

Genre Progression - Non-Fiction

For the exclusive use of Duke of Norfolk CE Primary School

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

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Instructions

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

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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
<p>Present tense.</p> <p>Time adverbials to sequence the process</p> <p><i>It may be helpful if the children write an explanation which is linked to a simple life cycle.</i></p>	<p><i>The</i></p> <p><i>It</i></p> <p><i>Time adverbials</i></p> <p><i>First</i></p> <p><i>Next</i></p> <p><i>Then</i></p> <p><i>After that</i></p> <p><i>Finally</i></p>	<p>Title</p> <p>Brief introduction</p> <p>Scientific language</p> <p>Subheadings provided by the teacher</p> <p>Paragraphs</p> <p>Facts and appropriate order</p>	<p><i>Time Adverbials</i></p> <p><i>Soon</i></p> <p><i>Later</i></p> <p><i>Adverbs</i></p> <p><i>Slowly</i></p> <p><i>Gradually</i></p> <p><i>Amazingly</i></p> <p><i>Subordinating Conjunctions</i></p> <p><i>When</i></p> <p><i>If</i></p>	<p>Use how or why in the title</p> <p>Persuasive question in the introduction</p> <p><i>Have you ever wondered why a volcano erupts?</i></p> <p>More detailed introduction</p> <p>Closing statement</p> <p>Facts given by the teacher</p> <p>Very directed research</p> <p>Given subheadings</p> <p>Conjunctions for cause</p> <p><i>because / as / so / since</i></p>	<p><i>Time Adverbials</i></p> <p><i>Often</i></p> <p><i>Immediately</i></p> <p><i>Once</i></p> <p><i>Now</i></p> <p><i>Later that day</i></p> <p><i>-ly Adverbs</i></p> <p><i>Interestingly</i></p> <p><i>Surprisingly</i></p> <p><i>Usually</i></p> <p><i>Subordinating Conjunctions</i></p> <p><i>Before</i></p> <p><i>After</i></p> <p><i>As</i></p>

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Explanations

Year 4	Openers	Year 5	Openers	Year 6	Openers
<p>Title to intrigue</p> <p>Start to choose own subheadings</p> <p>Subheading as a question</p> <p>Compare vocabulary</p> <p><i>The total surface area of your intestines is about half the size of a badminton court.</i></p> <p>Use a wider variety of conjunctions for cause</p> <p>Consequently / therefore / as a result</p> <p>These can be used at the beginning or the middle of a sentence.</p> <p><i>The molars are flat and square therefore are ideal for grinding food.</i></p> <p><i>As a result of the squeezing motion of the muscles, the food is pushed on its way to the stomach.</i></p>	<p><i>Fronted Adverbials</i></p> <p>When (Time)</p> <p><i>Initially</i></p> <p><i>Meanwhile</i></p> <p><i>Over time</i></p> <p><i>Seconds later</i></p> <p><i>Moments later</i></p> <p><i>Within a few minutes</i></p> <p><i>/ hours</i></p> <p>When (Frequency)</p> <p><i>Daily, Rarely</i></p> <p><i>Sometimes</i></p> <p><i>Occasionally</i></p> <p>Conjunctions for cause</p> <p><i>Consequently</i></p> <p><i>As a result of</i></p> <p>Subordinating conjunctions</p> <p><i>During, Since</i></p>	<p>Passive voice</p> <p>Wider range of conjunctions for cause</p> <p>Put into context</p> <p>Compare and contrast vocabulary</p> <p><i>The sun is an amazing 864, 000 miles in diameter, unbelievably stars have been found which are 100 times bigger.</i></p> <p>Glossary</p> <p>Draw the reader in</p> <p>Independently start to consider presentation</p>	<p><i>Fronted Adverbials</i></p> <p>When (Time)</p> <p><i>Wider range</i></p> <p>(How) Manner</p> <p><i>Automatically</i></p> <p><i>Systematically</i></p> <p><i>Naturally</i></p> <p><i>Similarly</i></p> <p><i>Consciously</i></p> <p><i>Unconsciously</i></p> <p><i>Impulsively</i></p> <p>Subordinating conjunctions</p> <p><i>Whenever</i></p> <p><i>Although</i></p> <p><i>Despite</i></p> <p><i>Even though</i></p> <p><i>Unless</i></p> <p><i>While</i></p>	<p>More ownership</p> <p>Independent research and presentation</p> <p>Decide where diagrams, illustrations, or a flow chart would help explain</p> <p>Author's style of writing and use appropriate author's voice</p> <p>Consider purpose and audience</p>	

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Non-Chronological Reports

Non-Chronological Reports provide information about a subject or an event. Reports are used to provide precise and detailed information. They are not in chronological order.

Year 1	Openers	Year 2	Openers	Year 3	Openers
Facts gathered as a class Topic related vocabulary Given title Labelled pictures Present tense	<i>The</i> <i>He</i> <i>She</i> <i>They</i> <i>It</i> <i>Lots</i> <i>Many</i> <i>There</i>	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language	<i>Lots</i> <i>Many</i> <i>Most</i> <i>Some people think...</i> Adverbs <i>Interestingly</i> <i>Amazingly</i> Subordinating Conjunctions <i>When</i> <i>If</i> Question openers <i>Did you know...?</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 Conjunctions for cause as, so, since	<i>Also, In addition, Scientists have discovered</i> <i>Historians believe</i> <i>Archaeologists have located</i> Fronted Adverbials How (Manner) <i>Usually,</i> <i>Fortunately</i> <i>Surprisingly</i> <i>Unbelievably</i> Subordinating Conjunctions <i>Before, After, As, While</i> Question openers <i>Are you aware that....? Would you believe...?</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</p> <p>Include multiple paragraphs for each sub-heading</p> <p>Use 5w's independently</p> <p>Follow given structure</p> <p>Technical vocabulary</p> <p>Factual language</p> <p>Conjunctions for cause <i>consequently, as a result, therefore</i></p> <p>These can be used at the beginning or the middle of a sentence</p>	<p>Fronted Adverbials</p> <p>When (Time) <i>Initially, Meanwhile Over time Seconds later Moments later Within a few minutes / hours</i></p> <p>When (Frequency) <i>Daily, Rarely, Sometimes Occasionally</i></p> <p>Conjunctions for cause <i>As a result of</i></p> <p>Subordinating conjunctions <i>During, Since</i></p>	<p>Independent research</p> <p>Select own sub-headings</p> <p>Use examples for presentation/structure</p> <p>Include a glossary</p> <p>Consider audience (fun, factual etc)</p>	<p><i>Moreover, Not only this, but, Sources show, You may not know</i></p> <p><i>Many historians / scientists claim</i></p> <p>Fronted Adverbials</p> <p>(How) Manner <i>Unsurprisingly Incredibly Remarkably</i></p> <p>How (Degree) <i>Obviously Clearly, Possibly Evidently</i></p> <p>Subordinating conjunctions <i>Although Even though Despite</i></p> <p>Question opener <i>Have you ever wondered....?</i></p>	<p>Presentation/structure to be independently planned</p> <p>References sources of data</p> <p>Independent research</p> <p>Use a range of presentational devices (table, diagram)</p> <p>Include questions for intrigue/to entice the reader</p> <p>Author's style of writing and use appropriate author's voice</p> <p>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 factual accounts of events. Recounts can entertain and/or inform.

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

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Recounts

Year 4	Openers	Year 5	Openers	Year 6	Openers
<p>Engage the reader- why was the event significant?</p> <p>Include thoughts, opinions and feelings</p> <p>Select important elements</p> <p>Detailed conclusion and recommendations</p> <p>Technical vocabulary</p>	<p><i>Fronted Adverbials</i></p> <p>When (Time)</p> <p><i>Immediately</i></p> <p><i>Once</i></p> <p><i>As soon as</i></p> <p><i>Initially</i></p> <p><i>Meanwhile</i></p> <p><i>Over time</i></p> <p><i>Seconds later</i></p> <p><i>Moments later</i></p> <p><i>Within a few minutes</i></p> <p><i>1 hours</i></p> <p>Fronted Adverbials for Where (Place)</p> <p><i>In the middle..</i></p> <p><i>Around the edge</i></p> <p><i>Under the</i></p> <p>Subordinating conjunctions</p> <p><i>During</i></p> <p><i>Since</i></p>	<p>Consider audience (e.g., use humour)</p> <p>Add detail to bring events to life</p> <p>Include direct and reported speech (if appropriate)</p> <p>Select appropriate tense</p>	<p><i>Fronted Adverbials</i></p> <p>How (Manner)</p> <p><i>Surprisingly</i></p> <p><i>Unsurprisingly</i></p> <p><i>Incredibly</i></p> <p><i>Remarkably</i></p> <p>Fronted Adverbials</p> <p><i>How (Degree)</i></p> <p><i>Obviously</i></p> <p><i>Clearly</i></p> <p><i>Evidently</i></p> <p><i>Possibly</i></p> <p>Subordinating conjunctions</p> <p><i>Although</i></p> <p><i>Despite</i></p> <p><i>Even though</i></p>	<p>Select events appropriate to the reader</p> <p>Include anecdotes to vary formality</p>	<p><i>Personal choice appropriate to audience.</i></p>

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Biography

A biography is detailed description of a person's life. They are usually non-fiction, but they can be based on a fictional character.

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>His family members include</i> Fronted Adverbials When (Time) <i>As a child</i> <i>A few years later</i> <i>As he/she grew older</i> <i>Soon afterwards</i> How <i>Interestingly</i> <i>Sadly</i> <i>Luckily</i> Subordinating conjunctions <i>When, If</i> <i>As, Before, After</i>

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Biography

Year 4	Openers	Year 5	Openers	Year 6	Openers
Includes feeling about times and occasions in their life	<i>Right from the beginning</i> <i>The following year</i> <i>In his/her final years</i> Fronted Adverbials How (Manner) <i>Fortunately</i> <i>Unfortunately</i> <i>Surprisingly</i> Subordinating conjunctions <i>Once</i> <i>Since</i> <i>During</i>	Key influences in the person's life, (their relationship with other. people and who inspired them)	Openers <i>His/her dedication to</i> <i>After he/she retired</i> Subordinating conjunctions <i>Although</i> <i>Despite</i> <i>Even though</i>	Own inspirational character Own research / link to interviews Includes links to inferences of the time	<i>Personal choice appropriate to audience.</i>

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Persuasive writing

Persuasive writing is used to convince readers to believe in an idea, opinion or product.

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 Catchy title and/or slogan Appeals to the senses Use alliteration, rhyming words and word play to make it memorable and fun Exaggerate positive points Pictures Powerful verbs and ENPs</p>	<p><i>First, let's talk about</i> <i>Another important feature worth considering</i> <i>Yet another incredible thing about</i></p> <p>Adverbs <i>Unbelievably</i> <i>Astonishingly</i> <i>Uniquely</i></p> <p>Subordinating conjunctions <i>When</i> <i>If</i> <i>As</i></p>

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Persuasive writing

Year 4	Openers	Year 5	Openers	Year 6	Openers
<p><i>Can take the form of an advert</i></p> <p>Tell a personal story Give an expert's opinion Include statistics</p>	<p><i>Guaranteed to</i> <i>Imagine</i> <i>Take a moment to</i> <i>Fronted Adverbials</i> <i>How (Manner)</i> <i>Startlingly</i> <i>Phenomenally</i> <i>Tantalisingly</i> <i>Subordinating conjunctions</i> <i>Once</i> <i>Since</i></p>	<p><i>Can take the form of a persuasive letter.</i></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><i>Introduction</i> <i>I think</i> <i>I am sure that</i> <i>It is certain</i> <i>Persuasive Openers</i> <i>Firstly</i> <i>In my opinion</i> <i>I am certain</i> <i>I truly believe</i> <i>You ought to</i> <i>Surely</i> <i>Certainly</i> <i>Similarly</i> <i>Undoubtedly</i> <i>Additional conjunctions</i> <i>In addition,</i> <i>Also</i> <i>Furthermore</i> <i>Moreover</i> <i>Besides</i> <i>Likewise</i> <i>Specifically</i></p>	<p><i>Can take the form of a balanced argument.</i></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><i>Some experts argue that</i> <i>Schools point out</i> <i>Consider the following</i> <i>In fact</i> <i>It can argued that</i> <i>One the other hand</i> <i>In contrast</i> <i>It is known</i> <i>Subsequently,</i> <i>Whereas, In contrast</i></p>

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Persuasive writing

Year 4	Openers	Year 5	Openers	Year 6	Openers
			<p><i>Rhetorical question openers.</i></p> <p><i>Is it any wonder that...?</i></p> <p><i>Isn't it the case that...?</i></p> <p><i>Don't you think...?</i></p> <p><i>How can anyone believe this to be fact?</i></p> <p><i>Would you consider...?</i></p> <p><i>What if...?</i></p> <p><i>In my opinion</i></p> <p>Subordinating Conjunctions</p> <p><i>Although</i></p> <p><i>Even though</i></p> <p><i>Despite</i></p>		

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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	
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>It was discovered that</i> <i>At the scene of</i> <i>Onlookers couldn't believe their eyes</i> <i>According to witnesses</i> <i>One eyewitness stated</i> <i>Several reports suggest</i> <i>Scientists say</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>Without any warning</i> <i>Ongoing investigations suggest</i> <i>A passer-by, who did not wish to be named stated</i> <i>He/she claimed that</i> <i>A spokesperson for the family declared</i> <i>An expert stated</i> <i>Critics argue</i> <i>Scientists conclude</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>Personal choice appropriate to audience.</i>