



English Progression Document KS2

Recount

Year 3 and 4	Year 5 and 6
Year 3 Use a balance of description and opinion. Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. in the morning, before lunch. Use a range of past tense forms. Write in 1st person or 3rd person. Write an introductory paragraph. Write further paragraphs in chronological order. Year 4 Engage the reader through detailed description. Include eyewitness accounts as quotes using direct speech punctuation. Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle Use a range of past tense forms. Write in 1st person or 3rd person. Write an introductory paragraph including the 5Ws – who, what, where, when, why and how Use paragraphs to extend and sequence extended recounts.	Year 5 Engage reader through use of description, feelings and opinions Create cohesion through use of a range adverbs and adverbials Write in consistent tense using a range of verb forms. Include the 5Ws – who, what, where, when, why and how – and conclude with a clear summary. Year 6: Select the appropriate style to engage the audience. Use direct and reported speech to express a range of viewpoints. Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation. Use verb tenses consistently and correctly Biography / Autobiography Also include. Use real life facts, including dates and place names. Use thematic language specific to the subject. Use formal language appropriately



Recount: Diary

Year 3 and 4	Year 5 and 6
Year 3 Use a balance of description and opinion. Use a variety of sentence forms including statements and exclamations. Use a range of past tense forms, including present perfect. Write in 1st person. Write an opening paragraph to set the scene. Finish with a personal comment about hopes or concerns for the future. Year 4 Engage the reader through detailed description. Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle Use a range of past tense forms. Write an opening paragraph to share thoughts and feelings and to summarise the day. Finish with a personal comment about hopes or concerns for the future	Year 5: Engage reader through use of detail, description, feelings and opinions. Use adverbs and fronted adverbials e.g. with doubt in my mind, anxiously, afterwards. Use rhetorical questions to engage reader. Select the appropriate tense. Year 6 Use quotes from people to express feelings. Select the appropriate tense and use accurately e.g. shifts in time and flashbacks. Use an informal conversational style. Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation



Recount: Journalistic Report

Year 3 and 4	Year 5 and 6
Not recommended for these year groups	Add details of the 5Ws throughout piece – who, what, where, when, why and how Use quotes from people to provide opinions and information. Use passive voice for ambiguity. Use appropriate formality for intended audience. Write in third person. Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question

Letters

Year 3 and 4	Year 5 and 6
Write in the 1st person. Use contractions e.g. I'm writing to you. Provide detail through use of prepositions to express time, place and cause. Choose sentence forms to address the reader directly. Vary tenses. Use fronted adverbials to introduce paragraph. Use layout features including an address/date, introductory paragraph and further paragraphs in order, suitable closing. Bold are additions for year 4	Apply the features of recount, persuasion, information and explanation in the form of a letter. Use features of formal letter writing e.g. address, yours sincerely, yours faithfully



Information and non-chronological reports

Year 3 and 4	Year 5 and 6
Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal. Use precision in technical vocabulary. Use description to compare and contrast e.g. bats are one of the smallest mammals. Write in present tense (except historic reports) Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams. Bold are additions for year 4	Use precise word choices. Select language to appeal to the reader. Clarify technical vocabulary. Use a formal tone. Adapt formality to suit purpose and audience. Use fronted adverbials e.g. also, additionally, usually, commonly Provide well-developed factual information for the reader Manipulate style for specific purpose and audience. Include a summarising statement. Bold are additions for year 6



Instructions

Year 3 and 4	Year 5 and 6
Use technical vocabulary. Talk to the reader and make the instructions sound easy. Use adverbs for time and manner e.g. first, next, finally, carefully. Use clear and concise command sentences. Write an introduction and concluding statement to engage the reader. Present the text clearly e.g. sub-headings, bullet points, numbers. Bold are additions for year 4	Apply the features of instructional texts across other text types where appropriate

Explanations

Year 3 and 4	Year 5 and 6
Use language to explain a process or how something works. Use some technical vocabulary. Use simple present tense. Use words/phrases to make sequential, causal or logical connections e.g. because, as a result Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart. Bold are additions for year 4	Use technical vocabulary and precis information. Use words/phrases to make sequential, causal or logical connections e.g. resulting in, consequently, in addition. Apply language from independent research. Use hypothetical language (if...then, might, when the...) Use rhetorical questions to talk directly to the reader. Adapt formality to suit purpose and audience. Bold are additions for year 6



Persuasion

Year 3 and 4	Year 5 and 6
Use persuasive language e.g. alliteration, repetition, rhetorical questions. Write in logical order. Use 2nd person or 3rd person to talk directly to the reader. Use short sentences to emphasise. Select organisational features e.g. opening statement, sub-headings, captions, strategically organised paragraphs, closing statement. Bold are additions for year 4	Use persuasive language e.g. quotes, slogans, rhetorical questions. Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) Create deliberate ambiguities (probably the best...in the world) Directly appeal to the reader. Support points using persuasive examples and provide evidence. Create authority through a formal style where appropriate e.g. letter to the council. Pre-empt reader objections e.g. you may disagree but... Bold are additions for year 6.
	Persuasion- Discussion (year 6) Use precise, thematic vocabulary to establish authority. Use formal language: o passive voice e.g. it is thought by many people, o subjunctive form e.g. suggests, request, demand o ambiguous determiners e.g. some, many, most. Avoid informality: 1st person, contractions, colloquialisms. Create cohesion through the effective use of conjunctions and adverbs e.g. however, therefore, despite, on the other hand. Support points using persuasive examples and provide evidence Follow a clear structure e.g. introduce the point, arguments for and against, summary.



Story: Vocabulary

Year 3 and 4	Year 5 and 6
Year 3 Use small details to describe characters. Include a setting to create atmosphere. Year 4 Use small details to describe characters and evoke a response. Use small details for time, place and mood	Year 5 Develop and keep characters consistent through description. Develop settings through description and link this with the characters or plot. Year 6 Use language carefully to influence the reader's opinion of a character, place or situation



Story- sentence and structure

Year 3 and 4	Year 5 and 6
Year 3 Sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other. Use 3rd person consistently. Use tenses appropriately. Year 4 Sequence stories in different stages: introduction, build up, climax, resolution. Use paragraphs and use different ways to introduce paragraphs Create dialogue between characters that shows their relationship with each other. Use 1st or 3rd person consistently. Use tenses appropriately	Year 5 Vary story openings: start with dialogue, action or description • Use paragraphs to vary pace and emphasis. Use dialogue to move action forward. Year 6 Vary story structure: start with a flashback or dramatic event, use 2 narrators to tell a story from different perspectives. Use paragraphs to vary pace and emphasis. Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood