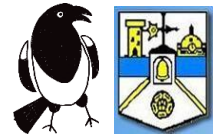


Progression of Non-Fiction Text Types



	<i>EYFS A</i>	<i>EYFS B</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Recount</i>	<i>Postcard</i>	<i>Postcard</i> <i>Letter</i> <i>Letter</i>	<i>Letter</i> <i>Postcard</i>	<i>Diary</i> <i>Letter</i>	<i>News Report</i> <i>(Nursery Rhymes)</i>	<i>Autobiography</i>	<i>True Story</i> <i>for</i> <i>Anthology</i>	<i>Online News</i> <i>Report</i> <i>(with bias)</i>
<i>Instructions</i>	<i>How to make</i> <i>magical</i> <i>porridge</i>	<i>How to make</i> <i>a cape</i>	<i>How to make</i> <i>a sandwich</i>		<i>How to wash</i> <i>a Woolly</i> <i>Mammoth</i>	<i>How to</i> <i>capture an</i> <i>alien</i>		
<i>Explanation</i>	<i>How do</i> <i>vegetables</i> <i>grow?</i>				<i>Do rivers</i> <i>matter?</i>	<i>The Teacher</i> <i>Pleaser</i>	<i>Mechanials</i> <i>(Leaflet)</i>	<i>Why are trolls</i> <i>dangerous?</i>
<i>Information</i>	<i>Fact File</i> <i>(Zoo Lab)</i>		<i>Animal Fact</i> <i>File</i>	<i>Who is</i> <i><superhero>?</i> <i>The Tree</i> <i>Giant</i> <i>Non-Chron</i>	<i>Dragons</i> <i>Magazine</i> <i>Article</i>	<i>Wikipedia</i> <i>Entry on</i> <i>Phenomenon</i>	<i>Biographies</i> <i>Mechanials</i> <i>(Leaflet)</i>	<i>Mythical</i> <i>Creature</i> <i>(Skellig)</i> <i>Child Audience</i>
<i>Persuasion</i>	<i>Invitation to</i> <i>taste bread</i>		<i>Wanted</i> <i>Poster</i> <i>Holiday</i> <i>Brochure</i>	<i>Advert</i> <i>(Product)</i>	<i>Advert</i> <i>(Club)</i>	<i>Holiday</i> <i>Review –</i> <i>Diagon Alley and</i> <i>Hogwarts</i> <i>(+ Info)</i>	<i>Speech</i> <i>Exploitation</i> <i>Mechanials</i> <i>(Leaflet)</i>	<i>Formal</i> <i>Letter</i> <i>(Argument)</i>
<i>Discussion</i>		<i>Should we</i> <i>save the</i> <i>troll?</i> <i>Debate</i>			<i>Should</i> <i>Podkin</i> <i>become a</i> <i>killer?</i> <i>Debate</i>	<i>Why are</i> <i>dragons</i> <i>extinct?</i>	<i>Should Fox</i> <i>Hunting be</i> <i>banned?</i> <i>Article</i>	

Year Two Spring 2: multiple independent writes to support evidence gathering (Recount/Information/Persuasion)

Year Six Spring Term: The Arrival and No Ballet Shoes in Syria used as a stimulus to produce multiple short and long writes while using and applying all previous Fiction and NF toolkits.

Year Six Summer 2: Non-Fiction Pamphlet, Mix of Choice Genres using and applying across the curriculum.



Toolkit Focuses

	EYFS A	EYFS B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Character	✓ ✓	✓	✓	✓	✓	✓	✓	✓ ✓
Setting	✓ ✓	✓ ✓	✓	✓	✓	✓ ✓	✓	✓
Description		✓	✓	✓	✓		✓ ✓	✓
Suspense				✓	✓	✓	✓ ✓	✓
Action		✓	✓	✓	✓	✓	✓ ✓	✓
Dialogue	✓	✓	✓	✓	✓	✓	✓	✓
Story Lang	✓		✓					

Story Types (Year Six: in Summer 1 children have a choice of story type to apply the description toolkit to)

	EYFS A	EYFS B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Journey Story	✓✓	✓✓✓	✓	✓		✓	✓	✓
Portal Story				✓	✓	✓	✓	✓
Warning Story			✓		✓	✓		
Tale of Fear		✓		✓	✓	✓	✓	✓
Finding / Losing Tale	✓		✓	✓				
Fantasy Tale			✓			✓	✓	
Wishing Tale			✓		✓			
Beat the Monster	✓	✓	✓	✓	✓	✓	✓	
Change Story				✓	✓			
Cumulative Tale	✓✓							
Poetry		✓					✓	✓