



## Progression through Genres - EYFS

Non-Fiction	
<b>Instructions</b>	<p>Listen to and follow single instructions, and then a series of two and three instructions</p> <p>Give oral instructions when playing.</p> <p>Read and follow simple classroom instructions on labels with additional pictures or symbols.</p> <p>Attempt to write instructions on labels, for instance in role play area</p>
<b>Recount – experiences, diary</b>	<p>Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations.</p> <p>Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.</p> <p>Distinguish between writing and drawing and write labels for pictures and drawings.</p> <p>Write sentences to match pictures or sequences of pictures illustrating an event.</p>
<b>Non-Chronological Reports</b>	<p>Talk about why things happen and how things work; ask questions and speculate.</p> <p>Listen to someone explain a process and ask questions.</p> <p>Give oral explanations e.g., their or another’s motives; why and how they made a construction.</p>
<b>Persuasion – Purpose: advert, leaflet, argument</b>	<p>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things)</p> <p>Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening.</p> <p>Give oral explanations (e.g.) their or another’s motives; why and how they can persuade or be persuaded.</p>



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Fiction	
<b>Story</b>	<p>Listen to stories being told and read.</p> <p>Know when a story has begun and ended.</p> <p>Recognise simple repeatable story structures and some typical story language, for example, 'Once upon a time...'</p> <p>Be aware that books have authors; someone is telling the story.</p> <p>Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase.</p> <p>Stories happen in a particular place; identify settings by referring to illustrations and descriptions</p> <p>Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play.</p> <p>Attempt own writing for various purposes, using features of different forms, including stories.</p>

	Reading Poetry	Performing Poetry	Creating Poetry
Poetry	listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	join in with class rhymes and poems,  copy actions	enjoy making up funny sentences and playing with words;  look carefully at experiences and choose words to describe;  make word collections or use simple repeating patterns