

Progression of Skills across Genres

EYFS

	Literacy		
	Comprehension	Word Reading	Writing
Birth to 3	<p>Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.</p>		

	Literacy		
	Comprehension	Word Reading	Writing
Nursery	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>

	Literacy		
	Comprehension	Word Reading	Writing
Reception	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Writing ELG Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>



Non-fiction

Progression of Skills across Genres

Non-fiction genres taught include discussion, explanatory, recount, report, persuasion, instruction.

Discussion Texts

Purpose: To present a reasoned and balance overview of an issue or controversial topic. It usually aims to provide two or more different views on an issue with elaborations, evidence and examples.

General overview:

Text structure	Grammatical features	Planning and preparation
<p>The most common structures include:</p> <ul style="list-style-type: none"> - A statement of the issues involved and a preview of the main arguments. - Arguments for, with supporting evidence/examples - Arguments against or alternative views, with supporting evidence/examples - Usually end with a summary and a statement of recommendation or conclusion using evidence provided to support viewpoint. <p>Sometimes, the arguments for and against can be presented alternately.</p>	<p>Present tense including use of present perfect. e.g. some people have argued.</p> <p>Uncountable noun phrases e.g. some people, most animals.</p> <p>Paragraphs</p> <p>Adverbials to create cohesion within and across paragraphs e.g. therefore, however</p> <p>Formal and informal vocabulary choices to suit the form.</p> <p>Layout devices</p> <p>Passive voice e.g. it is claimed that</p> <p>Degrees of formality and informality adapted to suit the form of discussion.</p>	<p>Questions often make good titles.</p> <p>Introduction is used to show why you are debating the issue.</p> <p>Show both sides of the argument fairly.</p> <p>Support each viewpoint with reasons and evidence.</p> <p>If opting to support a particular view in conclusion, give reasons for decision.</p>



e.g. writing a formal letter or an informal blog. This can include key vocabulary choices.

Because arguments use hypothetical language ideas and conditional language, the subjunctive form can be sometimes used. E.g. If mobile phones were banned...

When developing complex ideas, semi colons and colons can be useful.

Discussion texts - Progression of grammatical skills

Y1	Y2	Y3	Y4	Y5	Y6
N/A	N/A	N/A	N/A	<p>Create cohesion within paragraphs using adverbials</p> <p>Use layout devices to provide additional information and guide the reader.</p>	<p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>Make formal and informal vocabulary choices</p> <p>Use of passive voice</p> <p>Adapt degrees of formality and informality to suit the form.</p> <p>Conditional forms such as subjunctive form</p> <p>Make formal and informal vocabulary choices</p> <p>Use semi-colons and colons to mark boundaries between clauses.</p>



Discussion texts - Progression of vocabulary

Y1	Y2	Y3	Y4	Y5	Y6
			<ul style="list-style-type: none"> • This piece of writing will... • ...feel convinced... • I intend to... • On the other hand... • In addition... • It is surprising that... • On balance... • Finally I would like to add... • My next point concerns... • Furthermore • Having looked at both sides, I think...because... • Having considered the arguments for and against... <p>Whilst...</p>	<ul style="list-style-type: none"> • It strikes me that... • My intention is to... • To do this I will... • As I see it... • It appears to me... • Naturally... • It is precisely because.... • Subsequently... • Doubtless... • Nevertheless... • In stark contrast... • Contrary to this position... • It would seem logical... • Let us consider the impact... • In conclusion... <p>The evidence presented leads me to conclude...</p>	<ul style="list-style-type: none"> • I will present... • Following that I will... • One argument for this is that... • ...fundamentally flawed... • ...an easy answer that avoids... • I would counter this view.... • It seems plausible to... • Moreover... • In point of fact... • The evidence I would use to support this is... • It surprises me that... • It is my conviction... • Finally, I would like to add... • Even though there has been a long history of activists...



Explanation Texts Purpose: To explain how or why or to explain why something is the way it is.

General overview:

Text structure	Grammatical features	Planning and preparation
<p>A general statement to introduce the topic being explained</p> <p>Steps or phases in a process which are logically explained.</p>	<p>Present tense</p> <p>Questions to form title</p> <p>Questions marks to denote questions</p> <p>Adverbs including fronted adverbials.</p> <p>Conjunctions</p> <p>Prepositions</p> <p>Cohesion created and repetition avoided through the use of nouns and pronouns.</p> <p>Indicate degrees of possibility using adverbs and modal verbs.</p> <p>Relative clauses</p> <p>Degrees of formality and informality – an informal tone can be adopted, e.g. You'll be surprised to learn... as well as a formal tone, e.g. oxygen is constantly replaced in the bloodstream</p> <p>Passive voice can be used.</p> <p>Layout devices – headings, subheading, bullet -points</p> <p>Paragraphs</p> <p>Brackets, dashes and commas for parenthesis.</p>	<p>Choose a title that shows what you are explaining</p> <p>Decide if images or other features to help the reader are needed.</p> <p>Use the first paragraph to introduce what you'll be explaining.</p> <p>Plan the steps in your explanation and check you have all of the necessary information.</p> <p>Add some interesting details.</p> <p>Interest the reader by directly addressing them.</p>



EXPLANATION TEXTS - Progression of grammatical skills

Y1	Y2	Y3	Y4	Y5	Y6
N/A	N/A	N/A	<p>Use fronted adverbials</p> <p>Paragraphs to organise ideas</p> <p>Create cohesion through use of nouns and pronouns</p>	<p>Indicate degrees of possibility using adverbs and modal verbs</p> <p>Use layout devices</p> <p>Create cohesion within paragraphs using adverbials</p> <p>Relative clauses to add further information</p> <p>Parenthesis to add clarification of technical words.</p>	<p>Adapt degrees of formality and informality to suit the form.</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices, which can include adverbials.</p> <p>Use of passive voice.</p>

EXPLANATION TEXTS - Progression of vocabulary

Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can 	<ul style="list-style-type: none"> They like to They can It can Like many I am going to There are two sorts of They live in <p>The ___ have but the ___ have ____</p>	<ul style="list-style-type: none"> The following report They don't It doesn't Sometimes Often Most 	<ul style="list-style-type: none"> This report will The following Information Usually Normally Even though Despite the fact As a rule 	<ul style="list-style-type: none"> The purpose of this report/article is to.. The information presented will... Some experts believe... This article is designed to Many specialists consider Firstly, I will... It can be difficult ___ will enable you to understand. 	<ul style="list-style-type: none"> They are unusually They are rarely They are never... They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph...



<ul style="list-style-type: none">• Try				<ul style="list-style-type: none">• Unlike• Despite• Although Like many	- More than half Less than half...
---	--	--	--	---	---------------------------------------



Progression in Instruction / Procedural
participants.

Purpose: To ensure something is done effectively and/or correctly with a successful outcome for the

General overview:

Text structure	Grammatical features	Planning and preparation
<p>Begin by defining the goal or desired outcome</p> <p>List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be completed, keep to the order in which the steps need to be followed to achieve stated goal.</p> <p>Diagrams or illustrations are often integral and may even take the place of some text.</p> <p>A final evaluative statement can be used to wrap up the process.</p>	<p>Use of imperative/command sentences</p> <p>Commas in lists can be used to separate materials/ingredients.</p> <p>Conjunctions, adverbs and prepositions can be used in order to explain the procedure.</p> <p>Relative clauses can be used to add further information</p> <p>Cohesion can be created and repetition avoided through the use of nouns and pronouns.</p> <p>Additional advice can be added through the use of parenthesis.</p> <p>Conditional adverbs can be used including as fronted adverbials to make suggested alternatives.</p> <p>Modals can be used to suggest degrees of possibility</p> <p>Different degrees of formality may be required</p> <p>Headings can be used to separate equipment from procedure</p> <p>Layout devices such as bullet points, numbers or letters</p>	<p>Use the title to show what the instructions are about</p> <p>Work out exactly what sequence is needed to include at each stage.</p> <p>Decide on the important points you need to include at each stage.</p> <p>Keep sentences as short and simple as possible.</p> <p>Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young.</p> <p>Appeal directly to your reader's interest and enthusiasm.</p> <p>Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.</p>



INSTRUCTION / PROCEDURAL TEXTS - Progression of grammatical skills

Y1	Y2	Y3	Y4	Y5	Y6
<p>Although the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p>	<p>Use of command sentences</p> <p>Commas in lists</p>	<p>Express time, place and cause using conjunctions, adverbs and prepositions</p> <p>Heading and subheadings used to aid presentation</p>	<p>Create cohesion through the use of nouns and pronouns</p> <p>Use fronted adverbials</p>	<p>Not specifically taught as a genre in Y5 but may be used in other subjects or as part of another text type.</p> <p>Parenthesis to add additional advice</p> <p>Relative clauses to add further information</p> <p>Modals to suggest degrees of possibility</p> <p>Layout devices to guide reader</p>	<p>Not specifically taught as a genre in Y6 but may be used in other subjects or as part of another text type.</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 range of cohesive devices including layout features.</p>



INSTRUCTION / PROCEDURAL TEXTS - Progression of vocabulary

Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • 1, 2, 3, 4, 5 • First • Next • After • Cut • Move • Fold • Stir • Colour • Paint 	<ul style="list-style-type: none"> • First of all • To start with • Firstly • Lastly • Finally • Carefully • Gently • Slowly • Softly 	<ul style="list-style-type: none"> • Afterwards • After that • To begin with • Begin by • Secondly • The next step is to • With a slow movement • With a quick pull • Try to 	<ul style="list-style-type: none"> • Continue by... • Carry on... • Do this until... • Stop when... • When you have done this... • Try not to... Avoid...	<ul style="list-style-type: none"> • Don't forget to... • Be careful of... • Don't worry about... • Concentrate on... • At this point... 	<ul style="list-style-type: none"> • Whilst that is... • Focus on... • Try to make sure that... When you do, don't. • I would suggest... • Many people at this stage...



Progression in persuasive texts

things.

Purpose: To argue a can from a particular viewpoint and to encourage the reader/listener towards the same way of seeing

General overview:

Text structure	Grammatical features	Planning and preparation
<p>An opening statement (thesis) that sums up the viewpoint being presented.</p> <p>Strategically organised information presents and then elaborates on the desired viewpoint,</p> <p>A closing statement repeats and reinforces the original thesis.</p>	<p>Written in the present tense. This can include the present perfect.</p> <p>Often refers to generic rather than specific participants. This means cohesion is create through the combined use of nouns and pronouns.</p> <p>Uses adverbials to create cohesions within and across paragraphs</p> <p>Uses logical conjunctions, adverbials and prepositions</p> <p>Paragraphs are useful for organising the content into logical sections.</p> <p>Requires the writer to make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented.</p> <p>Sentence types include rhetorical questions</p> <p>Modals can be used to suggest degrees of possibility</p> <p>Sometimes the second person is useful for appealing to the reader. This also enables the adaptation of the degrees of formality and informality so that the text can appeal to the reader.</p> <p>Adjectives can be used to create persuasive noun phrases.</p> <p>In some formal texts, it may be possible to use the passive voice.</p> <p>Repetition can be used to strengthen your point of view. This also acts as a cohesive device.</p> <p>Because arguments include hypothetical ideas, conditional language such as the subjunctive form can be used.</p>	<p>Decide on the viewpoint you want to present and carefully select the information that supports it.</p> <p>Organise the main points to be made in the best order and decide which persuasive information you will add to support each.</p> <p>Plan some elaboration/explanation, evidence and examples for each key point but avoid ending up with text that sounds like a list.</p> <p>Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant.</p> <p>Try to appear reasonable and use facts rather that emotive comments.</p> <p>Choose strong, positive words and phrases and avoid sounding negative.</p> <p>Use short sentences for emphasis.</p>



PERSUASIVE TEXTS - Progression of grammatical skills

Y1	Y2	Y3	Y4	Y5	Y6
N/A	N/A	<p>Express time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Use present perfect form of verbs</p>	<p>Create cohesion through the use of nouns and pronouns</p> <p>Use adverbials</p> <p>Use paragraphs to organise ideas.</p> <p>Effective use of expanded noun phrases.</p>	<p>Modals can be used to suggest degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials.</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>The passive voice can be used in some formal persuasive texts.</p> <p>Use conditional forms such as the subjunctive form to hypothesise.</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials.</p>



PERSUASIVE TEXTS - Progression of vocabulary

Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> • The biggest • The greatest • The longest • The tallest • I think that • I believe that • Extraordinary • Remarkable 	<ul style="list-style-type: none"> • Surely • Obviously • Clearly • Don't you think... • Firstly • Secondly • Thirdly • My own view is • My last point is • My final point is • Imagine • Consider • Enjoy 	<ul style="list-style-type: none"> • I believe that • It seems to me that • It is clear that • Is it any wonder that • Furthermore • As I see it • Tremendous • Implore you to consider • Extremely significant • Inevitably • Finally • In conclusion • In summary • The evidence presented... • Have you ever thought about...? • Do you think that..? • Fed up with...? 	<ul style="list-style-type: none"> • It strikes me that • There is no doubt that • I am convinced that • It appears • In my opinion • Surely only a fool would consider • In addition • Furthermore • Moreover • My evidence to support this is • On balance.. • Just think how... • Now you can... • For the rest of your life... • Unbelievable • Outrageous • Incredible 	<ul style="list-style-type: none"> • It appears that... • There can be no doubt that... • It is critical... • Fundamentally... • How can anyone believe this to be true? • Does anyone really believe that? • As everyone knows • I cite, for example... • I would draw your attention to... • I would refer to... • On the basis of the evidence presented... • Phenomenal • Unique • Unmissable • You will be... • Don't... • Take a moment to... • Isn't it time to...? • Worried about... • Emotive Language



Progression in report texts

Purpose: To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.

General overview:

Text structure	Grammatical features	Planning and preparation
<p>In the absence of a chronological structures, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <p>An opening statement, often a general classification. Sometimes followed by a more detailed classification</p> <p>A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For examples:</p> <ul style="list-style-type: none"> - Its qualities - Its parts and their functions - Its habits/behaviours/uses 	<p>Often written in the third person and present tense.</p> <p>Sometimes written in the past tense as in a historical report.</p> <p>Questions can be used to form titles/subheadings.</p> <p>Question marks are used to denote questions.</p> <p>Use of conjunctions</p> <p>Use prepositions</p> <p>Cohesion can be created and repetition avoided through the use of nouns and pronouns.</p> <p>Paragraphs to organise sections</p> <p>Headings can be used to organise different sections.</p> <p>Layout devices such as headings, subheadings, columns, bullet points etc. to present information clearly for the reader.</p>	<p>Plan how you will organise the information you want to include</p> <p>Gather information from a wide range of sources and collect it under the headings you've planned.</p> <p>Consider using a question in the title to interest your reader.</p> <p>Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about.</p> <p>Include tables, diagrams or images</p> <p>Find ways of making links with your reader For example:</p> <ul style="list-style-type: none"> - Ask a direct question - Add a personal touch



The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add a variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing.

Requires writer to appreciate the difference between vocabulary typical of informal speech and that appropriate for formal speech. E.g. the habitat of wood mice rather than where wood mice live.

Adjectives, specifically comparative and superlative adjectives can be used to create description.

Brackets, dashes and commas can be used to add extra information inside parenthesis. Ensure audience is taken into account – if report if for an expert, parenthesis definitions would not be required.



REPORT TEXTS - Progression of grammatical skills

Y1	Y2	Y3	Y4	Y5	Y6
<p>Although the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p>	<p>Use present and past tense throughout writing</p> <p>Questions can be used to form titles</p> <p>Question marks are used to denote questions (Y1)</p> <p>Use conjunctions</p> <p>Use adjectives including comparative adjectives to create description.</p>	<p>Express time, place and cause using conjunctions adverbs and prepositions.</p> <p>Headings and subheadings used to aid presentation.</p>	<p>Create cohesion through the use of nouns and pronouns.</p> <p>Use of paragraphs to organise ideas.</p>	<p>Not specifically taught as a genre in Y5 but may be used in other subjects or as part of another text type.</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 and guide the reader.</p>	<p>Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written form.</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>



REPORT TEXTS - Progression of vocabulary

Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> • They like to • They can • It can • Like many • There are two sorts of • They live in • The ___ have but The ___ have ___ 	<ul style="list-style-type: none"> • The following report • They don't • It doesn't • Sometimes • Often • Most 	<ul style="list-style-type: none"> • This report will • The following • Information • Usually • Normally • Even though • Despite the fact • As a rule 	<ul style="list-style-type: none"> • The purpose of this report/article is to... • The information presented will... • Some experts believe... • This article is designed to • Many specialists consider • It can be difficult • ___ will enable you to understand. • Unlike • Despite • Although Like many 	<ul style="list-style-type: none"> • Technical vocabulary fit for purpose and audience



Progression in recounts

Purpose: To retell an event or experience saying what happened.

General overview:

Text structure	Grammatical features	Planning and preparation
<p>Structure often includes:</p> <ul style="list-style-type: none"> - Orientation such as scene-setting or establishing context - An account of the events that took place, often in chronological order. - Some additional detail about each event - Reorientation <p>Structure sometimes reorganises chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time but these strategies are more often used in fictional recounts.</p>	<p>Usually written in the past then with space for pupils to use the past progressive form of the verb.</p> <p>Opportunities also exist for the use of the past perfect and past perfect progressive forms</p> <p>Some forms may use present tense which also enables writing to meet different levels of formality and informality. In these cases, it is also possible to extend opportunities to writing using the present progressive.</p> <p>Conjunctions are useful for coordinating events and showing subordination.</p> <p>Events being recounted have a chronological order, so, conjunctions, adverbs and prepositions are used.</p> <p>Noun phrases to add detail</p> <p>The subject of a recount tends to focus on individual or groups of participant which requires the use of either first or third person</p>	<p>Plan how you will organise the way you retell the events. You could use a timeline to help you plan.</p> <p>Details are important to create a recount rather than a simple list of events in order. Try using Who? What? When? Where? Why? How?</p> <p>Decide how you will finish the recount. It will need a definite ending, perhaps a summary or a comment on what happened.</p> <p>Is the style right for the genre used? (technical/formal language to recount a science experiment; powerful verbs and vivid description to recount an adventure; informal, personal language to tell friends about something funny)</p>



	<p>In personal recounts, the first person is used.</p> <p>Recounts can take many form (diaries, letters, newspaper reports) and paragraphing can be used to organise all of these.</p> <p>Uses adverbials to create cohesion within and across paragraphs.</p> <p>Different degrees of formality may be required for different forms</p> <p>Modals can be used to suggest degrees of possibility</p> <p>Inverted commas can be used to punctuate direct speech. E.g. eye witness reports in newspapers, retelling a conversation in a diary or letter.</p>	
--	--	--



Recounts - Progression of grammatical skills

Y1	Y2	Y3	Y4	Y5	Y6
<p>Although the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p>	<p>Use past and present tense throughout writing.</p> <p>Use progressive form of verbs</p> <p>Use conjunctions for coordination and subordination</p> <p>Use of noun phrases.</p>	<p>Express time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Inverted commas can be used to punctuate direct speech</p>	<p>Not specifically taught as a genre in Y4 but may be used in other subjects or as part of another text type.</p> <p>Use of paragraphs to organise ideas</p> <p>Effective use of expanded noun phrases</p> <p>Fronted adverbials</p>	<p>Use of the past perfect</p> <p>Modals can be used to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials.</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>

Recounts - Progression of vocabulary

Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • First • Next • After • Finally • The best part was • The worst part was • I liked • I didn't 	<ul style="list-style-type: none"> • Afterwards • After that • When • Suddenly • Just then • Next • Much later • I found it interesting when • I found it boring when • I didn't expect 	<ul style="list-style-type: none"> • Last week • During our school trip • Soon • Meanwhile • To begin with • I was pleased that • I didn't expect that • It was difficult to 	<ul style="list-style-type: none"> • Later on... • Before long... • At that very moment... • At precisely... • When this was complete... • I was gripped by... • I felt overwhelmed when... • I was personally affected by... • This has changed how I feel about... 	<ul style="list-style-type: none"> - As it happened - As a result of - Consequently - Subsequently - Unlike the rest of the group, I felt... - In a flash... - Presently - Meanwhile - In conclusion - The experience overall... 	<ul style="list-style-type: none"> • They are unusually • They are rarely • They are never... • They are very... • Generally • Be careful if you • Frequently they... • I will attempt to... • This article will frame... • It can be difficult to... • More than half • Less than half... • Idioms and colloquial language dependent on purpose and audience.



Progression of skills in Narratives from Y1 – Y6

Purpose: The purpose of a narrative can be defined simply as to tell a story. Stories are written to entertain and enthral an audience. Stories can make feel a range of emotions: make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the world around us. They can take us beyond our own experience. Stories are a way of explaining the world, passing on beliefs and entertaining one another.

Examples of narratives:

Stories using predictable and patterned language

Traditional/folk tales

Fairy tales

Stories set in familiar settings

Retellings of stories heard and read

Retelling simple stories in different ways

Modifying well-known stories

Stories set in historical contexts

Myths and legends

Stories with flashbacks

Stories set in fantasy worlds

Stories from different cultures

Science fiction stories

Adventure stories

Mystery stories

Scary stories

Narratives retold from another perspective

Stories with morals or fables

Stories with dilemmas

Stories told as play scripts

Telling a story from a first-person narrative



Narrative texts in Year 1:

Generic text features	Grammatical features	Planning and preparation
<p>Simple narratives and retellings are told/written in first or third person</p> <p>Simple narratives are told/written in past tense.</p> <p>Events are sequenced to create texts that make sense.</p> <p>The main participants are human or animal.</p> <p>Simple narratives use typical characters, settings and events whether imagined or real.</p> <p>'Story language' e.g. Once upon a time, later that day etc. may be used to create purposeful sounding writing.</p>	<p>Stories are often written in the third person and past tense.</p> <p>Personal recounts and retellings often use the first person and past tense.</p> <p>Sentences are demarcated with full stops, capital letters and finger spaces.</p> <p>Use of conjunctions (e.g. and) to join ideas and create variety in sentence structure.</p> <p>Use of exclamation marks to indicate surprise or shock.</p> <p>Question marks can be used to form questions.</p> <p>Use of the personal pronoun 'I' to retell personal narratives.</p>	<p>Listen to stories and narrative texts that use the features required for the writing.</p> <p>Think about the intended audience and the purpose of the story so that plans are shaped to satisfy the audience and purpose.</p> <p>Make plans and props based on the story or narrative that has been shared.</p> <p>Recognise and use 'story language'</p> <p>Tell and retell stories orally using props and plans for assistance and through drama activities.</p> <p>Think, say and write sentences to tell the story or narrative in their own words.</p> <p>Reread the completed narrative aloud, for example, to a partner, small group or the teacher.</p>



Narrative texts in Year 2:

Generic text features	Grammatical features	Planning and preparation
<p>Narratives and retellings are told/written in first or third person.</p> <p>Narratives and retellings are told/written in past tense.</p> <p>Events are sequenced to create texts that make sense.</p> <p>The main participants are human or animal. They are simply developed as either good or bad characters.</p> <p>Simple narratives use typical characters, settings and events whether imagined or real.</p> <p>Language choices help create realistic-sounding narratives. E.g. adverbs, adjective, precise nouns.</p>	<p><i>Look at previous years grammatical features to ensure children include previously learnt grammatical skills in their narratives.</i></p> <p>Stories are often written in the third person and past tense.</p> <p>The past progressive form of the verbs can be used.</p> <p>Apostrophes can be used for possession.</p> <p>Apostrophes to show contraction can be used.</p> <p>Personal retellings often use the first person and past tense.</p> <p>Sentences are demarcated using full-stops, capital letters and finger spaces.</p> <p>Use of conjunctions to join ideas and enable subordination.</p> <p>Use of exclamation marks to indicate emotions such as surprise or shock (Help! Oh no!) and to form exclamatory sentences (What big eyes you have! How wonderful that is!)</p>	<p>Listen to stories and narrative texts that use the features required for the writing.</p> <p>Think about the intended audience and the purpose of the story so that plans are shaped to satisfy both.</p> <p>Make plans and props based on the story or narrative that has been shared.</p> <p>Recognised and use 'story language'</p> <p>Make use of ideas from reading, e.g. using repetition to create effect.</p> <p>Tell and retell stories orally using props and plans for assistance and through drama activities.</p> <p>Think, say and write sentences to tell the story or narrative in their own words.</p> <p>Write narratives using their plan</p> <p>Proofread, revise and edit their writing based on their own thoughts and those of their peers and teachers.</p> <p>Reread completed narrative aloud to a partner, small group or teacher.</p>



Question marks can be used to form questions, including rhetorical questions used to engage the reader.

Adjectives including comparative adjectives to aid description and make comparisons.

Noun phrases can be used to create effective description.

Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.

Verbs should be chosen for effect.



Narrative texts in Year 3:

Generic text features	Grammatical features	Planning and preparation
<p>Narratives and retellings are written in first or third person</p> <p>Narratives and retellings are written in past tense, occasionally these are told in the present tense</p> <p>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</p> <p>Descriptions, including those of settings, are developed through the use of adverbials.</p> <p>Narratives use typical characters, settings and events whether imagined or real.</p> <p>Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</p> <p>Language choices help create realistic-sounding narratives. E.g. adverbs, adjectives, precise nouns, expressive verbs.</p>	<p><i>Look at previous years grammatical features to ensure children include previously learnt grammatical skills in their narratives.</i></p> <p>Paragraphs are useful for organising the narrative into logical sections.</p> <p>Adverbs are useful for denoting shifts in time and for structuring the narrative.</p> <p>The use of conjunctions enables causation to be included in the narrative.</p> <p>Using prepositions enables passage of time to be shown in the narrative and the narrative to be moved on.</p> <p>Present perfect form of verbs can be used within dialogue or a character's thoughts. E.g. What has happened to us? What have you done?</p> <p>Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.</p> <p>Noun phrases can be used to create effective descriptions.</p>	<p>Read stories and narrative texts that use the features required for the writing.</p> <p>Think about the intended audience and the purpose of the story (e.g. to scare, amuse, thrill etc.) so that plans are shaped to satisfy both audience and purpose.</p> <p>Make plans that include a limited number of characters and describe a few key details that show something about their personalities.</p> <p>Compose and rehearse sentences or parts of stories orally to check it makes sense.</p> <p>Recognise and use narrative language.</p> <p>Make use of ideas from reading</p> <p>Try to show rather than tell, e.g. show how a character feels by their actions.</p> <p>Write narratives using their plans.</p> <p>Reread completed narratives aloud</p> <p>Proofread, revise and edit their writing based on their own thoughts and those of their peers and teachers.</p>



Verbs and adverbs should be chosen for effect to show rather than tell how characters are feeling and behaving.

Cohesion can be created and repetition avoided through the use of nouns and pronouns.



Narrative texts in Year 4:

Generic text features	Grammatical features	Planning and preparation
<p>Narratives and retellings are written in the first or third person.</p> <p>Narratives and retellings are written in the past tense, occasionally these are told in the present tense.</p> <p>Events are sequenced to create chronology through the use of adverbials and prepositions.</p> <p>Descriptions, including those of settings, are developed through the use of adverbials.</p> <p>Narratives use typical characters, settings and events whether imagined or real.</p> <p>Dialogue is used to convey characters' thoughts and to move the narrative forward.</p> <p>Language choices help create realistic-sounding narratives.</p>	<p><i>Look at previous years grammatical features to ensure children include previously learnt grammatical skills in their narratives.</i></p> <p>The third person and past tense are used. This can include the past progressive and present perfect.</p> <p>Standard English forms of verb inflections are used instead of local spoken forms.</p> <p>Fronted adverbials can be used.</p> <p>The use of adverbials creates cohesion within and across paragraphs.</p> <p>Cohesion can also be created and repetition avoided through the use of nouns and pronouns.</p> <p>Paragraphs are useful for organising the narrative into logical sections.</p> <p>Verbs and adverbs should be chosen for effect to show rather than tell how the characters feel and behave.</p> <p>The use of conjunctions enables causation to be included in the narrative.</p>	<p>Read narrative texts that use the features required for the writing.</p> <p>Think about the intended audience and the purpose of the story so that plans are shaped to satisfy the audience and purpose.</p> <p>Make plans that include key events, being sure that all events lead towards the ending.</p> <p>Plan a limited number of characters and describe a few key details that show something about their personalities.</p> <p>Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.</p> <p>Recognise and use narrative language</p> <p>Try to show rather than tell, e.g. showing how a character is feeling by what they say and do.</p> <p>Write narratives using their plans.</p> <p>Proofread, revise and edit their writing based on their own thoughts and those of their peers and teachers.</p> <p>Reread completed narratives aloud to others.</p>



Descriptions can be developed through the effective use of expanded noun phrases.

The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.

Apostrophes can be used to indicate plural possession.



Narrative texts in Year 5:

Generic text features	Grammatical features	Planning and preparation
<p>Narratives and retellings are written in first or third person.</p> <p>Narratives and retellings are written in past tense, occasionally these are told in the present tense.</p> <p>Narratives are told sequentially and non-sequentially (e.g. flashbacks) aided by the use of adverbials and prepositions.</p> <p>Descriptions of characters, setting and atmosphere are developed through precise vocabulary choices.</p> <p>Dialogue is used to convey characters' thoughts and to move the narrative forward.</p>	<p><i>Look at previous years grammatical features to ensure children include previously learnt grammatical skills in their narratives.</i></p> <p>The third person and past tense are used. This can include the past progressive and present perfect.</p> <p>Opportunities also exist for the use of the past perfect.</p> <p>Adverbials can be used to create cohesion within and across paragraphs. They could be adverbials of time, place and number.</p> <p>Modals can be used to suggest degrees of possibility.</p> <p>Adverbs of possibility can be used e.g. they were probably going to be there all night.</p> <p>Parenthesis to add additional information through the use of brackets, dashes and commas.</p> <p>Relative clauses can be used to add further information.</p>	<p>Read narratives texts that use the features required for the writing.</p> <p>Think about the intended audience and the purpose of the story so that plans are shaped to satisfy both.</p> <p>Make plans that include key events, being sure that all events lead towards the ending.</p> <p>Plan a limited number of characters and describe a few key details that show something about their personalities.</p> <p>Make use of the ideas from reading</p> <p>Recognise and use narrative language.</p> <p>Try to show rather than tell.</p> <p>Write narratives using their plans.</p> <p>Show how the main character has developed as a result of the narrative.</p> <p>Proofread, revise and edit their writing based on their own thoughts and those of their peers and teachers.</p> <p>Read their completed narratives to other children.</p>



Narrative texts in Year 6:

Generic text features	Grammatical features	Planning and preparation
<p>Narratives and retellings are written in first or third person.</p> <p>Narratives and retellings are written in past tense, occasionally these are told in the present tense.</p> <p>Narratives are told sequentially and non-sequentially through the use of adverbials and prepositions.</p> <p>Descriptions of characters, settings and atmosphere are developed through precise vocabulary choices.</p> <p>Dialogue is used to convey characters' thoughts and to move the narrative forward.</p>	<p><i>Look at previous years grammatical features to ensure children include previously learnt grammatical skills in their narratives.</i></p> <p>By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech.</p> <p>The passive voice can be used</p> <p>Create cohesion across paragraphs using a wider range of cohesion devices such as organisational features, pronouns, nouns, and adverbials or by choosing to use repetition or ellipses for effect.</p> <p>Colons, semicolons and dashes can be used to separate and link ideas.</p>	<p>Read narrative texts that use the features required for the writing.</p> <p>Think about the intended audience and the purpose of the story so that plans are shaped to satisfy both.</p> <p>Make plans that includes key events, being sure that all events lead towards the ending.</p> <p>Plan a limited number of characters and describe a few key details that show something about their personalities.</p> <p>Make use of ideas from reading, e.g. using short and long sentences for different effects.</p> <p>Try to show rather than tell, for example, show how a character feels by what they say or do.</p> <p>Use all the senses when imagining and then describing the setting.</p> <p>Write narratives using their plans.</p> <p>Show how the main character has developed as a result of the narrative.</p> <p>Proofread, revise and edit their writing based on their own thoughts and those of their peers and teachers. Read their completed narratives to other children.</p>