

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Retell					
Year 1		Year 2		Year 3	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>Use past tense</p> <p>Title</p> <p>Include beginning, middle end</p> <p>Chronological order</p> <p>Story language; Once upon a time, one sunny day etc</p> <p>Simple sentences</p> <p>Structure needs to be correct (Not to rewrite word for word / use said.)</p> <p>No comma would be used after the fronted adverbial until Year 3.</p>	<p><i>Time Adverbials</i> Once upon a time One sunny day First, Next Then, After that, Finally</p> <p><i>Openers</i> He, She, The, It, They</p> <p><i>Question openers</i> Will, What</p> <p><i>Exciting openers</i> Suddenly Quickly, As quick as a flash</p>	<p>May create a story map or use pictures as prompts</p> <p>Description of the character and setting</p> <p>No comma would be used after the fronted adverbial opener until Year 3.</p>	<p><i>Time Adverbials</i> Soon, Later At last, Eventually</p> <p><i>Openers</i> Everyone, Far away In the distance</p> <p><i>Question Openers</i> Where, Who, How</p> <p><i>Exciting openers</i> Instantly Unexpectedly</p> <p><i>Subordinating conjunctions</i> When, If</p>	<p>A title to make the reader want to read the story</p> <p>Using paragraphs to organise my writing</p> <p>Include simple speech with inverted commas. Limited speech</p> <p>Detailed description of character OR setting</p> <p>By the end of Year 3 children should be beginning to use a comma after the fronted adverbial.</p>	<p><i>Fronted adverbials</i> <i>How (Manner)</i> Quickly, Softly Frantically Cautiously, As quick as a flash, As fast as he could</p> <p><i>When (Time)</i> Later, A long time ago, Centuries ago In the beginning</p> <p><i>Where (Place)</i> In the distance, Beneath his feet, On the horizon, Beyond the fields</p> <p><i>Subordinating conjunctions</i> Before, After While, As</p>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Retell					
Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>Including build-up, problem, resolution (Story-map)</p> <p>Independently structuring paragraphs around an idea</p> <p>Show not tell for character's emotions</p> <p>Detailed description of character and setting</p> <p>Direct speech to move the action on 3 part speech - what they said, who said it and how they said it (adverb)</p> <p>Still limit speech</p>	<p>Fronted Adverbials</p> <p>How (Manner) <i>Carefully scanning my surroundings</i> <i>Without hesitation</i></p> <p>When (Time) <i>At sunrise</i> <i>Just before dawn</i></p> <p>Where (Place) <i>As they approached the edge of the cliff</i> <i>In the depths of the forest</i></p> <p>When (Frequency) <i>Every now and again, Randomly occasionally, Every morning, Every week</i></p> <p>How (Degree) <i>Almost awake</i> <i>Clearly angry Slightly confused</i> <i>Completely overwhelmed</i></p>	<p>Describe setting, characters and atmosphere</p> <p>Describe the character and include their feelings using show don't tell</p> <p>Use show don't tell to build suspense</p> <p>Use short sentences for tension</p> <p>Cliff hanger questions</p> <p>Use dialogue to convey a character and advance the action</p> <p>Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase</p> <p>Historical / mythical story</p> <p>My story describes a phenomenon (something unusual or interesting that exists)</p>	<p>Children can use the acronym <i>ISPACED</i> to remind them the different ways they can write a sentence to make their writing more exciting.</p> <p>Ing word (How / Manner) <i>Shaking with fear</i></p> <p>Simile (How / Manner) <i>Like a delicate butterfly</i></p> <p>Preposition (Place) <i>Behind the bushes</i></p> <p>Adverb (How / Manner) <i>Cautiously</i> Conjunction <i>As he clambered out of the boat</i></p>	<p>Author's style of writing and use appropriate author's voice</p> <p>Consider purpose and audience</p> <p>Changing tenses - flashback</p>	<p>The power of three fronted adverbials.</p> <p><i>Past the overgrown field, beyond the rusty gate, beside the thorny bush...</i></p> <p><i>Below the azure, clear sky, by a tranquil cove, in the crystal blue water swam a beautiful mermaid.</i></p>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Retell					
Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
	<p><i>This is a suggestion of fronted adverbials which can be used and is not a complete list.</i></p> <p><i>Subordinating conjunctions</i> <i>During, Since</i></p>		<p><i>Ed word</i> <i>Terrified</i></p> <p><i>Subordinating conjunctions</i> <i>Although</i> <i>Even though</i> <i>Despite</i></p> <p><i>These subordinating conjunctions lend themselves to link two contrasting ideas or demonstrate that one fact makes the other fact surprising.</i></p> <p><i>Dialogue</i> <i>“Abandon Ship!” screamed the captain.</i></p>		

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Own Story					
Year 1		Year 2		Year 3	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>Use a known story</p> <p>Change two or three given elements to change the narrative</p> <p>Past tense</p> <p>3rd person</p> <p>No comma would be used after the opener until Year 3</p>	<p><i>Time Adverbials</i></p> <p><i>Once upon a time</i></p> <p><i>One sunny day</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>Openers</p> <p><i>He</i></p> <p><i>She</i></p> <p><i>The</i></p> <p><i>It</i></p> <p><i>They</i></p> <p>Question openers</p> <p><i>Will</i></p> <p><i>What</i></p> <p>Exciting openers</p> <p><i>Suddenly</i></p> <p><i>Quickly</i></p> <p><i>As quick as a flash</i></p>	<p>Include setting, build-up, problem and resolution and ending (from a given choice)</p> <p>A beginning to introduce the setting.</p> <p>A build to describe what the character does</p> <p>A dilemma when something goes wrong</p> <p>A resolution where the character solves the problem</p> <p>An ending to say what happens next</p> <p>Include simple detail</p> <p>No comma would be used after the opener until Year 3</p>	<p><i>Time Adverbials</i></p> <p><i>Soon, Later</i></p> <p><i>At last, Eventually</i></p> <p>Question Openers</p> <p><i>Where, Who, How</i></p> <p>Openers</p> <p><i>Everyone</i></p> <p><i>Far away</i></p> <p><i>In the distance</i></p> <p>Exciting openers</p> <p><i>Instantly</i></p> <p><i>Unexpectedly</i></p> <p><i>Without hesitation</i></p> <p>Subordinating conjunctions</p> <p><i>When, If</i></p>	<p>Stick to the theme given</p> <p>Use a story map (template given)</p> <p>Select own appropriate language</p> <p>Add my own title</p> <p>Simple speech using inverted commas</p> <p>Paragraphs for time</p> <p>Develop character through action and description</p> <p>A beginning to introduce the characters and setting</p> <p>A build up to give hints and clues about what is going to happen</p> <p>A dilemma when something goes wrong</p> <p>A resolution where the characters solve the problem</p> <p>An ending to say what happens next</p> <p>Fronted adverbials should be generated with the children and shared on the working wall. Fronted adverbials cannot be a generic bank - they need to be relevant to the story.</p> <p>By the end of Year 3 children should be using a comma after the fronted adverbial.</p>	<p>Fronted adverbials</p> <p>How (Manner)</p> <p><i>Quickly, Softly</i></p> <p><i>Frantically</i></p> <p><i>Cautiously</i></p> <p><i>As quick as a flash</i></p> <p><i>As fast as he could</i></p> <p>When (Time)</p> <p><i>Later, A long time ago, Centuries ago</i></p> <p><i>In the beginning</i></p> <p><i>Instantly</i></p> <p>Where (Place)</p> <p><i>In the distance</i></p> <p><i>Beneath his feet, On the horizon, Beyond the fields</i></p> <p>Subordinating conjunctions</p> <p><i>Before, After</i></p> <p><i>While, As</i></p>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Own Story

Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>3rd and 1st person</p> <p>Use rich and varied vocabulary</p> <p>Paragraphs for time and/or events</p> <p>Show don't tell</p> <p>Speech with varied reporting clauses</p>	<p><i>Fronted Adverbials</i></p> <p>How (Manner) <i>Carefully scanning my surroundings</i> <i>Without hesitation</i></p> <p>When (Time) <i>At sunrise,</i> <i>Just before dawn</i></p> <p>Where (Place) <i>As they approached the edge of the cliff</i> <i>In the depths of the forest</i></p> <p>When (Frequency) <i>Annually, weekly</i> <i>Randomly</i> <i>occasionally, Every morning, Every week</i></p> <p>How (Degree) <i>Almost awake</i> <i>Clearly angry Slightly confused</i> <i>Completely overwhelmed</i></p>	<p>Choose a planning frame/format</p> <p>Write for the given audience</p> <p>Use rich and varied vocabulary thinking about the intensity of words</p>	<p><i>Children can use the acronym ISPACED to remind them the different ways they can write a sentence to make their writing more exciting.</i></p> <p>Ing word (How / Manner) <i>Shaking with fear</i></p> <p>Simile (How / Manner) <i>Like a delicate butterfly</i></p> <p>Preposition (Place) <i>Behind the bushes</i></p> <p>Adverb (How / Manner) <i>Cautiously</i></p> <p>Conjunction <i>As he clambered out of the boat</i></p>	<p>There may be a quest and the main character may be confronted with a number of dilemmas that are overcome / or not by the end of the story</p> <p>May include a sequence of fast-moving events</p> <p>Dialogue is used to introduce the characters and may establish reason for the journey, advancing the action in the story from the very beginning</p> <p>Select and maintain the correct tense throughout the story</p> <p>A tense atmosphere may be created across paragraphs (use of short sentences and phrases, and apt vocabulary choices dashed, grabbed, bolted)</p> <p>Consider the audience, purpose and write appropriately.</p> <p>Include emotive language</p> <p>Author's style of writing and use appropriate author's voice.</p> <p>Changing tenses - flashback</p>	<p><i>The power of three fronted adverbials.</i></p> <p><i>Past the overgrown field, beyond the rusty gate, beside the thorny bush...</i></p> <p><i>Below the azure, clear sky, by a tranquil cove, in the crystal blue water swam a beautiful mermaid.</i></p>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Own Story					
Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
	<p><i>This is a suggestion of fronted adverbials which can be used and is not a complete list.</i></p> <p><i>Subordinating conjunctions</i> <i>During, Since</i></p>		<p><i>Ed word</i> <i>Terrified</i></p> <p><i>Subordinating conjunctions</i> <i>Although</i> <i>Even though</i> <i>Despite</i></p> <p><i>These subordinating conjunctions lend themselves to link two contrasting ideas or demonstrate that one fact makes the other fact surprising.</i></p> <p><i>Dialogue</i> <i>"Abandon Ship!"</i> <i>screamed the captain.</i></p>		

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Poetry				
Year 1		Year 2		Year 3
Genre Features	Openers	Genre Features	Openers	Genre Features
<p>Identify sounds within words (syllables)</p> <p>Identify rhyming words and write sentences with rhyming couplets</p> <p>Acrostic poem using adjectives</p>		<p>Identify rhyming patterns (rhyming couplets)</p> <p>Write own version of a given poem</p> <p>Riddle</p> <p>What am I?</p> <p>Openers</p> <p>New clue, new line</p> <p>Present tense</p> <p>, but</p> <p>Conjunctions - and, that, When, If, or, because</p> <p>Tease the reader</p> <p>Commas in a list</p> <p>Adjectives</p> <p><u>List poem</u></p> <p>A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end</p> <p>Rainforest List poem</p> <p><i>Under the enormous canopy many creatures hide.</i></p> <p><i>There might be</i></p> <p><i>Colourful parrots squawking</i></p> <p><i>chattering monkeys swinging</i></p> <p><i>sleeping sloths slouching</i></p> <p><i>tiny millipedes marching</i></p> <p><i>sneaky snakes slithering</i></p> <p><i>Their magical world is a mystery to us all!</i></p>	<p><u>Riddle</u></p> <p><i>I have, I am</i></p> <p><i>I'm, Often</i></p> <p><i>Sometimes</i></p> <p><i>Usually, You</i></p> <p><i>When, If, My</i></p>	<p>Develop positive attitudes towards poetry and write your own</p> <p><u>Free Verse</u></p> <p>Free Verse poems tell a story, describe something or explain an emotion</p> <p>These poems do not need to rhyme or use a structure</p> <p>Figurative language</p> <p>language linked to the topic</p> <p>Capital letters at the beginning of each line</p> <p>Free verse poems do not have a certain number of syllables per line</p> <p>They do not rhyme, and other language devices may be used</p> <p>Lines can be single words, phrases or sentences</p> <p>Own vocabulary choices</p> <p><u>Kenning</u></p> <p>A Kennings poem describes what a person, idea or object is or does</p> <p>Each line is a simple phrase of a noun + noun or a noun + verb (noun + noun: Cheese - eater)</p>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Poetry		
Year 4	Year 5	Year 6
Genre Features	Genre Features	Genre Features
<p><u>Haiku</u> - Language poetry 3 lines long The syllables in each line match the format 5,7,5 Haiku poems are often about nature or the seasons and how we feel about them Haiku is traditional poetry in Japan</p> <p><u>Cinquain</u> Cinquains are five-line poems that describe something They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line Cinquains do not need to rhyme, but this can be included</p>	<p><u>Narrative poems</u> Narrative poems tell a story They include rhythm and rhyme Rhythm and rhyme give the narrative dynamics They can include repetition to add rhythm and make it more predictable They can be short narrative poem and describes something that has happened There are some similarities between Free verse and Narrative poems, but they are not the same</p> <p><u>Limerick</u> They are five lines long They all follow the following rhyme scheme: AABBA rhyme scheme - the first line must rhyme with the 2nd and 5th line. And lines 3 and 4 must rhyme. They usually include humour Stanza of 5 lines The first, second and fifth line are rhyme with each other The third and fourth line rhyme with each other. Consider the syllables on each line. The first, second and fifth line all have between 8 to 9 syllables The third and fourth line have between 5 to 6 syllables</p>	<p>Maintain positive attitudes to a wide range of poetry and write your own Children may revisit previous poetry structures or learn new forms (for example, Black-out poetry, Nonets, Limericks, Odes etc). Awareness of audience</p>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Settings					
Year 1		Year 2		Year 3	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>Use senses (see and hear) to compile a word bank of adjectives to describe setting through visual stimulus</p> <p>First person</p> <p>Present tense</p>	<p><i>I can see</i></p> <p><i>I can hear</i></p> <p><i>I can smell</i></p>	<p>Describe using the senses - what the character can see, hear, smell, touch and how they feel</p> <p>Identify where - using prepositions</p> <p>Similes</p> <p>Expanded Noun Phrase</p> <p>Range of openers (Far away, In the distance)</p> <p>Past tense</p> <p><i>If the setting writing is part of a story, rhetorical questions relating to the characters may be asked.</i></p> <p><i>For example, Who will she see in this gloomy forest?</i></p> <p>No comma would be used after the opener until Year 3.</p>	<p>Openers</p> <p><i>Far away</i></p> <p><i>In the distance</i></p> <p>Time Adverbials</p> <p><i>Soon, Later</i></p> <p><i>At last, Eventually</i></p> <p>Question Openers</p> <p><i>Where, Who, How</i></p> <p>Exciting openers</p> <p><i>Instantly</i></p> <p><i>Unexpectedly</i></p> <p><i>Without hesitation</i></p> <p>-ly adverbs</p> <p><i>Slowly</i></p> <p><i>Quietly</i></p> <p><i>Silently</i></p> <p>Subordinating conjunctions</p> <p><i>When, If</i></p>	<p>Similes and metaphors</p> <p>Fronted adverbials for place and manner</p> <p>Adjective, adjective</p> <p>Powerful verbs</p> <p><i>Fronted adverbials should be generated with the children and shared on the working wall.</i></p> <p><i>Fronted adverbials cannot be a generic bank - they need to be relevant to the setting.</i></p> <p>By the end of Year 3 children should be beginning to use a comma after the fronted adverbial.</p>	<p>Adjectives as openers</p> <p><i>Tall trees stretched up to the sky</i></p> <p>Where (Place)</p> <p><i>In the distance</i></p> <p><i>Beneath his feet, On the horizon, Beyond the fields</i></p> <p>When (Time)</p> <p><i>Later, A long time ago, Centuries ago</i></p> <p><i>In the beginning</i></p> <p>Subordinating conjunctions</p> <p><i>Before, After</i></p> <p><i>While, As</i></p>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Settings

Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>What did they see?</p> <p>Simile as a sentence opener</p> <p>Show don't tell to convey a character's emotion</p> <p>Beginning to use personification to describe things in my writing</p>	<p>Fronted Adverbials</p> <p>How (Manner) <i>Carefully scanning my surroundings</i> <i>Without hesitation</i></p> <p>When (Time) <i>At sunrise</i> <i>Just before dawn</i></p> <p>Where (Place) <i>As they approached the edge of the cliff</i> <i>In the depths of the forest</i></p> <p>When (Frequency) <i>Every now and again, Randomly occasionally, Every morning, Every week</i></p> <p>How (Degree) <i>Almost awake</i> <i>Clearly angry</i> <i>Slightly confused</i> <i>Completely overwhelmed</i></p> <p>Subordinating conjunctions <i>During, Since</i></p>	<p>Include two adjectives in my fronted adverbial of place</p> <p>"Under the ancient, crumbling bridge,"</p> <p>Using rich description to interest the reader such as metaphors, personification, and onomatopoeia</p> <p><u>Personification</u> Hailstones crashed into and thumped against the ageing windows</p> <p><u>Metaphors</u> The road ahead was a ribbon stretching across the desert</p> <p><u>Onomatopoeia</u> The tick tock of the grand clock.</p> <p>Emotive language - to cause an emotion</p>	<p>Fronted Adverbials</p> <p>Where (Place) <i>As they approached the shore</i> <i>Beyond the</i> <i>Up above</i> <i>In the distance</i> <i>On the shore</i> <i>In the depths of the forest</i> <i>Across the water</i> <i>Nearby</i></p> <p>When (Time) <i>At that moment</i> <i>It was then</i> <i>Just then</i> <i>Just as</i> <i>As the time passed</i> <i>Shortly after</i> <i>As he scanned the horizon</i></p> <p>How (Manner) <i>Eventually, Quickly</i> <i>Silently, Momentarily</i> <i>Immediately</i> <i>Without flinching</i> <i>Without hesitation</i></p>	<p>Power of three fronted adverbials</p> <p>Personification of the weather</p> <p><i>The wind shrieked through the forest. (Tense mood)</i></p> <p><i>The wind whined all through the night. (Sad mood)</i></p> <p><i>The sun's rays stroked my face. (happy mood)</i></p> <p><i>Impenetrable darkness smothered the city. (Tense, claustrophobic mood)</i></p> <p>Evocative language to create a mood, strong feelings, memories, or emotions back</p> <p>Consider the audience, purpose and write using the appropriate author's voice</p>	<p>Use the power of three fronted adverbials</p> <p><i>Past the overgrown field, beyond the rusty gate, beside the thorny bush...</i></p> <p><i>Below the azure clear sky, by a tranquil cove, in the crystal blue water swam a beautiful mermaid.</i></p>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Informal letters

Year 1		Year 2		Year 3	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
Simple format (To, From) First person An informal greeting (Hi) Add a few sentences First sentence starts on a new line From on a new line and add my name For example, from Goldilocks to the bears Date	<i>I</i> <i>We</i> <i>He</i> <i>She</i> <i>The</i> <i>It</i> Time Adverbials <i>First</i> <i>Next</i> <i>Then</i> <i>After that</i> <i>Finally</i> Question openers <i>Will</i> <i>What</i>	Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) More details Final sentence written in the present tense (what the sender wants the recipient to do next) Signing off (given) Personal thoughts and feelings Informal (use contractions)	<i>You</i> <i>Everyone</i> <i>All</i> <i>I wish</i> <i>I hope</i> Time Adverbials <i>Yesterday</i> <i>Last week</i> <i>Last night</i> <i>Soon</i> <i>Later</i> <i>At last</i> <i>Eventually</i> Question Openers <i>How</i> <i>Do</i> <i>Can</i> Exciting openers <i>Instantly</i> <i>Unexpectedly</i> -ly Openers <i>Sadly</i> <i>Bravely</i> <i>Hopefully</i> Subordinating conjunctions <i>When</i> <i>If</i>	Include the sender's address Use an appropriate greeting Past tense, include future tense in the conclusion Present perfect tense Write an introduction Accurate use of tenses (explore future tense) Paragraphs for time / order Informal chatty language Questions sentences Wider range of contractions Greeting and signing off (own choice) Consider the audience	Fronted adverbials How (Manner) <i>Calmly</i> When (Time) <i>Not long ago</i> <i>Last week</i> Subordinating conjunctions <i>Before, After</i> <i>While, As</i>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Informal letters

Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>Paragraphs around a theme</p> <p>Address the reader directly</p> <p>Present perfect tense</p> <p>Thoughts and feelings</p> <p>Show don't tell</p> <p>Rhetorical questions</p>	<p>Past tense <i>Previously, Some time ago, A year ago It was clear to me that It was just a little while ago when Back then, Looking to the year ahead A while ago</i></p> <p>Future Tense <i>It is hoped that Hopefully, Looking forward In the near future, With the year ahead of me Shortly, Soon enough, With next year gradually approaching Before long Maybe Perhaps</i></p> <p>Subordinating conjunctions <i>During that time Whilst the year has gone on</i></p>	<p>Past, Present and Future tense</p> <p>Include a range of tenses</p> <p>Include a quote</p>	<p>Present Tense <i>Today At this very moment in time, Currently, It is clear to me (now) that At present, Since then</i></p> <p>Subordinating conjunctions <i>Although Despite Even though</i></p>	<p>Include a range of tenses - own choice.</p> <p>Include colloquialism</p> <p>Cohesion; referring back, pronouns</p> <p>Consider the audience, purpose and write using the appropriate author's voice</p>	

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Formal letters					
Year 1		Year 2		Year 3	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
		Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) Final sentence Signing off (given) Thank you, letter, following a school trip / visitor	<i>Thank you</i> <i>I know</i> <i>I think</i> <i>I feel</i> <i>Please can you</i> <i>I would like you to</i> <i>I hope</i> <i>Also</i> Persuasive Openers <i>You must</i> <i>You cannot</i> Question openers <i>Would you like...?</i> <i>Can you...?</i> <i>Will you...?</i> <i>What would you...?</i> Subordinating conjunctions <i>When</i> <i>If</i>	A letter to request (persuasive letter) For example, A letter from Mr. Twit's neighbour who is concerned about the welfare of the monkeys Includes address of the recipient. Include more formal sentence. Add more details organized into paragraphs Begin to use a suitable tone - choose appropriate vocabulary (from a word bank) Conclusion - saying what needs to happen next Finish with 'Yours Faithfully' if you don't know the recipient Finish with 'Yours Sincerely' if you do know the recipient Include a question for the recipient to reply to Include a rhetorical question. Do you really want the children to have nowhere to play? Adverbs as openers Choice of formal ending	<i>Without doubt</i> <i>There is definitely</i> <i>Just imagine</i> <i>It will be beneficial</i> <i>I am absolutely certain</i>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Formal letters

Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>Include sender's address Formal/detailed introduction Justification of thoughts Persuasive openers Facts Rhetorical questions</p>	<p>Persuasive Openers <i>In my opinion</i> <i>I am certain</i> <i>I truly believe</i> <i>You ought to</i> <i>Would you consider...?</i> <i>What if...?</i> <i>In my opinion</i></p> <p>Additional conjunctions <i>In addition</i></p> <p>Subordinating conjunctions <i>During</i> <i>Since</i></p>	<p>Include facts and opinions Use modal verbs and degrees of possibility Facts and statistics Exaggerate Persuasive openers Rule of three Conjunctions for cause</p>	<p>Additional conjunctions <i>Furthermore</i> <i>Moreover</i> <i>Another thing is</i> <i>Not only this, but</i></p> <p>Persuasive Openers <i>As you may know</i> <i>Surely you'd agree</i> <i>Would you really want...?</i> <i>How would you feel if...?</i> <i>It will be worthwhile if</i> <i>It will be an advantage if</i> <i>It is vital that</i></p> <p>Subordinating conjunctions <i>Although</i> <i>Even though</i> <i>Despite</i></p>	<p>Maintain formality throughout. Consider the audience, purpose and write using the appropriate author's voice</p>	<p><i>Without doubt</i> <i>There is definitely</i> <i>Just imagine</i> <i>It will be beneficial</i> <i>I am absolutely certain</i></p>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Diary					
Year 1		Year 2		Year 3	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>Simple recount of a day</p> <p>First person</p> <p>Past tense</p> <p>Dear Diary</p>	<p><i>I</i></p> <p><i>We</i></p> <p><i>It</i></p> <p><i>The</i></p> <p><i>They</i></p> <p>Time Adverbials</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>Dear Diary and date</p> <p>Add in private / secret thoughts and feelings</p> <p>First person (I, We, My)</p> <p>Openers -</p> <p>Past tense</p> <p>Use time adverbials to show when things happened</p> <p>Chronological order</p> <p>Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question</p> <p>Informal language (contractions)</p>	<p><i>I wish</i></p> <p><i>I felt</i></p> <p><i>My</i></p> <p>Time adverbials</p> <p><i>Later</i></p> <p><i>Soon</i></p> <p><i>At last</i></p> <p><i>Eventually</i></p> <p>Subordinating conjunctions</p> <p><i>When</i></p> <p><i>If</i></p>	<p>Past perfect and present progressive tenses</p> <p>Experiment with future tense</p> <p>Informal voice</p> <p>Paragraphs for events</p> <p>Varied language to convey thoughts and feelings</p> <p>Adverbs as openers</p> <p>Addresses the diary directly</p> <p>Includes opinions and facts</p> <p>Informal, chatty language</p> <p>Ambitious words to describe people and settings</p> <p>Talks about secret / private feelings and opinions</p> <p>Includes events that are important to the writer</p> <p>Use paragraphs to organise events</p>	<p>Fronted adverbials</p> <p>When (time)</p> <p><i>At that moment, Just then, Before I knew it, After lunch, After a while, Some time later</i></p> <p>Where (Place)</p> <p><i>In the distance</i></p> <p>How (Manner)</p> <p><i>Frantically Quickly</i></p> <p><i>Softly, Cautiously</i></p> <p><i>As quick as a flash, As fast as I could</i></p> <p>Subordinating conjunctions</p> <p><i>Before, After, While, As</i></p>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Diary					
Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>Introduction to set the scene and create atmosphere</p> <p>Events described from the author's perspective</p> <p>Talks about feelings, reactions an opinion</p> <p>Author explains reason for their actions</p> <p>Ends with the authors present situation, wondering what they will do next</p> <p>Select events thinking about the audience</p> <p>Varied language to convey thoughts and feelings and opinions (Show don't tell)</p> <p>Justify why things happened</p> <p>Select and maintain the appropriate tense (within given paragraphs)</p> <p>Use a rhetorical question with a subordinating conjunction</p>	<p><i>On Monday</i></p> <p><i>A few hours later</i></p> <p><i>Finally</i></p> <p><i>However</i></p> <p><i>Of course</i></p> <p><i>Honestly</i></p> <p><i>As a result</i></p> <p>Subordinating conjunctions</p> <p><i>During</i></p> <p><i>Since</i></p>	<p>Past perfect tense</p> <p>Organised into paragraphs, with the day's events developed and expanded through descriptive detail</p> <p>The opening locates the events precisely in time and the piece concludes by looking ahead to the following day</p> <p>Language choices to reflect the theme (historical etc.)</p> <p>Include a quote</p> <p>Move between tenses within paragraphs - own choice</p>	<p>Fronted Adverbials</p> <p>When (Time)</p> <p><i>After a short time</i></p> <p><i>At this point</i></p> <p><i>Sometime later</i></p> <p><i>Immediately</i></p> <p><i>As we were eating</i></p> <p><i>Instantly</i></p> <p><i>Early this morning</i></p> <p><i>Eventually</i></p> <p><i>Before long</i></p> <p><i>After a while</i></p> <p><i>Before I knew it</i></p> <p>Subordinating conjunctions</p> <p><i>Although</i></p> <p><i>Even though</i></p> <p><i>Despite</i></p>	<p>Multiple entries</p> <p>Include suspense</p> <p>Changing moods and emotions</p> <p>Maintaining tense and writer's voice</p> <p>Subjunctive form</p> <p>You use the subjunctive form to discuss events that are not real, for example, 'If I were the queen...'</p> <p>The subjunctive also refers to wishes and demands</p> <p>Active and passive voice</p> <p>Formality for effect</p> <p>Consider the audience, purpose and write using the appropriate author's voice</p>	

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Character Description

Year 1		Year 2		Year 3	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
<p>Wanted poster</p> <p>Picture annotated</p> <p>Name of character</p> <p>What they look like</p> <p>Simple adjectives (colour and size)</p> <p>Appearance and personality (appropriate words)</p> <p>Actions - what does your character do in the story?</p> <p>Present tense</p>	<p><i>He</i></p> <p><i>She</i></p> <p><i>They</i></p> <p><i>The</i></p> <p><i>On</i></p> <p><i>Below</i></p> <p><i>Under</i></p> <p><i>Behind</i></p> <p><i>In</i></p> <p><i>Above</i></p>	<p>Present tense</p> <p>Separate character description</p> <p>Describe how the character looks using adjectives and simple similes</p> <p>Use because / when to describe their personality and actions</p> <p>Use an ! in an exciting sentence</p> <p>Include how other characters feel about the character I am describing</p> <p>Say what I like / dislike about the character</p> <p>Identify where - using prepositions</p> <p>Select effective vocabulary and up level</p> <p>Begin to experiment with word order in sentence structure</p> <p>-ly adverbs to describe how an action was performed</p>	<p><i>Her</i></p> <p><i>His</i></p> <p><i>Around</i></p> <p><i>Beneath</i></p> <p><i>Usually</i></p> <p><i>Sometimes Often</i></p> <p><i>Adjectives as openers</i></p> <p><i>Subordinating conjunctions</i></p> <p><i>When</i></p> <p><i>If</i></p> <p><i>-ly adverbs</i></p> <p><i>Sadly</i></p> <p><i>Slowly</i></p> <p><i>Carefully</i></p> <p><i>Possessive apostrophe</i></p> <p><i>For example, Ellie's dad</i></p> <p><i>Exclamative sentence beginning with the opener 'What'</i></p>	<p>Past tense.</p> <p>More ambitious vocabulary choices</p> <p>Range of prepositional phrases as openers</p> <p>Similes and metaphors</p> <p>Include speech to show personality</p>	<p><i>Fronted Adverbials</i></p> <p><i>Manner (How)</i></p> <p><i>Unfortunately</i></p> <p><i>Bravely</i></p> <p><i>Silently</i></p> <p><i>Nervously</i></p> <p><i>When (Time)</i></p> <p><i>All of a sudden</i></p> <p><i>In the blink of an eye</i></p> <p><i>As soon as he / she could</i></p> <p><i>At nightfall</i></p> <p><i>During sunrise</i></p> <p><i>As Subordinating conjunctions</i></p> <p><i>Before, After</i></p> <p><i>While, As</i></p>

Genre Progression - Fiction

For the exclusive use of Duke of Norfolk CE Primary School

Character Description

Year 4		Year 5		Year 6	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
As part of a story	<p><i>Fronted Adverbials</i></p> <p><i>Manner (How)</i> Awkwardly As fast as he could Without a sound Without warning Anxiously</p> <p><i>How (Degree)</i> Completely exhausted, Hardly out of breath Obviously angry Definitely confused Totally overwhelmed Utterly joyous Completely in a daze</p> <p><i>When (Frequency)</i> Annually, weekly Randomly occasionally, Every morning, Every week Subordinating conjunctions During, Since</p>	<p>Written in the past / past tense</p> <p>Describe the character and included their feelings by using show don't tell</p> <p>Including speech and moving the action on</p>	<p><i>Adverb</i> Anxiously, How / Manner</p> <p><i>Conjunction</i> After he opened his eyes, ... (Time) Ed word Exhausted</p> <p><i>Subordinating conjunctions</i> Although Even though Despite</p>	<p>Integrate dialogue to convey character and advance the action by: Choosing words that reflect the character and the context "Well, what you up to?" asked Grandpa as he walked in to the room. "We ent got any fink left!" wailed the little boy.</p> <p>Use dialogue to suggest a character's feelings "My heart's pounding like a drum and I can't catch my breath," muttered Dominique.</p> <p>Use dialogue to show relationships between characters "Have you responded to my e-mail yet, Sarah?" demanded Mark as he strutted into the room. "That was a super cup of coffee, Valerie. What would I do without you?" he cooed softly.</p> <p>Consider the audience, purpose and write using the appropriate author's voice</p>	