



## Progression through Genres - Year 5

		Non-Fiction				
		Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<b>Instructions</b>	Consolidate work from previous learning.	Sentence length varied <i>e.g short/long.</i>	Don't forget to..  Be careful of...  Don't worry about...  Concentrate on...  At this point...	<b>Noun</b> Locate and identify expanded noun phrases.  <b>Verbs</b> Use modal verbs.  Prefixes for verbs; dis, de, mis, over, ise, ify.	Consolidate all previous learning.  Brackets  Dashes  Colons  Semi colons	
	Can write accurate instructions for complicated processes.  Can write imaginative instructions using flair and humour.	Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i>				
<b>Recount – experiences, diary, police reports, sports reports</b>	Developed introduction and conclusion including elaborated personal response.	Sentence length varied <i>e.g short/long.</i>	As it happened  Consequently  As a result of  Subsequently  Unlike the rest of the group,  I felt...  In a flash...  Presently  Meanwhile  In conclusion  The experience overall..	Convert adjectives in verbs using suffixes; ate, ise, ify.  <b>Adjectives</b> Choose appropriate adjectives  <b>Connectives/conjunctions</b> Use a wide range of connectives.  <b>Tense</b> Change tense according to features of the genre.  <b>Adverbs</b> Know what an adverbial phrase is.  Fronted adverbials  Comma after fronted adverbials.  Adverbials of time, place and number.		
	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.	Active and passive voice used deliberately to heighten engagement. <i>e.g. Giraffes left the enclosure.</i>  Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i>				



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<b>Non-Chronological Reports</b>	Developed introduction and conclusion using all the layout features.	Sentence length varied <i>e.g short/long.</i>	The purpose of this report/article is to..  The information presented will...	<b>Noun</b> Locate and identify expanded noun phrases.	Consolidate all previous learning.  Brackets
	Description of the phenomenon is technical and accurate.  Generalized sentences are used to categorise and sort information for the reader  Purpose of the report is to inform the reader and to describe the way things are.  Formal and technical language used throughout to engage the reader.	Active and passive voice used deliberately to heighten engagement. <i>e.g. The eggs were removed from the beach.</i>  Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i>	Some experts believe...  This article is designed to  Many specialists consider      many  Firstly I will...      Unlike  It can be difficult      Despite  __ will enable you to understand.  Although      Like	<b>Verbs</b> Use modal verbs.  Prefixes for verbs; dis, de, mis, over, ise, ify.  Convert adjectives in verbs using suffixes; ate, ise, ify.  <b>Adjectives</b> Choose appropriate adjectives  <b>Connectives/conjunctions</b> Use a wide range of connectives.	Dashes  Colons  Semi colons
<b>Letters</b>	Developed introduction and conclusion using all the letter layout features.  Paragraphs developed with prioritized information.  Purpose of letter clear and transparent for reader.  Formal language used throughout to engage the reader.	Sentence length varied <i>e.g short/long.</i>  Active and passive voice used deliberately to heighten engagement. <i>e.g. the café chairs were broken.</i>  Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i>  Complex sentences that use well known economic expression. <i>e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</i>	I appreciate...  Whilst we were waiting...  Your concern...  Until this is resolved...  Despite speaking to the duty manager...  This is a disgrace...  Unfortunately...  Many other people also...  I am delighted to inform you that...	<b>Tense</b> Change tense according to features of the genre.  <b>Adverbs</b> Know what an adverbial phrase is.  Fronted adverbials  Comma after fronted adverbials.  Adverbials of time, place and number.	



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<b>Persuasion – Purpose: advert, leaflet, argument</b>	Arguments are well constructed that answer the reader’s questions.	Verb forms are controlled and precise <i>e.g. It will be a global crisis if people do not take a stand against...</i>	It appears that... Phenomenal	<b>Noun</b> Expanded noun phrases to convey complicated information concisely.  <b>Verbs</b> Use modal verbs.  Prefixes for verbs; dis, de, mis, over, ise, ify.  Convert adjectives in verbs using suffixes; ate, ise, ify.  <b>Adjectives</b> Choose appropriate adjectives  <b>Connectives/conjunctions</b> Use a wide range of connectives.  <b>Tense</b> Change tense according to features of the genre.  <b>Adverbs</b> Link ideas across a text using cohesive devices such as adverbials.	Use a wide range of punctuation throughout the writing.
	The writer understands the impact or the emotive language and thinks about the response.	Modifiers are used to intensify or qualify <i>e.g. insignificant amount, exceptionally</i>	There can be no doubt that.. Unique		
	Information is prioritised according to the writer’s point of view.	Sentence length and type varied according to purpose.	It is critical.. Unmissable		
		Fronted adverbials used to clarify writer’s position <i>e.g. As a consequence of your actions...</i>	Fundamentally... Don’t..		
		Complex noun phrases used to add detail <i>e.g. the phenomenal impact of using showers instead of baths...</i>	How can anyone believe this to be true?		
		Prepositional phrases used cleverly. <i>e.g. In the event of a blackout...</i>	Does anyone really believe that?		
		As everyone knows You will be...			
		I cite, for example...			
		I would draw your attention to...			
		I would refer to... Isn’t it time to...?			
		On the basis of the evidence presented...			
		Worried about... Take a moment to...			



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<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Sentence length varied <i>e.g short/long.</i></p> <p>Active and passive voice used deliberately to heighten engagement. <i>e.g. Giraffes left the enclosure.</i></p> <p>Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i></p>	<p>In (insert year) at the age of.....he/she...</p> <p>The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had...</p> <p>Nobody is sure why...</p> <p>In spite of...</p> <p>His/Her lasting legacy is that...</p>	<p><b>Noun</b> Locate and identify expanded noun phrases.</p> <p><b>Verbs</b> 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><b>Adjectives</b> Choose appropriate adjectives</p> <p><b>Connectives/conjunctions</b> Use a wide range of connectives.</p> <p><b>Tense</b> Change tense according to features of the genre.</p> <p><b>Adverbs</b> 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>	<p>Use a wide range of punctuation throughout the writing</p>
<b>Biography</b>				



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<b>Balance Argument: Purpose: Speech, Essay, Letter</b>	Developed introduction and conclusion using all the argument or leaflet layout features.	Sentence length varied <i>e.g short/long.</i>	It strikes me that... Naturally... My intention is to... Doubtless...	<b>Noun</b> Locate and identify expanded noun phrases.	Consolidate all previous learning. Brackets
	Paragraphs developed with prioritised information.  Both viewpoints are transparent for reader.  Emotive language used throughout to engage the reader.	Active and passive voice used deliberately to heighten engagement. <i>e.g. the café chairs were broken.</i>  Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i>  Complex sentences that use well known economic expression. <i>e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</i>  Persuasive statements are used to change the reader's opinion. <i>E.g. you will never need to...</i>	To do this I will... Nevertheless... It appears to me... Subsequently... It is precisely because.... As I see it... 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...	<b>Verbs</b> Use modal verbs.  Prefixes for verbs; dis, de, mis, over, ise, ify.  Convert adjectives in verbs using suffixes; ate, ise, ify.  <b>Adjectives</b> Choose appropriate adjectives  <b>Connectives/conjunctions</b> Use a wide range of connectives.  <b>Tense</b> Change tense according to features of the genre.	Dashes Colons Semi colons
<b>Newspaper</b>	Developed introduction and conclusion using all the newspaper's layout features.  Paragraphs developed with prioritised information into columns.  Subheadings are used as an organisational device.  Formal language used throughout to engage the reader.  Quotations are succinct/emotive.	Sentence length varied <i>e.g short/long.</i>  Active and passive voice used deliberately to heighten engagement. <i>e.g. the café chairs were broken.</i>  Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i>  Complex sentences that use well known economic expression. <i>e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</i>	Until this is resolved... Unfortunately... Chaos ensued... Many panicked when... He disputed... She refused to accept that... The parents agreed that... Witnesses... Pupils emphasized... They spoke to... In addition to this...	<b>Adverbs</b> Know what an adverbial phrase is.  Fronted adverbials  Comma after fronted adverbials.  Adverbials of time, place and number.	



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Story	<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied <i>e.g. short/long.</i></p> <p>Active and passive voice used deliberately to heighten engagement. <i>e.g. the ring was removed from the drawer</i></p> <p>Wide range of subordinate connectives <i>e.g. whilst, until, despite.</i></p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) <i>e.g. the crowd charged like bulls</i></p> <p>Repetition is used for effect <i>e.g. the boys ran and ran until they could run no more.</i></p>	Year 5 ambitious vocabulary used	<p><b>Noun</b> Locate and identify expanded noun phrases.</p> <p><b>Verbs</b> 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><b>Adjectives</b> Choose appropriate adjectives</p> <p><b>Connectives/conjunctions</b> Use a wide range of connectives.</p> <p><b>Tense</b> Change tense according to features of the genre.</p> <p><b>Adverbs</b> 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>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

	Reading Poetry	Performing Poetry	Creating Poetry
Poetry	<p>discuss poet's possible viewpoint, explain and justify own response and interpretation;</p> <p>explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning;</p> <p>explore imagery including metaphor and personification;</p> <p>compare different forms and describe impact</p>	<p>vary pitch, pace, volume, expression and use pauses to create impact;</p> <p>use actions, sound effects, musical patterns, images and dramatic interpretation</p>	<p>invent nonsense words and situations and experiment with unexpected word combinations;</p> <p>use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;</p> <p>write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour</p>