



## Progression through Genres - Year 1

|   |   | Non-Fiction  |   |   |  |  |
|---|---|--|---|---|--|--|
|   | Text Structure  | Sentence   | Useful Vocabulary   |   | Word Classes   | Punctuation  |
| <b>Instructions</b>   | <p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative<br/><i>e.g. sift the flour.</i></p> <p>Use of numbers or bullet points to signal order.</p>  | <p>Simple connectives are used to construct simple sentences<br/><i>e.g. and, but, then, so.</i></p> <p>Imperative verbs start sentences<br/><i>e.g. spread, slice, cut.</i></p> <p>Sentences do not include pronouns and are written impersonally</p> | <p>1, 2, 3, 4, 5</p> <p>First</p> <p>Next</p> <p>After</p> <p>Cut</p>               | <p>Move</p> <p>Fold</p> <p>Stir</p> <p>Colour</p> <p>Paint</p>            | <p><b>Noun</b><br/>What a noun is.</p> <p>Regular plural nouns with 'er'</p> <p><b>Verbs</b><br/>Third person, first person singular.</p> <p>Ending added to verbs where there is change to root. Simple past tense 'ed'</p> | <p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> |
| <b>Recount – experiences, diary, police reports, sports reports</b> | <p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants<br/><i>e.g. I, we</i></p>                                | <p>Simple connectives are used to construct simple sentences<br/><i>e.g. and, but, then, so.</i></p>   | <p>First</p> <p>Next</p> <p>After</p> <p>Finally</p> <p>The best part was</p>       | <p>The worst part was</p> <p>I liked</p> <p>I didn't like</p>             | <p><b>Adjectives</b><br/>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Connectives/conjunctions</b><br/>Join words and sentences using and/then.</p>                                    | <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>                                       |
| <b>Non-Chronological Reports</b>                                    | <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing.<br/><i>e.g. The man was run over.</i></p> <p>Written in the appropriate tense.<br/><i>e.g. Sparrow's nest... Dinosaurs were...</i></p> | <p>Simple connectives are used to construct simple sentences<br/><i>e.g. and, but, then, so.</i></p>   | <p>___ are...</p> <p>___ is...</p> <p>They are...</p> <p>The different...</p>       | <p>This is a ___</p> <p>There are ___</p> <p>These can be grouped ___</p> | <p><b>Tense</b><br/>Simple past tense 'ed'.</p>  |  |
| <b>Letters</b>  | <p>Ideas grouped in sentences in time sequence.</p>   | <p>Sentences using simple pronouns and connectives.</p>  | <p>Dear</p> <p>From</p> <p>I like</p> <p>It was</p> <p>Next</p> <p>My favourite</p> | <p>I went</p> <p>I saw</p> <p>First</p> <p>After</p>                      | <p>They were</p> <p>There was</p> <p>Then</p> <p>And, but, so, when</p>  |  |



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|---|--|--|---|---|---|---|
|   | Text Structure   | Sentence   | Useful Vocabulary   |   | Word Classes  | Punctuation   |
| <b>Persuasion – Purpose: advert, leaflet, argument</b>  | Ideas are grouped together for similarity.<br><br>Writes in first person   | Simple connectives are used to construct simple sentences<br><i>e.g. and, but, then, so.</i> | It was<br>Brilliant<br>Best<br>Exciting<br>The most<br>Super  | Fantastic<br>Great<br>It will<br>Now you can<br>Try     | <b>Noun</b><br>What a noun is.<br><br>Regular plural nouns with ‘er’<br><br><b>Verbs</b><br>Third person, first person singular.  | Use spaces to separate words.<br><br>Begin to use full stops.<br><br>Begin to use exclamation marks.<br><br>Begin to use exclamation marks. |
| <b>Biography</b>  | Ideas grouped together in time sequence.<br><br>Written in first person.<br><br>Written in the past tense.<br><br>Focused on individual or group participants<br><i>e.g. I, we</i> | Simple connectives are used to construct simple sentences<br><i>e.g. and, but, then, so.</i> | First<br>Next<br><br>When he/she was born...<br><br>When he/she was five years old...<br><br>An interesting thing about...<br><br>A fact about...<br><br>He/she will be remembered for... | After<br>Finally  | Ending added to verbs where there is change to root. Simple past tense ‘ed’<br><br><b>Adjectives</b><br>Add ‘er’ and ‘est’ to adjectives where no change is needed to root word.<br><br><b>Connectives/conjunctions</b><br>Join words and sentences using and/then. | Capital letters for start of sentence, names, personal pronouns.<br><br>Read words with contractions.                                       |
| <b>Balance Argument: Purpose: Speech, Essay, Letter</b> | Ideas are grouped together for similarity.<br><br>Writes in first person.  | Simple connectives are used to construct simple sentences<br><i>e.g. and, but, then, so.</i> | but<br>some people like...<br>some people feel...<br>some people believe...<br>other people like...<br>other people feel...<br>other people believe...                                    | because   | <b>Tense</b><br>Simple past tense ‘ed’.   |   |
| <b>Newspaper</b>  | Ideas grouped in sentences in time sequence.<br><br>Attempts at third person writing.<br><i>e.g. The man was run over.</i><br><br>Beginning describes what happened                | Simple connectives are used to construct simple sentences<br><i>e.g. and, but, then, so.</i> | On Monday...<br>The accident...<br>People felt...<br>Happened<br>Angry<br>Upset<br>First  | Next<br>After<br>When<br>Then<br>So<br>But<br>It was... |   |   |



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|       |  | Fiction   |   |   |   |
|-------|--|---|---|---|---|
|       | Text Structure   | Sentence  | Useful Vocabulary   | Word Classes  | Punctuation   |
| Story | <p>Beginning or end of narrative signalled<br/><i>e.g. one day</i></p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing.<br/><i>e.g. The wolf was hiding.</i></p> <p>Written in the appropriate tense. (mainly consistent)<br/><i>e.g. Goldilocks was... Jack is...</i></p> | <p>Simple sentences, starting with a pronoun and a verb<br/><i>e.g. He went home</i></p> <p>Simple connectives are used to construct simple sentences<br/><i>e.g. and, but, then, so.</i></p> | <p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives used<br/><i>e.g. big, small</i></p> <p>Range of colour adjectives used<br/><i>e.g. red, blue</i></p> <p>Range of emotion words used<br/><i>e.g. sad, angry, cross</i></p> <p>Pronouns: I, she, he, they.</p> <p>Conjunctions: and, but, then, or, this</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p> | <p><b>Noun</b><br/>What a noun is.</p> <p>Regular plural nouns with 'er'</p> <p><b>Verbs</b><br/>Third person, first person singular.</p> <p>Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><b>Adjectives</b><br/>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><b>Connectives/conjunctions</b><br/>Join words and sentences using and/ then.</p> <p><b>Tense</b><br/>Simple past tense 'ed'.</p> | <p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p> |

| Poetry | Reading Poetry   | Performing Poetry   | Creating Poetry   |
|--------|--|---|---|
|        | <p>discuss own response and what the poem is about;</p> <p>talk about favourite words or parts of a poem;</p> <p>notice the poem's pattern</p> | <p>perform in unison, following the rhythm and keeping time</p> <p>imitate and invent actions</p> | <p>invent impossible ideas, e.g., magical wishes;</p> <p>observe details of first-hand experiences using the senses and describe;</p> <p>list words and phrases or use a repeating pattern or line.</p> |