



Y5 Text Type Progression

<b>Stories</b>	<ul style="list-style-type: none"><li>- <b>own stories</b></li><li>- <b>additional / alternative sections</b></li><li>- use relative clauses with/without a relative pronoun</li><li>- use brackets, dashes and commas to demarcate relative clauses</li><li>- use a thesaurus to refine word choice</li><li>- link ideas across paragraphs using tense choices</li><li>- choose vocabulary to complement purpose</li></ul>
<b>Descriptions</b>	<ul style="list-style-type: none"><li>- <b>character and setting (compare and contrasts)</b></li><li>- use a thesaurus to refine word choice</li><li>- use commas to clarify meaning or avoid ambiguity</li><li>- choose vocabulary to complement purpose (<i>convert nouns or adjectives into verbs using suffixes</i>)</li><li>- use relative clauses with/without a relative pronoun (for description)</li></ul>
<b>Recounts</b>	<ul style="list-style-type: none"><li>- <b>simple based on own experiences</b></li><li>- <b>based on the experiences of others (both real and fictional)</b> <i>letters, diaries, newspaper reports, eye-witness accounts</i></li><li>- link ideas across paragraphs using adverbials of time and place</li><li>- use brackets, dashes and commas to indicate parenthesis</li></ul>
<b>Instructions</b>	<ul style="list-style-type: none"><li>- <b>written instructions based on a concrete idea – from other areas of the curriculum</b></li><li>- <b>written instructions with fictional content</b></li><li>- link ideas across paragraphs using adverbials of number</li><li>- use devices to build cohesion within and across paragraphs</li><li>- use modal verbs to indicate degrees of possibility</li></ul>
<b>Non-chronological reports</b>	<ul style="list-style-type: none"><li>- <b>non-chron. reports linking to cross curricular topics / stemming from class text</b></li><li>- builds paragraphs around a topic sentence</li><li>- selects appropriate forms and formats to suit audience and purpose</li><li>- use modal verbs to indicate degrees of possibility</li></ul>
<b>Persuasion</b>	<ul style="list-style-type: none"><li>- <b>leaflets</b></li><li>- <b>brochures</b></li><li>- <b>letters</b></li><li>- <b>(cross curric content or content from class text)</b></li><li>- selects appropriate forms and formats to suit audience and purpose</li><li>- use modal verbs to indicate degrees of possibility</li><li>- use adverbs to indicate degrees of possibility</li><li>-</li></ul>
<b>Explanations</b>	<ul style="list-style-type: none"><li>- <b>explanations based on cross curricular content</b></li><li>- use brackets, dashes and commas to indicate parenthesis</li><li>- link ideas across paragraphs using adverbials of cause and time</li><li>- use commas to clarify meaning or avoid ambiguity</li></ul>



St Joseph and St Thomas More Catholic Primary Federation



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**Discussion /  
balanced  
arguments**

**- verbal discussion (drama techniques such as conscience alley) of a topical issue or issue arising from a class text. Persuasive writing could follow from the verbal debate**