



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Reasons to Write Progressions in Genres**

<b>WRITING TO ENTERTAIN</b>			
<p><b>Entertain your audience by:</b>                      Keeping them interested by creating fascinating characters, plots and dialogue.                      Making them want to read more and feel something e.g. happy, sad, curious, scared</p>			
<b>Narrative</b>			
Year group	KS1	LKS2	UKS2
	Time sequence Beginning <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> </ul> Middle <ul style="list-style-type: none"> <li>• problem</li> </ul> Ending <ul style="list-style-type: none"> <li>• solve problem</li> </ul> Past tense Simple Conjunctions Adjectives Time adverbs Interesting vocabulary Finger spaces Punctuation <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Exclamation marks</li> </ul> Joined-up handwriting (Year 2)	Time sequence Beginning <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> </ul> Middle <ul style="list-style-type: none"> <li>• problem</li> </ul> Ending <ul style="list-style-type: none"> <li>• solve problem</li> </ul> Paragraphs Past/Present tense Conjunctions Time adverbs Fronted adverbials Interesting vocabulary Punctuation <ul style="list-style-type: none"> <li>• Apostrophes for contractions / possession</li> <li>• Exclamation marks</li> <li>• Inverted commas</li> </ul>	Use of senses to describe settings Short snappy sentences to build suspense Paragraphs to organise time sequence Range of tenses Figurative language Conjunctions Range of adverbials <ul style="list-style-type: none"> <li>• Time</li> <li>• Reason</li> <li>• Manner</li> <li>• Place</li> </ul> Subordinate clauses Relative clauses Interesting vocabulary Punctuation <ul style="list-style-type: none"> <li>• Exclamation marks</li> <li>• Inverted commas</li> <li>• commas</li> <li>• Brackets</li> </ul>

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	Year 1 and 2 spellings	<ul style="list-style-type: none"> <li>• commas</li> </ul> Year 3 and 4 spellings	<ul style="list-style-type: none"> <li>• Dashes</li> <li>• Colons</li> <li>• Semi-colons</li> </ul> Year 5 and 6 spellings
<b>Character Description</b>			
Year group	KS1	LKS2	UKS2
Steps to success	Describe personality Describe appearance Conjunctions Adjectives Interesting vocabulary Finger spaces Punctuation <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Apostrophes for contractions</li> </ul> Joined-up handwriting (Year 2) Year 1 and 2 spellings	Detailed personality and appearance Paragraphs Conjunctions Expanded noun phrases Fronted adverbs Subordinate clauses Interesting vocabulary Punctuation <ul style="list-style-type: none"> <li>• Apostrophes for contractions / possession</li> <li>• Exclamation marks</li> <li>• Inverted commas</li> <li>• commas</li> </ul> Joined-up handwriting Year 3 and 4 spellings	Detailed personality and appearance Paragraphs Conjunctions Expanded noun phrases Range of adverbials <ul style="list-style-type: none"> <li>• Time</li> <li>• Reason</li> <li>• Manner</li> <li>• Place</li> </ul> Subordinate clauses Interesting vocabulary Punctuation <ul style="list-style-type: none"> <li>• Exclamation marks</li> <li>• Inverted commas</li> <li>• Apostrophe for possession</li> <li>• commas</li> </ul>

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			<ul style="list-style-type: none"> <li>• Brackets</li> <li>• Dashes</li> <li>• Colons</li> <li>• Semi-colons</li> </ul> Year 5 and 6 spellings
Setting description			
Year group	KS1	LKS2	UKS2
Steps to success	Conjunctions Adjectives Interesting vocabulary Finger spaces Punctuation <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Apostrophes for contractions</li> </ul> Joined-up handwriting (Year 2)Year 1 and 2 spellings	Conjunctions Expanded noun phrases Fronted adverbs Subordinate clauses Interesting vocabulary Punctuation <ul style="list-style-type: none"> <li>• Apostrophes for contractions / possession</li> <li>• Exclamation marks</li> <li>• Inverted commas</li> <li>• commas</li> </ul> Joined-up handwriting Year 3 and 4 spellings	Conjunctions Figurative language Range of adverbials <ul style="list-style-type: none"> <li>• Time</li> <li>• Reason</li> <li>• Manner</li> <li>• Place</li> </ul> Subordinate clauses Interesting vocabulary Cohesive linking sentences/phrases Punctuation <ul style="list-style-type: none"> <li>• Exclamation marks</li> <li>• Inverted commas</li> <li>• Apostrophe for possession</li> <li>• commas</li> <li>• Brackets</li> <li>• Dashes</li> <li>• Colons</li> <li>• Semi-colons</li> </ul>

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			Year 5 and 6 spellings
<b>Diary Entry</b>			
Year group	KS1	LKS2	<u>UKS2</u>
Steps to success	Time sequenced Your thoughts and feelings Past tense First person pronouns Informal language Past tense Conjunctions Adjectives Punctuation <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Apostrophes for contractions</li> <li>• Question marks</li> </ul>	Opening – date and salutation Time sequenced events Sign off Detailed thoughts and feelings Past tense First person Informal language Paragraphs Conjunctions Expanded noun phrases Fronted adverbs Subordinate clauses Interesting vocabulary Punctuation <ul style="list-style-type: none"> <li>• Apostrophes for contractions/possession</li> <li>• Exclamation marks</li> <li>• Inverted commas</li> <li>• commas</li> </ul> Joined-up handwriting Year 3 and 4 spellings	Opening – date and salutation Time sequenced description of events Sign off Detailed thoughts and feelings Range of tenses Informal language Conjunctions Range of adverbials <ul style="list-style-type: none"> <li>• Time</li> <li>• Reason</li> <li>• Manner</li> <li>• Place</li> </ul> Subjunctive form/mood Subordinate clauses Relative clauses Conjunctive adverbs Interesting vocabulary Punctuation <ul style="list-style-type: none"> <li>• Parentheses – brackets/dashes</li> <li>• commas</li> <li>• Colons/Semi-colons</li> </ul> Year 5 and 6 spellings

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<b>WRITING TO INFORM</b>			
<b>Inform your audience by:</b> teaching them or providing them with information, facts and data about a topic			
<b>Fact file / Reports</b>			
Year group	KS1	LKS2	UKS2
Steps to success	Structure sections Images Facts Noun phrases conjunctions Exclamation sentences Punctuation <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Question marks</li> <li>• Exclamation marks</li> </ul> Year 1 and 2 spellings Joined-up handwriting (Year 2)	Introduction Main body separated by subheadings Summary/conclusion Detailed information Collective nouns Rhetorical questions conjunctions Punctuation <ul style="list-style-type: none"> <li>• question marks</li> <li>• Apostrophes for contractions / possession</li> <li>• commas</li> </ul> Joined-up handwriting Year 3 and 4 spellings	Introduction Main body separated by subheadings Summary/conclusion Detailed information Collective nouns Present perfect tense Rhetorical questions Relative clauses Conjunctive adverbs conjunctions Technical vocabulary Adverbials (TRaMP) Passive voice Tense switch Punctuation <ul style="list-style-type: none"> <li>• parentheses – brackets/dashes</li> <li>• colons/semi-colons</li> <li>• hyphens</li> </ul>

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			<ul style="list-style-type: none"> <li>• commas</li> </ul> Year 5 and 6 spellings
<b>Instructions</b>			
<b>Year group</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
Steps to success	Headings <ul style="list-style-type: none"> <li>• What you need</li> <li>• How to</li> </ul> Numbered instructions Bossy verbs in the present tense Noun phrases conjunctions Time Adverbs Punctuation <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Question marks</li> <li>• Commas for lists</li> <li>• Exclamation marks</li> </ul> Year 1 and 2 spellings Joined-up handwriting (Year 2)	Introduction List of equipment/materials/ingredients Method Detailed information Imperative verbs and commands Collective nouns Present tense Rhetorical questions conjunctions Adverbials (TRaMP) Punctuation <ul style="list-style-type: none"> <li>• question marks</li> <li>• Apostrophes for contractions</li> <li>• Apostrophe for possession</li> <li>• commas</li> </ul> Joined-up handwriting Year 3 and 4 spellings	Introduction List of equipment/materials/ingredients Method Detailed information Imperative verbs and commands Collective nouns Present tense Rhetorical questions conjunctions Adverbials (TRaMP) Punctuation <ul style="list-style-type: none"> <li>• parentheses</li> <li>• colons/semi-colons</li> <li>• hyphens</li> <li>• commas</li> </ul> Year 5 and 6 spellings
<b>Letter</b>			
<b>Year group</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
Steps to success	Ideas groups together Brief introduction and conclusion. Subject/verb sentences	introduction and conclusion. Organised into paragraphs denoted by time/place.	Developed introduction and conclusion using all the letter layout features. Paragraphs with prioritized information.

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	<p>e.g. I think... We want... Using sequencing techniques – time related words. Punctuation</p> <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Question marks</li> <li>• Commas for lists</li> <li>• Exclamation marks</li> </ul> <p>Year 1 and 2 spellings Joined-up handwriting (Year 2)</p>	<p>All/Some letter layout features included. Sentences with extra description. Some complex sentences using when, if, as etc. Variation in sentence structures e.g. While we were at the park... As we arrived... Punctuation</p> <ul style="list-style-type: none"> <li>• question marks</li> <li>• Apostrophes for contractions</li> <li>• Apostrophe for possession</li> <li>• commas</li> </ul> <p>Joined-up handwriting Year 3 and 4 spellings</p>	<p>Purpose of letter clear and transparent for reader. Formal language The writer understands the impact and thinks about the response. Fronted adverbials Complex noun phrases Prepositional phrases Punctuation</p> <ul style="list-style-type: none"> <li>• parentheses</li> <li>• colons/semi-colons</li> <li>• hyphens</li> <li>• commas</li> </ul> <p>Year 5 and 6 spellings</p>
<b>Recount</b>			
Year group	KS1	LKS2	UKS2
Steps to success	<p>Past tense 1st person (I/we) Main ideas organized in groups. At least 2 events in order conjunctions Adjective Time connectives CAPITALS, Full stops and finger spaces Letters written correctly Year 1 and 2 spellings</p>	<p>introduction and conclusion. Variation in sentence structures embedded/relative clauses Adverbials (TRaMP) Expanded noun phrases Punctuation</p> <ul style="list-style-type: none"> <li>• question marks</li> <li>• Apostrophes for contractions</li> <li>• Apostrophe for possession</li> <li>• commas</li> </ul>	<p>Developed introduction and conclusion including personal response. Description of events are detailed and engaging. Information is organized chronologically Sentence length varied Use of active and passive voice Adverbials (TRaMP) Prepositional phrases Expanded noun phrases</p>

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	Joined-up handwriting	Joined-up handwriting Year 3 and 4 spellings	
<b>Newspaper</b>			
Year group	KS1 – Refer to recounts	LKS2	UKS2
Steps to success		Orientation Main body Reorientation Past tense Adverbs (TRaMP) Quotations Pictures and captions Facts and statements Third person Expanded noun phrases conjunctions fronted adverbials Formal language Punctuation <ul style="list-style-type: none"> <li>• question marks</li> <li>• Apostrophes for contractions</li> <li>• Apostrophe for possession</li> <li>• quotation marks</li> <li>• commas</li> </ul> Joined-up handwriting Year 3 and 4 spellings	Orientation Main body Reorientation Past tense Adverbs (TRaMP) Passive voice Quotations Pictures and captions Facts and statements Third person Expanded noun phrases conjunctions fronted adverbials Formal language Tense switch Subjunctive mood/form Punctuation <ul style="list-style-type: none"> <li>• parentheses</li> <li>• colons/semi-colons</li> <li>• hyphens</li> <li>• quotation marks</li> <li>• commas</li> </ul>



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				Year 5 and 6 spellings
Explanation				
Year group	KS1	LKS2	UKS2	
Steps to success		Paragraphs Present tense Facts Rhetorical questions Subordinating conjunctions Adverbials (TRaMP) fronted adverbials Expanded noun phrases Formal language Technical vocabulary Punctuation <ul style="list-style-type: none"> <li>• question marks</li> <li>• Apostrophes for contractions</li> <li>• Apostrophe for possession</li> <li>• commas</li> </ul> Joined-up handwriting Year 3 and 4 spellings	Introduction Paragraphs detailing a process Did you know? Present tense Facts Rhetorical questions conjunctions Passive voice Relative clauses Adverbials (TRaMP) fronted adverbials Expanded noun phrases Evaluative adverbs Formal language Technical vocabulary Punctuation <ul style="list-style-type: none"> <li>• parentheses – brackets/dashes</li> <li>• colons/semi-colons</li> <li>• hyphens</li> <li>• quotation marks</li> <li>• commas</li> </ul> Year 5 and 6 spellings	

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Biographies			
Year group	KS1	LKS2	UKS2
Steps to success			Title & Introduction Sub-headings Key events – detailed & engaging Chronological order Adverbial sentence openers Expanded noun phrases Relative clause Active & Passive voice Conjunctions Parenthesis punctuation

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<b>WRITING TO PERSUADE</b>			
<b>Persuade your audience by:</b>			
trying to convince/influence the reader to do something, buy something, believe what you are saying, support a cause, offer a solution to a problem or change their mind about something			
<b>Letter</b>			
Year group		LKS2	UKS2
Steps to success		Address Salutation Emotive language Closing phrase First person Direct address Rhetorical questions Modal verbs Cohesion – adverbials Paragraphs Conjunctions	Address Salutation Emotive language Closing phrase First person Direct address Rhetorical questions Passive voice (authoritative tone) Expanded noun phrases Relative clauses Imperative and Modal verbs Subjunctive form Cohesion – adverbials Paragraphs Conjunctions
<b>Advert</b>			
Year group		LKS2	UKS2
Steps to success		Introduction Main body Direct address	Introduction Main body Testimonials/special deals

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		<p>Rhetorical questions Conjunctions Adjectives for positive description Facts and statistics Opinions emotive language Imperative verbs Punctuation</p> <ul style="list-style-type: none"> <li>• question marks</li> <li>• exclamation marks</li> </ul> <p>Joined-up handwriting Year 3 and 4 spellings</p>	<p>2<sup>nd</sup> person Personal pronouns Direct address Rhetorical questions List of three/repetition Facts &amp; statistics Opinions Relative clauses subordinate clauses emotive language Commands Adverbials Alliteration and assonance Hyperbole Imperative and modal verbs Short sentences for emphasis Subjunctive form Punctuation</p> <ul style="list-style-type: none"> <li>• parentheses</li> <li>• colons/semi-colons</li> <li>• hyphens</li> <li>• quotation marks</li> <li>• commas</li> </ul> <p>Year 5 and 6 spellings</p>
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<b>WRITING TO DISCUSS</b>			
<b>discuss with audience by:</b> presenting arguments and information from different points of views			
<b>Balanced argument</b>			
Year group	KS1	LKS2	UKS2
Steps to success		Introduction For and against arguments with reasons/evidence Formal language Rhetorical questions Emotive language Modal Verbs Modifiers Authoritative voice Conclusion	Cohesive devices Subjunctive form Paragraphs to structure arguments Formal / impersonal tone Modal verbs Relative clauses Adverbials Relative clauses Expanded noun phrases Passive voice Conjunctions Punctuation <ul style="list-style-type: none"> <li>• Parenthesis – brackets/dashes</li> <li>• Colons/Semi-colons</li> <li>• Commas</li> <li>•</li> </ul>