



Non-Fiction Writing Curriculum Progression

Intent

The ability to read and comprehend non-fiction is a life skill. News articles, adverts, brochures, leaflets, letters, manuals, guides and recipes, to name a few, are all examples of texts that we engage with on a day-to-day basis to answer questions; to keep ourselves informed about the world and to find the information we need.

Understanding non-fiction is also an essential feature of the broader curriculum. Pupils who become confident readers of non-fiction are able to access subject-specific content far more easily, allowing them to develop their knowledge and make links with previous learning, ultimately often leading to academic success.

'The vocabulary and style of fiction is typically very different to many of the non-fiction informational texts so commonly read in the school curriculum.' (Alex Quigley, 2018) With this in mind, recognising and being able to use the features of writing to inform, argue and explain is therefore a key skill, one that will continue to support progress through secondary school, where the demands of writing become more challenging and varied.

Although there is no expectation in the National Curriculum to teach specific text types, where possible we have woven them into our curriculum offer as a way for children to demonstrate and practise the components of writing.

Implementation

Possible Non-Fiction Writing Opportunities

The table below provides a list of possible writing opportunities linked to the various non-fiction text types. At Key Stage 1, writing opportunities will be simpler and more related to direct experiences (either real-life ones or those created through sharing texts). At Key Stage 2, children

should have opportunities to explore the text types, broadening their understanding through doing so. Whilst the direct teaching of skills is likely to happen in English lessons, it's vital that children have the chance to regularly apply their learning across the curriculum to help embed understanding.

Writing to Inform		Writing to Argue		Writing to Explain	
Reports	Recounts	Persuasion	Discussion	Instruction (how to <u>do</u> something)	Explanation (how something <u>works</u>)
<ul style="list-style-type: none"> • Non-chronological reports • Film reviews • Book reviews • Sports reviews • Weather reports • News reports • News broadcasts • Police reports • Information texts 	<ul style="list-style-type: none"> • Postcards • Thank you letters • Recounts based on real experiences e.g. <i>trips, experience days</i> • Diaries in role • Letters in role • Blogs • Emails • Eyewitness reports • Biographies • Autobiographies 	<ul style="list-style-type: none"> • Invitations • Letters in role • Wanted posters • Posters to advertise • Letters for real purposes • Radio, television, magazine or hoarding adverts • Leaflets • Travel brochures • Written arguments 	<ul style="list-style-type: none"> • Debates (oral) • Written balanced arguments 	<ul style="list-style-type: none"> • Rules • Recipes • Directions • Experiments • Survival guides • Instruction manuals 	<ul style="list-style-type: none"> • Processes or cycles • Explanations linked to work in other subject areas e.g. <i>the circulatory system in science, how mountains are formed in geography.</i>

Reports

The purpose of a report is to provide information and describe the way things are. They are used to present precise and detailed information. There are many different types of reports, the features of which vary slightly in relation to their audience and purpose, but they share a range of common language and organisational features. Reports generally aim to be objective; however, the selection of information to include or omit and the overall tone of the writing can create bias so acknowledging and discussing this, especially in upper Key Stage 2, is helpful. Reports are written in the past or present tense, depending on their purpose. Most reports are written in the present tense but historical reports are written in the past. Control of tense is vital for cohesion and reports can be difficult as they often require children to switch tense.

Recounts

Recounts are the most common kind of texts we read and write. Their main purpose is to re-tell an event or experience, either to inform or to entertain. They can be written based on real events, for example an eyewitness report or a biography, or based on a fictional stimulus, such as a diary in role as a character or an eyewitness report based on an incident in a text. Recounts come in a number of different forms but there are three main categories.

Personal Recounts	Factual Recounts	Imaginative Recounts
<i>Recounting something the writer has been personally involved in</i>	<i>Reporting the details of an incident by recounting factual information</i>	<i>Writing in role as a character or applying factual knowledge to an imaginary role</i>
Diaries, journals, personal letters, visits or experiences, autobiographies, blogs	Letters, diaries, biographies, science experiments, police reports, historical accounts	Letters, diaries, accounts

Persuasive Texts

The purpose of a persuasive text is to argue a particular viewpoint and encourage the reader to agree: the writer sets out to state their view in a way that will influence others. They can be written or oral and vary considerably depending on their purpose and audience. Elements of persuasive writing are found in many different texts, including multimedia texts, meaning that persuasion provides a plethora of opportunities, both formal and informal, so having a very clear sense of purpose and audience is vital in order to take the right approach and achieve the correct tone.

It can be helpful to think of persuasion as having two key strands:

Argument	Advertising
<i>An attempt to persuade someone to agree with or do something</i>	<i>An attempt to sell something</i>
Invitations, letters (real and imaginative), posters, leaflets, written arguments, speeches	Posters, fliers, radio adverts, magazine adverts, television and online adverts, travel brochures, leaflets, job adverts

Instructional Texts

Instructional texts explain how to do something effectively and correctly. Following the instructions accurately should mean that the task has a successful outcome. Instructions can take various forms: they may be purely visual; a combination of words and images or just words, meaning that children can be introduced to instructions very early on through simple picture sequencing activities.

Progression of Skills in Non-fiction Writing

	EYFS
Instructions	Practical first hand experience of doing or making something. Sequencing pictures related to the process. <ul style="list-style-type: none"> • Use of 'bossy' verbs • Title (which can be given) • Simple instructional sentences written next to a given picture of step or steps.
Recount	Ask questions such as Who? What? Where? When? How? Create a word bank specific to an event. Use a timeline to organise ideas sequentially <ul style="list-style-type: none"> • Title (may be given) • Simple sentence or sentences about an event • Appropriate vocabulary • Written in the past tense
Non Chronological Report	Collect information from a wide range of sources and/or first hand experiences, including activities, events, visitors and visits <ul style="list-style-type: none"> • Title (can be given)

	<ul style="list-style-type: none"> • Simple subject specific language • Present or past tense • May be linked to a real life experience, eg. a trip or visitor • Simple connectives, eg. 'and'
Diary	<p>Discussion about character (if writing in role) and their thoughts and feelings before writing the diary. Drama/hot seating/role play Create word banks/ display vocabulary in the classroom</p> <ul style="list-style-type: none"> • Written in the first person • Past tense • Retell important events • Include date and dear diary (can be given)
Letter writing	<p>Discuss the purpose of the letter- Who? What? Why? Give the children opportunities to orally rehearse and memorise language conventions before writing.</p> <ul style="list-style-type: none"> • Start with 'dear' (can be given) • End with 'from' • Usually written in the first person 'I'

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	<ul style="list-style-type: none"> • Simple past and present tense • and to join clauses 	<ul style="list-style-type: none"> • Progressive verb forms • Co-ordinating and subordinating conjunctions • Expanded noun phrases to add interest and detail 	<ul style="list-style-type: none"> • Simple and progressive verb forms • Co-ordinating and subordinating conjunctions • Expanded noun phrases to add interest and detail 	<ul style="list-style-type: none"> • Range of verb forms • Conjunctions, adverbs & prepositions for time, place and cause • Paragraphs around a theme 	<ul style="list-style-type: none"> • Range of verb forms • Fronted adverbials • Expanded noun phrases • Range of sentence types • Range of clause 	<ul style="list-style-type: none"> • Range of verb forms • Fronted adverbials • Expanded noun phrases • Range of sentence types • Range of clause structures, including relative clauses

			<ul style="list-style-type: none"> • Simple paragraphs • Conjunctions, adverbs & prepositions for time, place and cause • Perfect verb forms 	<ul style="list-style-type: none"> • Fronted adverbials • Noun phrases expanded with prepositional phrases to add interest and detail • Range of sentence types 	<ul style="list-style-type: none"> • structures, including relative clauses • Parenthesis • Cohesion within and between paragraphs • Appropriate level of formality 	<ul style="list-style-type: none"> • Parenthesis • Cohesion within and between paragraphs • Passive voice • Nominalisation • Control of formality
Report Features	<ul style="list-style-type: none"> • Simple present tense • Third person • Relevant vocabulary 	<p>Previous features and:</p> <ul style="list-style-type: none"> • simple and progressive present/past tense • brief introduction • sub headings • pictures • subject specific vocabulary 	<p>Previous features and:</p> <ul style="list-style-type: none"> • present/past perfect • introduction • summary • chronological order if needed • technical vocabulary • glossary 	<p>Previous features and:</p> <ul style="list-style-type: none"> • adverbs for quantity e.g. many, few, some, every • adverbs for frequency e.g. often, always, rarely • logical structure, moving from the generic to the more specific • rhetorical questions to engage the reader 	<p>Previous features and:</p> <ul style="list-style-type: none"> • logically sequenced paragraphs e.g. opening statement; more detailed classification; description of the subject with examples/elaboration of points; summary • tables, diagrams or images that add or summarise information • appropriate level of formality for the intended audience 	<p>Previous features and:</p> <ul style="list-style-type: none"> • passive voice to avoid personalisation and maintain an appropriate level of formality • nominalisation to maintain formality • language of comparison and contrast e.g. equally, both...and..., similarly, just as...so does, in contrast, alternatively • description used to add precision • integration of other text types if

						appropriate
Recount Features	<ul style="list-style-type: none"> • simple past tense • chronological order • first person 	Previous features and: <ul style="list-style-type: none"> • opening that sets the scene • adverbs for time • 5Ws: Who? What? Why? When? Where? • expanded noun phrases to add interest • simple closing statement 	Previous features and: <ul style="list-style-type: none"> • first or third person (as required) • adverbs and conjunctions for time • topic sentences and signposts to guide the reader 	Previous features and: <ul style="list-style-type: none"> • inclusion of additional information to amuse, interest or inform the reader • inclusion of quotes 	Previous features and: <ul style="list-style-type: none"> • appropriate style and formality for the genre and intended audience 	Previous features and: <ul style="list-style-type: none"> • use of passive voice and nominalisation to create a formal tone in impersonal recounts • possible adapting of chronology in fictional recounts through using flashbacks
Persuasive Features	<ul style="list-style-type: none"> • simple past tense • chronological order • first person 	Previous features and: <ul style="list-style-type: none"> • opening that sets the scene • adverbs for time • 5Ws: Who? What? Why? When? Where? • expanded noun phrases to add interest • simple closing statement 	Previous features and: <ul style="list-style-type: none"> • first or third person (as required) • adverbs and conjunctions for time • topic sentences and signposts to guide the reader 	Previous features and: <ul style="list-style-type: none"> • inclusion of additional information to amuse, interest or inform the reader • inclusion of quotes 	Previous features and: <ul style="list-style-type: none"> • appropriate style and formality for the genre and intended audience 	Previous features and: <ul style="list-style-type: none"> • use of passive voice and nominalisation to create a formal tone in impersonal recounts • possible adapting of chronology in fictional recounts through using flashbacks
Instructional Features	<ul style="list-style-type: none"> • follow and give oral instructions 	Previous features and:	Previous features and:	Previous features and:	Previous features and:	Previous features and:

	<ul style="list-style-type: none"> • create picture instructions • appropriate title (e.g. How to...) • simple present tense • second person (you) 	<ul style="list-style-type: none"> • chronological order • equipment or material list (if appropriate) • organisation using bullet points/ numbers • imperative verbs • final evaluative statement 	<ul style="list-style-type: none"> • conjunctions and adverbs for time e.g. firstly, next, then, after • adverbs for manner e.g. carefully, quickly • diagrams or illustrations • subject-specific vocabulary • clear and concise 	<ul style="list-style-type: none"> • direct appeal to the reader for example through warnings, Don't add more glue...; additional advice, If it doesn't stick...; suggestions, You could improve it by...; persuasion, You're bound to love the result...; encouragement, Only one step left... • rhetorical questions 	<ul style="list-style-type: none"> • maintain the chosen level of formality throughout the text • write instructions at different levels of formality, using appropriate language and style 	<ul style="list-style-type: none"> • include instructions within other text types
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Discussion Texts

The purpose of a discussion text is to provide a reasoned overview of an issue or topic through presenting the various points of view.

Discussion texts share many features in common with persuasive writing; however, whereas a persuasive text is one-sided and often reflects the writer's beliefs, discussion texts generally take a neutral stance, exploring and balancing opposing points of view.

We leave the introduction of discussion texts until upper KS2, by which time children's skills and maturity should help them to tackle the challenges of this type of writing more successfully.

Explanatory Texts

Explanatory texts explain how something works or why something happens as it does. They describe the cause and effect of processes and cycles. This is different to instructional texts, which describe how to do something. Subjects for explanatory texts often relate to:

- natural phenomena e.g. How are mountains formed? Why does it get dark at night?
- social phenomena e.g. What impact is pollution having on ocean life?
- physical phenomena e.g. How is blood transported around the body? How does an engine work?

	Year 5	Year 6
Grammar	<ul style="list-style-type: none"> • Range of verb forms • Fronted adverbials • Expanded noun phrases • Range of sentence types • Range of clause structures, including relative clauses • Parenthesis • Cohesion within and between paragraphs • Appropriate level of formality 	<ul style="list-style-type: none"> • Range of verb forms • Fronted adverbials • Expanded noun phrases • Range of sentence types • Range of clause structures, including relative clauses • Parenthesis • Cohesion within and between paragraphs • Passive voice • Nominalisation • Control of formality
Discussion Features	<p><i>Previous related learning from persuasive texts and:</i></p> <ul style="list-style-type: none"> • title in the form of a question • present tense, third person • adverbs for quantity e.g. several, few, much and frequency e.g. seldom, frequently, rarely, consistently • causal connectives e.g. consequently, due to this, as a result • modal verbs and adverbs for possibility • formal, impersonal style • appropriate, subject-related vocabulary • reasons with evidence to support each point • generic e.g. politicians, protesters, pollution and abstract nouns e.g. greed • structural signposts e.g. There are several reasons..., turning 	<p><i>Previous features and:</i></p> <ul style="list-style-type: none"> • effective balance of both sides of the argument • appropriate level of formality maintained across the whole text • use of statistics and quotes to support points • passive voice e.g. It can be argued that... it is thought that... • nominalisation e.g. the growth of pollution, the bravery of campaigners • sentences building from the generic e.g. most campaigners believe... to the specific e.g. Greta Thunberg, a 15-year-old climate change activist, argues...

	<p>to...</p> <ul style="list-style-type: none"> • simple structure e.g. - opening statement of the issues and preview of the main arguments - arguments for with supporting evidence - arguments against or alternative views, with supporting evidence - final summary and recommendation/conclusion 	<ul style="list-style-type: none"> • more sophisticated structure e.g. - opening statement of the issues and preview of the main arguments - first point, arguments for and against, both with supporting evidence - second point, arguments for and against, both with supporting evidence - next point etc. - final summary and recommendation/conclusion
<p>Exploratory Features</p>	<p><i>Previous related learning from other non-fiction writing and:</i></p> <ul style="list-style-type: none"> • title (using why or how) • generic opening statement to introduce the topic • series of logical steps/phases, in chronological order • conclusion • present tense, third person • adverbs and conjunctions for time • causal connectives e.g. consequently, due to this, as a result. therefore • technical language • diagrams/images/flow charts (if appropriate) 	<p><i>Previous features and:</i></p> <ul style="list-style-type: none"> • passive voice to create a formal tone e.g. Once the blood has been oxygenated... • glossary for technical vocabulary (if needed) • direct appeal to the reader e.g. through rhetorical questions, interesting detail, relating to their experiences

Assessing NF Writing

Teachers use an online assessment tool to track pupils progress with writing objectives, this shows clear starting points and next steps for progression. Writing is marked in accordance with our marking policy and children are expected to respond to marking. Where possible, feedback will be given within the lesson allowing children to edit and improve their writing as they go.

We moderate writing across the trust at key points in the year to ensure consistency, alongside continuous moderation of our Year 4 writing across both classes.

Impact

Writing is a key form of communication and we want our pupils to leave Cockwood School fully prepared for the next stage of their writing journey. We think exposure to a wide range of non-fiction opportunities will prepare them for real-world writing when they are older.

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