

Non-Fiction Grammar Progression

Year Group	Recount	Instruction	Non-chronological Report	Persuasion	Explanation	Discussion
Reception	<p>Describe something/someone</p> <p>Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy?)</p> <p>Ask similar probing questions to elicit a fuller description from someone else.</p> <p>In a shared reading context read information books and look at/re-read the books independently.</p> <p>Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations</p>	<p>Listen to and follow single instructions, and then a series of two and three instructions</p> <p>Give oral instructions when playing.</p> <p>Read and follow simple classroom instructions on labels with additional pictures or symbols.</p> <p>Attempt to write instructions on labels.</p>	<p>Track the words in text in the right order, page by page, left to right, top to bottom</p> <p>Learn order of alphabet through alphabet books, rhymes and songs.</p> <p>Distinguish between writing and drawing and write labels for pictures and drawings.</p> <p>Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions</p>	<p>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things)</p> <p>Watch and listen when one person is trying to persuade another to do something or go somewhere.</p> <p>Recognising what is happening. Give oral explanations.</p>		<p>Experience and recognise that others sometimes think, feel and react differently from themselves.</p> <p>Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't)</p> <p>Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.</p>
Year 1	<p>Past tense</p> <p>Conjunctions - coordinating and subordination</p> <p>Adverbs to express time – first, next,</p> <p>Punctuation – capital letter, finger spaces, ? and !</p>	<p>Command sentences – use of bossy verbs</p> <p>Conjunctions- coordinating and subordination</p> <p>Punctuation – capital letter, finger spaces ? and !</p>	<p>Third person – they, he, it</p> <p>Conjunctions – coordinating</p> <p>Punctuation – capital letter, . ! Finger spaces</p> <p>Conjunctions – subordinating</p> <p>Questions with question marks</p>			

<p>Year 2</p>	<p>Use past and present tense through writing</p> <p>Use progressive forms of verbs</p> <p>Use conjunctions for coordination and subordination</p> <p>Use of noun phrases</p> <p>Use adverbs to express time – first, next, after that,</p> <p>First person – I</p> <p>Noun phrases</p> <p>Punctuation – capital letter . ? ! comma in lists</p>	<p>Use of command sentences including bossy and imperative verbs.</p> <p>Punctuation - Commas in lists</p> <p>Conjunctions – coordinating and subordinating</p> <p>Adverbs of time – first, next, after that</p>	<p>Use past and present tense through writing</p> <p>Questions can be used to form titles</p> <p>Question marks are used to denote questions (Y1)</p> <p>Use conjunctions e/g because to aid explanation</p> <p>Use adjectives including comparative adjectives to create description</p> <p>Third person – they, he, it</p> <p>Conjunctions – coordinating & subordinating</p> <p>Punctuation - ! ? , ' ,</p> <p>Contraction or singular possession</p>	<p>Written in the present tense</p> <p>Rhetorical questions</p> <p>Effective use of noun phrases</p> <p>Conjunctions – coordinating and subordinating to strengthen argument</p> <p>Cohesion – through use of pronouns instead of nouns</p>	<p>Present tense</p> <p>Questions and question marks</p> <p>Adverbs of time – first, next, after that</p> <p>Conjunctions – coordinating and subordinating</p> <p>Punctuation – capital letter, full stop and !</p>	
<p>Year 3</p>	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Punctuation - Inverted commas can be used to punctuate direct speech</p> <p>Punctuation – A . ? ! , in lists</p> <p>Past tense – past progressive</p> <p>First person – I</p> <p>Coordinating and Subordinating Conjunctions</p> <p>Effective noun phrases</p> <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p>	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Headings and subheadings to aid presentation.</p> <p>Command sentences – use of imperative verbs</p> <p>Punctuation - , in lists</p> <p>Punctuation – () , - - to mark parenthesis</p> <p>Fronted Adverbials</p>	<p>Express time, place and cause using conjunctions, adverbs and prepositions</p> <p>Headings and subheadings to aid presentation.</p> <p>Third person – they, he, it</p> <p>Past or present tense</p> <p>Conjunctions</p> <p>Questions with question marks for titles</p> <p>Punctuation - ! , ' ()</p> <p>Contraction or singular/plural possession</p>	<p>Use present perfect form of verbs</p> <p>Rhetorical questions</p> <p>Conjunctions to express time, place and cause e.g so because</p> <p>Adverbs and prepositions to express time, place and cause</p> <p>Noun phrases</p>	<p>Present tense</p> <p>Questions and question marks</p> <p>Adverbs of time – first, next, after that</p> <p>Conjunctions – coordinating and subordinating</p> <p>Punctuation – A . ?</p> <p>Adverbs and prepositions – first, before, after</p> <p>Conjunctions – to express time, place and cause</p> <p>Parenthesis – brackets ()</p>	

<p>Year 4</p>	<p>Use of paragraphs to organise ideas.</p> <p>Effective use of noun phrases</p> <p>Fronted adverbials (e.g. Later that day)</p> <p>Past tense – past progressive</p> <p>First person – I</p> <p>Coordinating and Subordinating Conjunctions</p> <p>Express time, place and cause with adverbs and prepositions.</p> <p>Expanded noun phrases</p> <p>Punctuation – A . ? ! , , in lists, “ ” to punctuate direct speech</p> <p>Punctuation - ' for plural possession</p>	<p>Create cohesion through the use of nouns and pronouns</p> <p>Use fronted adverbials</p> <p>Command sentences – imperative verbs</p> <p>Conjunctions to express time, place and cause</p> <p>Punctuation - , in lists</p> <p>Punctuation – () , , - - to mark parenthesis</p> <p>Adverbs and prepositions – to aid explanation of procedure</p>	<p>Create cohesion through the use of nouns and pronouns</p> <p>Use of paragraphs to organise ideas.</p> <p>Third person – they, he, it</p> <p>Past or present tense</p> <p>Conjunctions – coordinating and subordinating</p> <p>Punctuation – () , , - - to mark parenthesis</p> <p>Relative clauses to add further detail</p> <p>Questions with question marks for titles.</p> <p>Express time, place and cause with adjectives, conjunctions, adverbs and prepositions.</p> <p>Punctuation – () to mark parenthesis</p>	<p>Create cohesion through the use of nouns and pronouns</p> <p>Use adverbials e.g therefore, however.</p> <p>Use of paragraphs to organise ideas.</p> <p>Effective use of noun phrases</p> <p>Present tense</p> <p>Rhetorical questions</p> <p>Expanded Noun phrases</p> <p>Conjunctions to express time, place and cause</p>	<p>Present tense</p> <p>Questions and question marks</p> <p>Adverbs and prepositions - first, before, after,</p> <p>Conjunctions – to express time, place and cause</p> <p>Fronted adverbials marked with a comma</p> <p>Cohesion – through use of pronouns instead of nouns</p> <p>Parenthesis – brackets () , , - -</p>	<p>Consistent use of Tense – present tense (Y2) and present perfect form (Y3)</p> <p>Effective use of noun phrases</p> <p>Use of paragraphs to organise ideas.</p> <p>Use adverbials e.g. therefore, however</p> <p>Headings and Subheadings used to aid presentation (Y3)</p>
<p>Year 5</p>	<p>Past perfect modals can be used to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p> <p>Past tense – past progressive.</p> <p>First person – I</p> <p>Conjunctions to express time, place and cause</p> <p>Expanded noun phrases</p> <p>Punctuation – A . ? ! , , in lists, “ ” for direct speech, ' for plural possess</p> <p>Fronted adverbials</p>	<p>Relative clauses can be used to add further information</p> <p>Modals can be used to suggest degrees of possibility</p> <p>Use layout devices to provide additional information and guide the reader</p> <p>Command sentences – use of imperative verbs</p> <p>Conjunctions to express time, place and cause</p> <p>Punctuation - , in lists</p> <p>Cohesion – through use of pronouns instead of nouns</p> <p>Adverbs and prepositions – to aid explanation of instruction</p> <p>Fronted Adverbials with a comma</p> <p>Punctuation – () , , - - to mark parenthesis to add additional advice.</p>	<p>Create cohesion within paragraphs using adverbials.</p> <p>Parenthesis can be used to add additional information.</p> <p>Use layout devices to provide additional information to guide the reader.</p> <p>Third person – they, he, it</p> <p>Past or present tense</p> <p>Conjunctions – coordinating and subordinating</p> <p>Punctuation – () , , - - to mark parenthesis</p> <p>Relative clauses to add further detail</p>	<p>Modals can be used to suggest degrees of possibility.</p> <p>Create cohesion within paragraphs.</p> <p>Present tense</p> <p>Expanded Noun phrases</p> <p>Conjunctions to express time, place and cause</p> <p>Adverbials e.g. therefore..., however</p>	<p>Use of paragraphs to organise ideas.</p> <p>Create cohesion through the use of nouns and pronouns. Present tense (YR2)</p> <p>Questions and question marks – usually for the title</p> <p>Adverbs and prepositions - first, before, after,</p> <p>Conjunctions – to express time, place and cause (YR3)</p> <p>Fronted adverbials marked with a comma e.g. During the night,</p> <p>Parenthesis – brackets () , ,</p>	<p>Consistent use of Tense – present tense (Y2) and present perfect form (Y3)</p> <p>Effective use of noun phrases</p> <p>Use of paragraphs to organise ideas.</p> <p>Adverbials to create cohesion e.g. therefore, however</p> <p>Use layout devices to provide additional information to guide reader.</p>

<p>Year 6</p>	<p>Use of the past perfect progressive form of verbs</p> <p>Adapt degrees of formality and informality to suit the form of the text</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>Past tense – past progressive</p> <p>First person – I</p> <p>Conjunctions – coordinating and subordinating</p> <p>Conjunctions, adverbs and prepositions to express time, place and cause.</p> <p>Expanded noun phrases</p> <p>Punctuation – A . ? ! , in lists, “ ” for direct speech, ’ for plural possess</p> <p>Fronted adverbials</p>	<p>Adapt degrees of formality and informality to suit the form of the instructions</p> <p>Create cohesion across the text using a wide of cohesive devices including layout features</p> <p>Command sentences – use of imperative verbs.</p> <p>Conjunctions to express time, place and cause</p> <p>Punctuation - , in lists</p> <p>Adverbs and prepositions – to aid explanation of procedure.</p> <p>Fronted Adverbials with a comma</p> <p>Punctuation – () , - - to mark parenthesis</p> <p>Relative clauses to add further information</p>	<p>Use vocabulary typical of informal speech and that appropriate of formal speech in the written forms.</p> <p>The passive voice can be used</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions.</p> <p>Third person – they, he, it</p> <p>Past or present tense</p> <p>Conjunctions – coordinating and subordinating</p> <p>Punctuation – () , , - - to mark parenthesis</p> <p>Relative clauses to add further detail</p>	<p>Make formal and informal vocabulary choices</p> <p>Adapt degrees of formality and informality to suit the form of the text.</p> <p>Use conditional forms such as the subjunctive form to hypothesise.</p> <p>The passive voice can be used in some formal persuasive texts</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials.</p> <p>Consistent use of Present tense</p> <p>Conjunctions to express time, place and cause</p> <p>Adverbials e.g. therefore..., however</p> <p>Modal verbs to suggest degrees of possibility</p>	<p>Present tense (YR2)</p> <p>Questions and question marks – usually for the title</p> <p>Adverbs and prepositions - first, before, after,</p> <p>Conjunctions – to express time, place and cause (YR3)</p> <p>Fronted adverbials marked with a comma e.g. During the night,</p> <p>Parenthesis – brackets () , ,</p> <p>Indicate degrees of possibility using adverbs and modal verbs</p> <p>Relative clauses to add further information</p> <p>Adapt degrees of formality and informality to suit the form of the explanation</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials.</p> <p>The passive voice can be used</p>	<p>Consistent use of Tense – present tense (Y2) and present perfect form (Y3)</p> <p>Make formal and informal vocabulary choices.</p> <p>Use the passive voice to present points of view without.</p> <p>Use conditional forms such as the subjunctive form to hypothesise.</p> <p>Adapt degrees of formality and informality to suit the form of the discussion.</p> <p>Use semi-colons, colons and dashes to make boundaries between clauses.</p>
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<p>Forms of text examples</p>	<ul style="list-style-type: none"> • Retelling stories in English lessons and other curriculum areas such as RE • Giving accounts of schoolwork, sporting events, science experiments and trips out • Writing historical accounts • Writing biographies and autobiographies • Letters and postcard • Diaries and journals • Newspaper reports 	<ul style="list-style-type: none"> • Writing rules • How to texts such as How to cook and prepare food • Posters • Instructions on packaging • How to carry out a science experiment • How to design or make something • Technical manuals 	<ul style="list-style-type: none"> • Describing aspects of daily life in history e.g transport, fashion, Victorian era. • Information leaflets • Tourist guidebooks • Comparing and describing localities or geographical features • Describing the characteristics of anything such as types of rock, materials or mythological creatures. • Letters • Non-fiction texts 	<ul style="list-style-type: none"> • Book blurbs • Writing book reviews for others. • Applying for a job or position within school. • Creating posters, articles and leaflets promoting healthy living based on science work. • Creating posters and leaflets about issues such as bullying, stranger danger or bonfire safety. • Writing letters about topics such as deforestation or current issues. • Writing materials such as tourist brochures and newspaper articles. 	<ul style="list-style-type: none"> • Explaining electricity, forces etc in science. • Explaining inventions, historical events etc. • Explaining water cycle or how a volcano erupts in geography. • Explaining religious traditions and practices in RE. • Question and answers articles and leaflets. • Science investigation write ups. 	<ul style="list-style-type: none"> • Non-fiction books on an 'issue or theme' • Write up a debate • Leaflet or article giving a balanced account of an issue • Writing letters about pollution and other current themes
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