 3 Openers	Openers
<p>Title. Numbered steps. Each step on a new line. You need with bullet points. Time adverbial as an opener. Linked to personal experience. Present tense. Linked to oral instructions when playing.</p>	<p><b>First</b> <b>Next</b> <b>Then</b> <b>After that</b> <b>Finally</b></p>	<p>Title with question. What you need. Introduction sentence. Command sentence Imperative verbs as openers. -ly adverb at the start of the sentence Top tip / warning. Link to fictional writing. <b>Adjectives can be used for example, Spread the delicious jam over the crusty bread.</b> <b>Adverbs, followed by an imperative verb should be used. Or imperative verbs can be used as openers.</b></p>	<p><b>Imperative Verbs</b> <b>Slice, Spread, Mix etc.</b></p> <p><b>Adverbs</b> <b>Carefully, Thoroughly, Slowly Gently, Firmly, Evenly etc</b></p>	<p>Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). <b>By Year 3 the children will be able to use a range of openers.</b> Equipment subheading will be followed by a colon and bullet points. Technical vocabulary / scientific vocabulary. Prepositional phrases. Top tips / safety tips / handy hints at the end. <b>A complex sentence can lead you to a Top Tip / Safety box.</b> <b>If you are struggling to get the Woolly Mammoth in to the bath, refer to the top tip box for some clever hints!</b></p>	<p><b>Time adverbials</b> <b>First, Then, Finally, etc</b></p> <p><b>Adverbs</b> <b>Vigorously. Delicately,</b></p> <p><b>Imperative verbs</b> <b>Dice</b> <b>Heave</b> <b>Rinse</b> <b>Remove</b></p> <p><b>Subordinating Conjunctions</b> <b>Before</b> <b>While</b></p>

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Instructions					
Year 4	Openers	Year 5	Openers	Year 6	Openers
Rhetorical question in introduction Closing statement More than one sentence for each step	<u>Subordinating Conjunctions</u> During  <u>Imperative verbs</u> Scatter Dissolve Immerse  <u>Fronted Adverbials</u> Gradually, Sparingly, Meanwhile, Immediately after, As soon as, In the centre of the bowl,	Informal / formal instructions <i>could be humorous or formal.</i> Hook the reader in the introduction Sophisticated / appropriate use of adverbs / adjectives Awareness of the audience Add a recommendation <i>You may want to close your eyes for this next step.</i>	<u>Subordinating conjunctions</u> Although Despite Even though  <u>Adverbs of possibility</u> Maybe you would like to decorate your cake using edible glitter.  <u>Fronted Adverbials</u> Set aside to rest, Alternatively,	Develop an introduction – add background. If appropriate add personal advice using parentheses Select own title, headings and presentational devices Use pictures, diagrams, flow charts and symbols (if appropriate) to present information independently Use brackets to add asides  Author’s style of writing and use appropriate author’s voice. Consider purpose and audience.	<i>Personal choice appropriate to audience.</i>

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Explanations					
Explanations explain a process or how something works. It answers a 'how' or 'why' question.					
Year 1	Openers	Year 2	Openers	Year 3	Openers
Present tense. Time adverbials to sequence the process. <i>It may be helpful if the children write their explanation which is linked to a simple life cycle.</i>	<b><i>The</i></b> <b><i>It</i></b> <u><i>Time adverbials</i></u> <b><i>First</i></b> <b><i>Next</i></b> <b><i>Then</i></b> <b><i>After that</i></b> <b><i>Finally</i></b>	Title. Brief introduction. scientific language. Subheadings provided by the teacher. Paragraphs. Facts and appropriate order.	<u><b><i>Time Adverbials</i></b></u> <b><i>Soon,</i></b> <b><i>Later</i></b>  <u><b><i>Adverbs</i></b></u> <b><i>Slowly</i></b> <b><i>Gradually</i></b> <b><i>Amazingly</i></b>  <u><b><i>Subordinating Conjunctions</i></b></u> <b><i>When</i></b> <b><i>If</i></b>	Use how or why in the title. Persuasive question in the introduction. <b><i>How you ever wondered why a volcano erupts?</i></b> More detailed introduction. Closing statement. Facts given by the teacher. Very directed research. Given subheadings. Cause and effect conjunctions <b><i>If / because / as / since / consequently.</i></b>	<u><b><i>Time Adverbials</i></b></u> <b><i>Often</i></b> <b><i>Immediately,</i></b> <b><i>Once,</i></b> <b><i>Now</i></b> <b><i>Later that day</i></b>  <u><b><i>-ly Adverbs</i></b></u> <b><i>Interestingly,</i></b> <b><i>Surprisingly,</i></b> <b><i>Usually</i></b>  <u><b><i>Subordinating Conjunctions</i></b></u> <b><i>Before</i></b> <b><i>After</i></b> <b><i>As</i></b>

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Explanations					
Year 4	Openers	Year 5	Openers	Year 6	Openers
<p>Title to intrigue. Start to choose own subheadings. Subheading as a question. Compare vocabulary. <i>The total surface area of your intestines is about half the size of a badminton court.</i> Cause and effect conjunctions: As a result of / subsequently / therefore <i>These can be used at the beginning or the middle of a sentence.</i> <i>The molars are flat and square therefore are ideal for grinding food.</i></p>	<p><u>Fronted</u> <u>Adverbials</u></p> <p><u>When (Time)</u> <i>Initially,</i> <i>Meanwhile,</i> <i>Over time,</i> <i>Seconds later,</i> <i>Moments later</i> <i>Within a few minutes / hours,</i></p> <p><u>When (Frequency)</u> <i>Daily, Rarely,</i> <i>Sometimes,</i> <i>Occasionally,</i></p> <p><u>Cause and effect conjunctions</u> <i>Consequently,</i> <i>As a result of</i></p> <p><u>Subordinating conjunctions</u> <i>During, Since</i></p>	<p>Passive voice. Wider range of cause-and-effect conjunctions. Effect and cause conjunctions because / as / since / for <i>They cannot be made quickly because of the intricate designs.</i> Put into context. Compare and contrast vocabulary. <i>The sun is an amazing 864, 000 miles in diameter, unbelievably stars have been found which are 100 times bigger.</i> Glossary. Draw the reader in. Independently start to consider presentation.</p>	<p><u>Fronted</u> <u>Adverbials</u></p> <p><u>When (Time)</u> <i>Wider range</i></p> <p><u>(How) Manner</u> <i>Automatically,</i> <i>Systematically,</i> <i>Naturally,</i> <i>Similarly,</i> <i>Consciously,</i> <i>Unconsciously,</i> <i>Impulsively,</i></p> <p><u>Subordinating conjunctions</u> <i>Whenever</i> <i>Although</i> <i>Despite</i> <i>Even though</i> <i>Unless</i> <i>While</i></p>	<p>More ownership Independent research and presentation Decide where diagrams, illustrations, or a flow chart would help explain.</p> <p>Author's style of writing and use appropriate author's voice. Consider purpose and audience.</p>	



<p align="center"><b>Non-Chronological Reports</b></p> <p align="center">Non-Chronological Reports describe the way things are. They categorise information, for example under appearance, diet. Reports are used to provide precise and detailed information.</p>					
Year 1	Openers	Year 2	Openers	Year 3	Openers
Facts gathered as a class. Topic related vocabulary. Given title. Labelled pictures. Present tense.	<i><b>The</b></i> <i><b>He</b></i> <i><b>She</b></i> <i><b>They</b></i> <i><b>It</b></i>	Title. Introduction. Include question. Subheadings (given). Paragraphs (from given structure). Ending/closing sentence. Scientific/technical language.	<i><b>Lots</b></i> <i><b>Many</b></i> <i><b>Most</b></i> <i><b>Some people think...</b></i>  <u><i><b>Adverbs</b></i></u> <i><b>Interestingly,</b></i> <i><b>Amazingly</b></i>  <u><i><b>Subordinating Conjunctions</b></i></u> <i><b>When</b></i> <i><b>If</b></i> <i><b>because</b></i>  <u><i><b>Question openers</b></i></u> <i><b>Did you know...?</b></i>	Teacher led research (content provided by teacher). Use given sub-headings but arrange information independently. Generate captions for given images. Begin to use the 5w's in the introduction. Provided reason for processes.	<i><b>Also, In addition, Scientists have discovered, Historians, believe, Archaeologists have located,</b></i>  <u><i><b>Fronted Adverbials</b></i></u> <u><i><b>How (Manner)</b></i></u> <i><b>Usually,</b></i> <i><b>Fortunately,</b></i> <i><b>Surprisingly,</b></i> <i><b>Unbelievably,</b></i>  <u><i><b>Subordinating Conjunctions</b></i></u> <i><b>Before, After, As, While</b></i>  <u><i><b>Question openers</b></i></u> <i><b>Are you aware that....? Would you believe...?</b></i>

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Non-Chronological Reports					
Year 4	Openers	Year 5	Openers	Year 6	Openers
<p>Select from a choice of sub-headings.                      Include multiple paragraphs for each sub-heading.                      Use 5w's independently.                      Follow given structure.                      Technical vocabulary.                      Factual language.                      Cause and effect conjunctions.  <i>These can be used at the beginning or the middle of a sentence.</i></p>	<p><u>Fronted Adverbials</u></p> <p><u>When (Time)</u>                      Initially,                      Meanwhile,                      Over time,                      Seconds later,                      Moments later                      Within a few minutes / hours,</p> <p><u>When (frequency)</u>                      Daily, Rarely,                      Sometimes,                      Occasionally,</p> <p><u>Cause and effect conjunctions</u>                      Consequently,                      As a result of</p> <p><u>Subordinating conjunctions</u>                      During, Since</p>	<p>Independent research.                      Select own sub-headings.                      Use examples for presentation/structure.                      Include a glossary.                      Consider audience (fun, factual etc).</p>	<p><i>Moreover, Not only this, but, Sources show, You may not know, Many historians / scientists claim</i></p> <p><u>Fronted Adverbials</u></p> <p><u>How (Manner)</u>                      Unsurprisingly,                      Incredibly,                      Remarkably,</p> <p><u>How (Degree)</u>                      Obviously,                      Clearly, Possibly,                      Evidently,</p> <p><u>Subordinating conjunctions</u>                      Although,                      Even though,                      Despite,  <u>Question opener</u>                      Have you ever wondered....?</p>	<p>Presentation/structure to be independently planned.                      References sources of data.                      Independent research.                      Use a range of presentational devices (table, diagram).                      Include questions for intrigue/to entice the reader.                      Author's style of writing and use appropriate author's voice.                      Consider purpose and audience.</p>	<p><i>Personal choice appropriate to audience.</i></p>

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**Recounts**

Recounts retell factual events, for example, a school trip or Scott's expedition to Antarctica. They are the most common kind of text we encounter and create. They are used to create factual accounts of events. Recounts can entertain and/or inform.

Year 1	Openers	Year 2	Openers	Year 3	Openers
Use first person. Use time connectives. Chronological. Use information based on a real event/experience.	<i>I</i> <i>We</i> <i>My</i>  <u><i>Time Adverbials</i></u> <i>First</i> <i>Next</i> <i>Then</i> <i>After that</i> <i>Finally</i>	Chronological events. 5w's to introduce. Use proper nouns. Emotions to describe feelings (I was excited when....). Final statement (My favourite part was...). Details to interest the reader. Exclamative sentence to close.	<u><i>Time Adverbials</i></u> <i>Soon</i> <i>Later</i> <i>Eventually</i>  <u><i>-ly Adverbs</i></u> <i>Amazingly</i> <i>Interestingly</i> <i>Sadly</i>  <u><i>Subordinating Conjunctions</i></u> <i>When</i> <i>If</i>	Present/past perfect tense. Range of emotions to describe feelings. Paragraphs for time order of events. Concluding paragraph.	<u><i>Time Adverbials</i></u> <i>After a while</i> <i>During</i> <i>In the end</i> <i>Immediately,</i> <i>Once</i> <i>Later that day</i>  <u><i>-ly Adverbs</i></u> <i>Surprisingly,</i> <i>Incredibly,</i> <i>Fortunately,</i> <i>Unfortunately,</i> <i>Luckily</i> <i>Thankfully</i>  <u><i>Subordinating Conjunctions</i></u> <i>Before</i> <i>After</i> <i>As</i>

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Recounts					
Year 4	Openers	Year 5	Openers	Year 6	Openers
<p>Engage the reader- why was the event significant?                      Include thoughts, opinions and feelings.                      Select important elements.                      Detailed conclusion and recommendations.                      Technical vocabulary.</p>	<p><b><u>Fronted Adverbials</u></b></p> <p><b><u>When (Time)</u></b>  <i>Immediately, Once, As soon as Initially, Meanwhile, Over time, Seconds later, Moments later Within a few minutes / hours</i></p> <p><b><u>Fronted Adverbials for Where (Place)</u></b>  <i>In the middle.. Around the edge... Under the...</i></p> <p><b><u>Subordinating conjunctions</u></b>  <i>During Since</i></p>	<p>Consider audience (e.g., use humour).                      Add detail to bring events to life.                      Include direct and reported speech (if appropriate).                      Select appropriate tense.</p>	<p><b><u>Fronted Adverbials</u></b></p> <p><b><u>How (Manner)</u></b>  <i>Surprisingly, Unsurprisingly, Incredibly, Remarkably,</i></p> <p><b><u>Fronted Adverbials</u></b></p> <p><b><u>How (Degree)</u></b>  <i>Obviously, Clearly, Evidently, Possibly,</i></p> <p><b><u>Subordinating conjunctions</u></b>  <i>Although, Despite, Even though</i></p>	<p>Select events appropriate to the reader.                      Include anecdotes to vary formality.</p>	<p><b><i>Personal choice appropriate to audience.</i></b></p>

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**Biography**

A biography is detailed description of a person's life. It involves more than just the basic facts but delves into the person's experience of these life events. They are usually non-fiction.

Year 1	Openers	Year 2	Openers	Year 3	Openers
N/A		N/A		In the past tense. Third person. Opening sentence to summarise life. Facts and accomplishments about the person. Details about family.	<i><b>His family members include...</b></i>  <i><b><u>Fronted Adverbials</u></b></i>  <i><b><u>When (Time)</u></b></i> <i><b>As a child,</b></i> <i><b>A few years later</b></i> <i><b>As he/she grew older</b></i> <i><b>Soon afterwards</b></i>  <i><b><u>How</u></b></i> <i><b>Interestingly</b></i> <i><b>Sadly</b></i> <i><b>Luckily</b></i>  <i><b><u>Subordinating conjunctions</u></b></i> <i><b>When, If</b></i> <i><b>As, Before, After</b></i>

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Biography					
Year 4	Openers	Year 5	Openers	Year 6	Openers
Includes feeling about times and occasions in their life. Fiction / current famous personality / particularly if you have a courageous advocate.	<p><b><i>Right from the beginning</i></b></p> <p><b><i>The following year</i></b></p> <p><b><i>In his/her final years</i></b></p> <p><b><i>Fronted Adverbials</i></b></p> <p><b><i>How (Manner)</i></b></p> <p><b><i>Fortunately</i></b></p> <p><b><i>Unfortunately</i></b></p> <p><b><i>Surprisingly</i></b></p> <p><b><i>Subordinating conjunctions</i></b></p> <p><b><i>Once</i></b></p> <p><b><i>Since</i></b></p> <p><b><i>During</i></b></p>	Key influences in the person's life, (their relationship with other people and who inspired them). Historical famous characters. Link to whole school theme / local hero.	<p><b><i>Openers</i></b></p> <p><b><i>His/her dedication to</i></b></p> <p><b><i>After he/she retired</i></b></p> <p><b><i>Subordinating conjunctions</i></b></p> <p><b><i>Although,</i></b></p> <p><b><i>Despite,</i></b></p> <p><b><i>Even though</i></b></p>	Own inspirational character. Own research / link to interviews. Includes links to inferences of the time.	<b><i>Personal choice appropriate to audience.</i></b>

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<p align="center"><b>Persuasive writing</b></p> <p align="center">Persuasive writing is used to convince readers to believe in an idea, opinion or product.</p>					
Year 1	Openers	Year 2	Openers	Year 3	Openers
N/A		N/A		<p><i>Can take the form of an advert and may not even be written in complete sentences.</i></p> <p><i>Words / phrases might be used to advertise the product.</i></p> <p>Present tense.</p> <p>Catchy title and/or slogan.</p> <p>Appeals to the senses.</p> <p>Use alliteration, rhyming words and word play to make it memorable and fun.</p> <p>Exaggerate positive points.</p> <p>Pictures.</p> <p>Powerful verbs and ENPs.</p>	<p><i>First, let's talk about...</i></p> <p><i>Another important feature worth considering...</i></p> <p><i>Yet another incredible thing about...</i></p> <p><u>Adverbs</u></p> <p><i>Unbelievably,</i></p> <p><i>Astonishingly,</i></p> <p><i>Uniquely,</i></p> <p><u>Subordinating conjunctions</u></p> <p><i>When</i></p> <p><i>If</i></p> <p><i>As</i></p>

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Persuasive writing					
Year 4	Openers	Year 5	Openers	Year 6	Openers
<p><b>Can take the form of an advert</b></p> <p>Tell a personal story Give an expert's opinion Include statistics</p>	<p><b>Guaranteed too</b> <b>Imagine</b> <b>Take a moment to</b></p> <p><b>Fronted Adverbials</b></p> <p><b>How (Manner)</b> <b>Startlingly,</b> <b>Phenomenally,</b> <b>Tantalisingly,</b></p> <p><b>Subordinating conjunctions</b> <b>Once</b> <b>Since</b></p>	<p><b>Can take the form of a persuasive letter.</b></p> <p>Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.</p>	<p><b>Introduction</b> <b>I think</b> <b>I am sure that</b> <b>It is certain</b></p> <p><b>Persuasive Openers</b> <b>Firstly,</b> <b>In my opinion,</b> <b>I am certain...</b> <b>I truly believe...</b> <b>You ought to...</b> <b>Surely,</b> <b>Certainly,</b> <b>Similarly,</b> <b>Undoubtedly,</b></p> <p><b>Additional conjunctions</b> <b>In addition,</b> <b>Also,</b> <b>Furthermore,</b> <b>Moreover,</b> <b>Besides,</b> <b>Likewise...</b> <b>Specifically,</b></p> <p><b>Rhetorical question openers.</b></p>	<p><b>Can take the form of a balanced argument</b></p> <p>Introduce the debate with background information. Argument for the issue with supporting evidence. Argument against the issue with supporting evidence. Phrases of debate. Facts and statistics. Technical vocabulary. Passive voice.</p>	<p><b>Some experts argue that...</b> <b>Schools point out...</b> <b>Consider the following...</b> <b>In fact...</b> <b>It can argued that...</b> <b>One the other hand...</b> <b>In contrast...</b> <b>It is known....</b> <b>Subsequently,</b> <b>Whereas, In contrast...</b></p>

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			<p><i>Is it any wonder that...?</i> <i>Isn't it the case that...?</i> <i>Don't you think...?</i> <i>How can anyone believe this to be fact?</i> <i>Would you consider...?</i> <i>What if...?</i> <i>In my opinion</i></p> <p><u><i>Subordinating Conjunctions</i></u> <i>Although</i> <i>Even though</i> <i>Despite</i></p>		
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PROGRESSION IN NON-FICTION



**News reports / Journalistic Writing**

News reports are found in newspapers and their purpose is to inform readers of what is happening in the world/area around them.  
News reports help readers get true information about an event.

Year 1	Openers	Year 2	Openers	Year 3	Openers
N/A		N/A		N/A	

**News reports / Journalistic Writing**

Year 4	Openers	Year 5	Openers	Year 6	Openers
Headline. Subheading. Direct speech. Introduction (lead 5ws and How). Main body. Paragraphs and caption . By-line (who wrote it). Conclusion .	<i><b>It was discovered that...</b></i> <i><b>At the scene of... Onlookers couldn't believe their eyes....</b></i> <i><b>According to witnesses...</b></i> <i><b>One eyewitness stated...</b></i> <i><b>Several reports suggest...</b></i> <i><b>Scientists say....</b></i>	Indirect speech. Main body. Verbs selected for meaning and effect. Precise vocabulary choices. Paragraphs and caption. Journalistic words and phrases. By-line (who wrote it). Conclusion (plan for the future).	<i><b>Without any warning...</b></i> <i><b>Ongoing investigations suggest...</b></i> <i><b>A passer-by, who did not wish to be named stated...</b></i> <i><b>He/she claimed that...</b></i> <i><b>A spokesperson for the family declared...</b></i> <i><b>An expert stated...</b></i> <i><b>Critics argue...</b></i> <i><b>Scientists conclude...</b></i>	Précis key events. Lead the reader to reflect on the events. Skilfully manages of shifts in time (past, present and future). Appropriate presentation. Reconstruct, interpret and communicate events. Passive voice. First-hand accounts. Paints a vivid and dramatic picture. Distinctive voices of individuals. Thoughtful ending . Closing editorial comment adapts a more personal stance.	<i><b>Personal choice appropriate to audience.</b></i>