Etwall Primary School English Progression Map

At Etwall Primary School, children learn to write using high quality texts as inspiration. They will experience a number of versions of the same genre so that they may be immersed in the language of that genre, and embed the grammatical patterns and nuances that are implicitly and explicitly used within a text. Children are engaged through an exciting and challenging English approach, which sees high quality literature as a foundation for learning to write.

Narrative / Fiction	Non – Fiction	Poetry
Traditional Tales Myths, Legends and Fables. Play scripts / film narrative Mystery, Fantasy Adventure, Historical, Familiar settings, Quests,	Recount Labels and Captions Letter writing Instructions Explanation Chronological reports Non-Chron. reports Persuasion and Debate	Poetry of various styles including shape, performance and Found poetry Kennings, Haiku, Limerick, Calligrams, Cinquain, Tanka, Riddles, Rap Narrative poems, Monologue Poetry Appreciation: Listening and opinions

At Etwall Primary School, we aim to create confident writers who are able to appraise their own writing, and the writing of others, and who write for pleasure with articulate and creative narrative voices. We aim to develop mature and competent writers who can voice their thoughts and ideas in a clear and concise manner, and who take real pleasure in doing so.

National Curriculum

6.3 Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

6.4 Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write.

Writing to entertain

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Story/narrative	Joining sentences with 'and' Sequencing sentences to form short narratives Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Formation of adjectives using suffixes such as –ful, –less Expanded noun phrases for description and specification Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Use of the present perfect form of verbs instead of the simple past Introduction to inverted commas to punctuate direct speech	Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use commas to mark subordinate clauses. Begin to use relative clauses marked with commas.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Devices to build cohesion within a paragraph [for example, then, after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and manner and frequency	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses.

Description	Joining sentences with 'and' Sequencing sentences to form short narratives Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Formation of adjectives using suffixes such as –ful, –less Expanded noun phrases for description and specification Use of the progressive form of verbs in the present and past tense to mark actions in progress Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material	Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use commas to mark subordinate clauses. Begin to use relative clauses marked with commas.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Linking ideas across paragraphs using adverbials of time, place and manner and frequency	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses
Poetry	Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences Joining sentences with 'and'	Formation of adjectives using suffixes such as –ful, –less Expanded noun phrases for description and specification Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Devices to build cohesion for example, then, after that, this, firstly	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

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Writing to inform

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Recount (diary, letter, newspaper, report)	Joining sentences with 'and' Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Use sentences with different forms: statement, question, exclamation, command.	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Apostrophes to mark plural possession Use commas to mark subordinate clauses. Begin to use relative clauses marked with commas.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and manner and frequency Brackets, dashes or commas to indicate parenthesis	Use of the passive to affect the presentation of information in a sentence Use structures typical of informal speech and structures appropriate for formal speech and writing Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence] Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information
Biography		Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress Use of capital letters, full stops, question marks and	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Apostrophes to mark plural possession Use commas to mark subordinate clauses.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Devices to build cohesion within a paragraph [for example, then, after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and manner and frequency Brackets, dashes or commas to indicate parenthesis	Use of the passive to affect the presentation of information in a sentence Use structures typical of informal speech and structures appropriate for formal speech and writing Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence]

Instruction/Explanation/						
		exclamation marks to demarcate sentences		Begin to use relative clauses marked with commas.		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists
Instruction/ Explanation/	Joining sentences with 'and' Beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification Correct choice and consistent use of present tense and past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Use sentences with different forms: statement, question, exclamation, command.	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use commas to mark subordinate clauses. Begin to use relative clauses marked with commas.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and manner and frequency Brackets, dashes or commas to indicate parenthesis	Use of the passive to affect the presentation of information in a sentence Use structures typical of informal speech and structures appropriate for formal speech and writing Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence] Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information

Writing to persuade

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Advertising		Use sentences with different forms: statement, question, exclamation, command. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of imperative verbs to convey urgency. Use ? and ! for rhetorical/exclamatory sentences. Introduction to paragraphs as a way to group related material	Use commas to mark subordinate clauses. Begin to use relative clauses marked with commas.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Brackets, dashes or commas to indicate parenthesis	Use structures typical of informal speech and structures appropriate for formal speech and writing (use of the subjunctive form) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence] Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the semi-colon, colon and dash to mark the boundary between independent clauses How hyphens can be used to avoid ambiguity Punctuation of bullet points to list information

Persuasive letter/speech			Use of imperative verbs to convey urgency. Use ? and ! for rhetorical/exclamatory sentences. Introduction to paragraphs as a way to group related material	Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Begin to use relative clauses marked with commas.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and manner and frequency Brackets, dashes or commas to indicate parenthesis	Use structures typical of informal speech and structures appropriate for formal speech and writing (use of the subjunctive form) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence] Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity

Writing to discuss

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Argument/ discussion text				Fronted adverbials marked with commas [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use commas to mark subordinate clauses. Begin to use relative clauses marked with commas.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and manner and frequency Brackets, dashes or commas to indicate parenthesis	Use of the passive to affect the presentation of information in a sentence Use structures typical of informal speech and structures appropriate for formal speech and writing Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence] Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity

| Review | | | | | Use of the passive to affect the presentation of information in a sentence

Use structures typical of informal speech and structures appropriate for formal speech and writing

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence]

Use of the semi-colon, colon and dash to mark the boundary between independent clauses

Use of the colon to introduce a list and use of semi-colons within lists |
|--------|--|--|--|--|--|
| | | | | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | |

Expectations:

Teachers will ensure that children cover each genre at least once over the course of each year, for example, choosing a genre of writing for the topic which suits it, and is not being covered in an alternative topic area. This means that for each unit of work, children are being exposed to a different (but relevant) genre so that over time, they will see how a style of writing will fit a topic and how to change tone, language and grammar accordingly.

Children will build up to each 'big write' by practicing 'short burst' writing at least three times a week, which will build up to one high quality piece of writing at the end of the unit. For example, if children are studying The Great Fire of London, they will read around the topic, perhaps looking at diary entries, information books and other types of text, mimicking the style (short burst), and finally looking more closely at one particular genre of writing. They will then have collected the information they need and have seen enough examples of the genre, e.g diary entries, so they can confidently write a diary entry of their own. This immersion should ensure that children are provided with the vocabulary, grammar and style of a type of writing, and are therefore more able to adopt the nuances of the genre in their own writing.

Over the course of the two-year cycle, children in year 1 & 2 will have covered:
Non – chronological reports
Newspaper reports
Information text
Other Non-fiction e.g. captions, labels, lists, menus, invitations, postcards, wanted posters and glossaries
Recounts
Explanation texts
Instructions
Poetry - performance/ on a theme/ traditional rhymes / classic poetry / with structure
Stories set in familiar surroundings / with repetitive patterns/structures
Traditional Tales/ stories from other cultures

Over the course of the two- year cycle, children in year 3 & 4 will have covered:
Non-chronological reports
newspaper reports
Information booklet – collection of non-fiction text types
Persuasion – sales pitch / article
Discussion / debate report
Explanation
Recount: biography

Poems on a theme
Poems e.g. Kennings, Cinquain
Classic poetry (including performance poetry)
poems with a structure (e.g. shape, calligrams, rhyme scheme)
Performance poetry (including classic poetry)
Historical narrative
fantasy

Novel as a theme
Film and playscripts
classic fiction
myths

Over the course of the two- year cycle, children in year 5 & 6 will have learnt:
Information texts hybrid
Magazine articles
Information booklet with a range of text types
Persuasion – TV or radio broadcast
Discussion
Explanation
Recount: Biography and autobiography
Reports including formal reports
Persuasion
Discussion: formal debate
Discussion
Instructions
Poems: free verse
poems with imagery
Classic narrative poetry
Poems with figurative language
poems with a structure (e.g. haiku, limericks)
Historical narrative
Science-fiction
Novel as a theme
Film and playscript
Flashbacks/ time shift
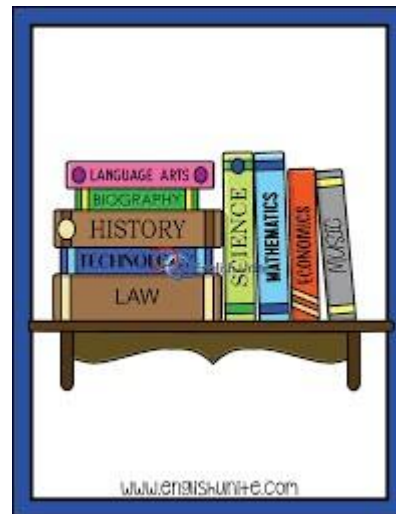Stories from other cultures
Legends
Detective/ crime
Older literature, e.g. Shakespeare
Classic fiction
Novels and stories by significant children's author

Non -Fiction Progression

Non-fiction

Non-fiction texts are wide ranging and occur in many forms in everyday life. The following tables and supporting guidance select the most common forms of non-fiction. Many non-fiction texts in real life blur the boundaries between text types and their features. The most common language features are listed for each text type but variants of all text types occur, especially when they are used in combination. The features listed are often but not always present.

Progression in discussion texts

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

Purpose:		
To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.		
Generic text structure	**Grammatical features**	**Planning and preparation**
The most common structure includes: • 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. Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular	• Written in the **present tense.** This can include other forms such as **present perfect** e.g. some people have argued…some people have said… • Generalises the participants and things it refers to using uncountable **noun phrases** (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). • **Heading and subheadings** can be used to aid presentation. • **Paragraphs** are useful for organising the discussion into logical sections.	• Questions often make good titles e.g. Should everyone travel less to conserve global energy? • Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot. • Make sure you show both/all sides of the argument fairly. • Support each viewpoint you present with reasons and evidence. • If you opt to support one particular view in the conclusion, give reasons for your decision.

viewpoint using reasoned judgements based on the evidence provided	• Uses **adverbials** e.g. therefore, however to create **cohesion within and across paragraphs.** • Writers need to make **formal and informal vocabulary choices** to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ... • **Layout devices** such as diagrams, illustrations, moving images and sound can be used to provide additional information or give evidence • **The passive voice** can sometimes be used to present points of view e.g**.** It could be claimed that…it is possible that…some could claim that… • **Degrees of formality and informality** can be adapted to suit the form of the discussion e.g. whether writing a formal letter on an informal blog. This can include **vocabulary choices** e.g. choosing habitat rather than home…indicates rather than shows • Because arguments include hypothetical ideas, conditional language, such as the **subjunctive form** can sometimes be used e.g. If people were to stop hunting whales… • In discussions, complex ideas need developing over a sentence. **Colons and semi-colons** can be useful for separating and linking these ideas.	• Don't forget that discussion texts can be combined with other text types depending on your • Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information • Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.

Created by Rachel Clarke: Director Primary English Education and Holly Haines: English Subject Leader Stoke Primary School, Coventry.   2
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Year group	Grammatical features to include in discussions
1	n/a
2	n/a
3	n/a
4	Consistent use of **present tense** (Y2) Use **present perfect** form of verbs (Y3) Effective use of **noun phrases** Use of **paragraphs** to organise ideas Use **adverbials** e.g. therefore, however… **Heading and subheadings** used to aid presentation (Y3)
5	Create **cohesion within paragraphs** using adverbials **Use layout devices** to provide additional information and guide the reader
6	Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials **Make formal and informal vocabulary choices** **Use the passive voice** to present points of view without Adapt **degrees of formality and informality** to suit the form of the discussion Use conditional forms such as the **subjunctive form** to hypothesise **Make formal and informal vocabulary choices** **Use semi-colons, colons and dashes to make boundaries between clauses**

Common forms of discussion text:
Non-fiction book on an 'issues'
Write-up a debate
Leaflet or article giving balanced account of an issue
Writing editorials about historical attitudes to gender, social class, colonialism etc.
Writing letters about pollution, factory farming or smoking
Writing essays giving opinions about literature, music or works of art

Progression in explanatory texts

Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children's dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word's meaning. Like all text types, explanatory texts vary widely and are often found combined with other text types.

Purpose: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.		
Generic text structure	**Grammatical features**	**Planning and preparation**
• A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. • The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.	• Written in **present tense** e.g. Hedgehogs wake up again in the spring.) • **Questions** can be used to form titles e.g. How do hedgehogs survive the winter? Why does it get dark at night? • **Question marks** are used to denote questions. • Use of **adverbs** e.g. first, then, after that, finally… • Use of **conjunctions** e.g. so, because… • Use **prepositions** e.g. before, after… • **Cohesion** can be created, and repetition avoided through the use of **nouns and pronouns e.g.** <u>Many</u> mammals…<u>they</u> feed their young… • **Indicate degrees of possibility using adverbs** e.g. perhaps, surely… Sometimes **modal verbs** can be used to express degrees of possibility e.g. might, should, will… • **Fronted adverbials** can be used e.g. During the night, nocturnal animals…	• Choose a title that shows what you are explaining, perhaps using why or how. • Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. • Use the first paragraph to introduce what you will be explaining. • Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. • Add a few interesting details. • Interest the reader by talking directly to them • Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information • Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.

- **Relative clauses** can be used to add further information e.g. Hedgehogs, which are mammals…
- **Degrees of formality and informality** can be adapted to suit the form of the discussion, so an **informal tone** can sometimes be appropriate e.g. You'll be surprised to know that ... Have you ever thought about the way that ...? And a **formal, authoritative tone** can also be adopted e.g. oxygen is constantly replaced in the bloodstream…
- **The passive voice** can sometimes be used e.g. gases are carried...
- **Layout devices** such as heading, subheadings, columns, bullets etc can be used to present information clearly.
- **Paragraphs** are useful for organising the explanation into logical sections.
- **Brackets, dashes and commas** can be used to add extra information inside **parenthesis** e.g. oxygen (a gas found in air)

Progression by year group

Year group	Grammatical features to include in explanations
1	n/a
2	Consistent use of **present tense** **Questions** can be used to form titles **Question marks** are used to denote questions (Y1) Use **conjunctions** e.g. so…because
3	**Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** **Heading and subheadings** used to aid presentation

Created by Rachel Clarke: Director Primary English Education and Holly Haines: English Subject Leader Stoke Primary School, Coventry.

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4	Use **fronted adverbials** Use of **paragraphs** to organise ideas Create **cohesion** through the use of **nouns and pronouns**
5	**Indicate degrees of possibility using adverbs** and **modal verbs** **Use layout devices** to provide additional information and guide the reader Create **cohesion within paragraphs** using adverbials **Relative clauses** can be used to add further information **Parenthesis** can be used to add clarification of technical words
6	Adapt **degrees of formality and informality** to suit the form of the explanation Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials **The passive voice** can be used

Common forms of explanatory text:

Explaining electricity, forces, food chains etc. in science

Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt

Explaining phenomena such as the water cycle or how a volcano erupts in geography

Explaining religious traditions and practices in RE

Encyclopaedia entries

Technical manuals

Question and answer articles and leaflets

Science write-ups

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Progression in Instruction/procedural texts

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Purpose: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s		
Generic text structure	**Grammatical features**	**Planning and preparation**
• Begin by defining the goal or desired outcome. E.g. How to make a board game. • List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. • Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) • A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.	• Use of imperative/**command** sentences e.g. Cut the card ... Paint your design ...some of these may be **negative commands** e.g. Do not use any glue at this stage… • **Commas** in lists can be used to separate required ingredients/materials • **Conjunctions, adverbs and prepositions** can be used to order and explain the procedure e.g. when this has been done…next add…after doing this… • **Relative clauses** can be used to add further information e.g. Collect your jam from the fried, which may be bought or homemade… • **Cohesion** can be created, and repetition avoided through the use of **nouns and pronouns** e.g. Add <u>the egg</u> and then beat <u>it</u> with a whisk. • Additional advice can be added through the use of **parenthesis** e.g. (It's a good idea to leave it overnight if you have time) ... • **Conditional adverbials** can be used, including as **fronted adverbials** to make	• Use the title to show what the instructions are about. E.g. How to look after goldfish. • Work out exactly what sequence is needed to achieve the planned goal. • Decide on the important points you need to include at each stage. • Keep sentences as short and simple as possible. • Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. • Appeal directly to the reader's interest and enthusiasm. E.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now. • 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.

	suggested alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers. • **Modals** can be used to **suggest degrees of possibility** e.g. you should…you might want to… • Different degrees of **formality** may be required e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. • **Headings** can be used to separate the equipment from the procedure. • **Layout devices such as bullet points, numbers or letters** to help your reader keep track as they work their way through each step.	

Progression by year group

Year group	Grammatical features to include in instructions
1	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.
2	Use of **command sentences** **Commas** in lists
3	**Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** **Heading and subheadings** used to aid presentation
4	Create **cohesion** through the use of **nouns and pronouns** Use **fronted adverbials**
5	**Parenthesis** can be used to add additional advice **Relative clauses** can be used to add further information **Modals** can be used to **suggest degrees of possibility** **Use layout devices** to provide additional information and guide the reader

6	Adapt **degrees of formality and informality** to suit the form of the instructions
	Create **cohesion across the text** using a wide of cohesive devices including layout features

Common forms of instructional text:
How to design and make artefacts
Technical manuals: how to operate computers, phones, devices
How to carry out science experiments or to carry out a mathematical procedure
How to play a game
Writing rules for behaviour
How to cook and prepare food
Timetables and route-finders
Posters, notices and signs
Instructions on packaging

Progression in persuasive texts

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.		
Generic text structure	**Grammatical features**	**Planning and Preparation**
- An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) - Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) - A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)	- Written in the **present tense.** This can include other forms such as **present perfect** e.g. people have said… - Often refers to generic rather than specific participants e.g. Vegetables are good for you. They ... This means that **cohesion** is created through the combined use of **nouns and pronouns**. - Uses **adverbials** e.g. therefore, however to create **cohesion within and across paragraphs.** - Uses logical **conjunctions, adverbials and prepositions** e.g. This proves that ... So it's clear ... Therefore ... **Paragraphs** are useful for organising the content into logical sections. - Requires the writer to **make formal and informal vocabulary choices** by moving from generic statements to specific examples when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.)	- Decide on the viewpoint you want to present and carefully select the information that supports it. - Organise the main points to be made in the best order and decide which persuasive information you will add to support each. - Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. - Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. - Try to appear reasonable and use facts rather than emotive comments. - Choose strong, positive words and phrases and avoid sounding negative. - Use short sentences for emphasis. - Re-read the text as if you have no opinion and decide if you would be persuaded. - Remember that you can use persuasive writing within other text types.

| | Sentence types include **rhetorical questions** e.g. Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to? **Modals can be used to suggest degrees of possibility** e.g. this could be…you should…you might want to… Sometimes the second **person** is useful for appealing to the reader e.**g.** e.g. this is just what you've been looking for. This also enables adaptation of the **Degrees of formality and informality** so that the text appeals to the reader. Adjectives can be used to create persuasive **noun phrases** e.g. delicious chocolate…evil hunters… In some formal texts, it may be possible to use the passive voice e.g. It can be said…it cannot be overstated… Repetition can be used to strengthen your point of view. This also acts as a **cohesive device.** Because arguments include hypothetical ideas, conditional language, such as the **subjunctive form** can sometimes be used e.g. If people were to stop hunting whales… | |

Progression by year group

Year group	Grammatical features to include in persuasive texts
1	n/a

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2	Written in **present tense** Rhetorical questions Effective use of **noun phrases**
3	**Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** Use **present perfect** form of verbs
4	Create **cohesion** through the use of **nouns and pronouns** Use **adverbials** e.g. therefore, however… Use **paragraphs** to organise ideas Effective use of **expanded noun phrases**
5	**Modals** can be used to **suggest degrees of possibility** Create **cohesion within paragraphs** using adverbials
6	**Make formal and informal vocabulary choices** Adapt **degrees of formality and informality** to suit the form of the text **The passive voice** can be used in some formal persuasive texts Use conditional forms such as the **subjunctive form** to hypothesise Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials

Common forms of persuasive text:
Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues
Writing letters about topics such as traffic on the high street or deforestations
Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse
Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition
Writing book reviews for other pupils
Book blurbs
Political pamphlets
Applying for a job or a position on the school council

Progression in report texts

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

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.

Generic text structure	Grammatical features	Planning and Preparation
In the absence of a temporal (chronological) structure where events happen in a particular order, 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: • an opening statement, often a general classification (Sparrows are birds); • sometimes followed by a more detailed or technical classification (Their Latin name is...); • a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: • its qualities (Like most birds, sparrows have feathers.); • its parts and their functions (The beak is small and strong so that it can ...);	• Often written in the **third person** and **present tense** e.g. They like to build their nests ... It is a cold and dangerous place to live. • Sometimes written in the **past tense**, as in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work. • **Questions** can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian school? • **Question marks** are used to denote questions. • Use of **conjunctions** e.g. so, because… • Use **prepositions** e.g. before, after… • **Cohesion** can be created, and repetition avoided through the use of **nouns and pronouns e.g.** <u>The Victorians </u>liked…<u>they</u> were particularly fond of…	• Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. • Gather information from a wide range of sources and collect it under the headings you've planned. • Consider using a question in the title to interest your reader (Vitamins – why are they so important?). • 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. • Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information. • Find ways of making links with your reader. You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a

• its habits/behaviour/ uses (Sparrows nest in ...)	• Non-chronological reports are often organised into sections. This makes **paragraphing** a useful tool. • **Headings** can be used to organise different sections. • **Layout devices** such as heading, subheadings, columns, bullets etc can be used to present information clearly. Consistent use across the text helps create **cohesion.** • The **passive voice** is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. E.g. Sparrows are found in ... Sharks are hunted ... children were taught ... • Requires the 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** and specifically **comparative adjectives** can be used to create description e.g. Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal. • **Brackets, dashes and commas** can be used to add extra information inside **parenthesis.**	personal touch to the text e.g. So next time you choose a pet, think about getting a dog. • Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. • Use other text-types within your report if they will make it more effective for your purpose and audience.

Progression by year group

Year group	Grammatical features to include in reports
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
2	Use **present and past tense** throughout writing **Questions** can be used to form titles **Question marks** are used to denote questions (Y1) Use **conjunctions** e.g. because to aid explanation **Use adjectives** including **comparative adjectives** to create description
3	**Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** **Headings and subheadings** used to aid presentation
4	Create **cohesion** through the use of **nouns and pronouns** Use of **paragraphs** to organise ideas
5	Create **cohesion within paragraphs** using adverbials **Parenthesis** can be used to add additional information **Use layout devices** to provide additional information and guide the reader
6	Use **vocabulary typical of informal speech** and that appropriate for **formal speech** in the appropriate written forms **The passive voice** can be used Create **cohesion across paragraphs** using a wider range of cohesive devices such as organisational features, headings and questions.

Common forms of report text:
Describing aspects of daily life in history (e.g. fashion, transport, buildings)
Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures)
Comparing and describing localities or geographical features
Describing the characteristics of religious groups and their lifestyles in RE
Information leaflets
Tourist guidebooks
Encyclopaedia entries
Magazine articles

Letters
Non-fiction books
Catalogues
Magazine articles

Progression in recounts

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.		
Generic text structure	**Grammatical features**	**Planning and Preparation**
Structure often includes: • orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • an account of the events that took place, often in chronological order (The first person to arrive was ...) • some additional detail about each event (He was surprised to see me.) • reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts	• Usually written in **the past tense** with space for pupils to use the **past progressive** form of verbs, e.g. the children <u>were playing</u>, I <u>was hoping</u>… • Opportunities also exist for the use of the **past perfect** e.g. The children <u>had tried</u>…earlier in the day, the owls <u>had hunted</u>… and **Past perfect progressive** forms e.g. the children <u>had been singing</u>… we <u>had been hoping</u> to go on this trip for a long time… • Some forms may use **present tense**, e.g. informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!) 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** e.g. I <u>am</u> really <u>hoping</u>…	• Plan how you will organise the way you retell the events. You could use a timeline to help you plan. • Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. • Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had). • Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? • Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your

	Conjunctions are useful for **coordinating** events and showing **subordination** e.g. we went to the park so we could play on the swings… - Events being recounted have a chronological order, so **conjunctions, adverbs and prepositions are used e.g.** then, next, first, afterwards, just before that, at last, meanwhile. **Noun phrases** (some people, most dogs, blue butterfly) can be used to add detail and interest the reader - The subject of a recount tends to focus on individual or group participants, which requires the use of either **first or third** person e.g. **Third person** they all shouted, she crept out, it looked like an animal of some kind). - In personal recounts, the **first person** is used e.g. I was on my way to school ... We got on the bus… - Recounts can take many forms (diaries, letters, newspaper reports) **paragraphing** can be used to organise all of these. - Uses **adverbials** e.g. therefore, however to create **cohesion within and across paragraphs.** - Different degrees of **formality** may be required for different forms e.g. high formality if recounting in the style of a broadsheet newspaper or informal in a personal diary.	friends about something funny that happened to you.)

	Modals can be used to suggest degrees of possibility e.g. I should never have...they must be allowed… • Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in a diary or letter…	

Progression by year group

Year group	Grammatical features to include in recounts
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
2	Use **past and present tense** throughout writing Use **progressive** forms of verbs Use **conjunctions** for coordination and subordination Use of **noun phrases**
3	**Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** **Inverted commas can be used to punctuate direct speech**
4	Use of **paragraphs** to organise ideas Effective use of **expanded noun phrases** **Fronted adverbials** (e.g. Later that day)
5	Use of the **past perfect** **Modals** can be used to indicate degrees of possibility Create **cohesion within paragraphs** using adverbials
6	Use of the **past perfect progressive** form of verbs Adapt **degrees of formality and informality** to suit the form of the text Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials

Common forms of recount texts:

Retelling stories in English lessons and other curriculum areas such as RE
Giving accounts of schoolwork, sporting events, science experiments and trips out
Writing historical accounts
Writing biographies and autobiographies
Letters and postcards
Diaries and journals
Newspaper reports
Magazine articles
Obituaries
Encyclopaedia entries

Narrative Progression

Progression in Narrative

Purpose: The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthrall an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another.

Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.

Narrative texts in Year 1		
Generic text features	**Grammatical features**	**Planning and preparation**
• Simple narratives and retellings are told/ written in first or third person. • Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.	• Stories are often written in the **third person** and **past tense** e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. • Personal recounts and retellings often use the **first person** and **past tense**, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. • Sentences are demarcated using **full-stops**, **capital letters** and **finger spaces**. • Use of **conjunctions** e.g. and … to join ideas and create variety in the sentence structure. • Use of **exclamation marks** to indicate emotions such as surprise or shock e.g. Help! Oh no! • **Question marks** can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf.	• Listen to stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. • Make plans and props based on the story or narrative that has been shared. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words.

	Use of the personal pronoun 'I' to retell personal narratives, e.g. I went to the park yesterday.	Reread the completed narrative aloud, for example, to a partner, small group or the teacher.

Narrative texts in Year 2		
Generic text features	Grammatical features	Planning and preparation
• Narratives and retellings are told/ written in first or third person • Narratives and retellings are told/ written in past tense • Events are sequenced to create texts that make sense. • The main participants are human or animal. They are simply developed as either good or bad characters. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.	• Stories are often written in the **third person** and **past tense** e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. • The **past progressive** form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u>, Rapunzel <u>was hoping</u> someone would come and rescue her… • **Apostrophes can be used for possession**, e.g. Granny's house, baby bear's bed. • **Apostrophes to show contraction** can be used, e.g. Goldilocks couldn't believe her eyes. • Personal retellings often use the **first person** and **past tense**, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. • Sentences are demarcated using **full-stops**, **capital letters** and **finger spaces**.	• Listen to stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. • Make plans and props based on the story or narrative that has been shared. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Make use of ideas from reading, e.g. using repetition to create an effect. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words. • Write narratives using their plans.

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	• Use of **conjunctions** e.g. and, so, because, when, if, that, or, but … to join ideas and enable subordination of ideas. • Use of **exclamation marks** to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form **exclamative sentences**, e.g. How amazing was that!, What an incredible sight! • **Question marks** can be used to form questions, including **rhetorical questions** used to engage the reader. • **Adjectives** including **comparative adjectives** are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. • **Noun phrases** can be used to create effective descriptions, e.g. the deep, dark woods. • **Commas** can be used to separate lists of characters, ideas and adjectives in expanded noun phrases. • **Verbs should be chosen for effect** e.g. walked instead of went, grabbed instead of got etc.	• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, for example, to a partner, small group or the teacher.

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Narrative texts in Year 3		
Generic text features	**Grammatical features**	**Planning and preparation**
• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)	• **Paragraphs** are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. • **Adverbs** e.g. first, then, after that, finally… are useful for denoting shifts in time and for structuring the narrative. • The use of **conjunctions** e.g. when, before, after, while, so, because…enables causation to be included in the narrative. • Using **prepositions** e.g. before, after, during, after, before, in, because of… enables the passage of time to be shown in the narrative and the narrative to be moved on. • **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? They have forgotten me… • **Headings and subheadings** can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close… etc. • **Inverted commas can be used to punctuate direct speech** this allows characters to interact and the story to be developed. • **Noun phrases** can be used to create effective descriptions, e.g. the deep, dark woods.	• Read stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities. • Compose and rehearse sentences or parts of stories orally to check for sense. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that… etc. • Make use of ideas from reading, e.g. using repetition to create an effect. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Reread completed narratives aloud, e.g. to a partner, small group. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.

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- **Verbs and adverbs should be chosen for effect** e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.
- **Cohesion** can be created, and repetition avoided through the use of **nouns and pronouns** e.g. Sammy and John… they… the boys…

Narrative texts in Year 4		
Generic text features	**Grammatical features**	**Planning and preparation**
- Narratives and retellings are written in the first or third person. - Narratives and retellings are written in the past tense, occasionally these are told in the present tense. - Events are sequenced to create chronology through the use of adverbials and prepositions - Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… - Narratives use typical characters, settings and events whether imagined or real. - Dialogue is used to convey characters' thoughts and to move the narrative forward. - Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives,	- The **third person** and **past tense** are used. This can include the **past progressive** (e.g. the Billy Goats Gruff were eating), **Present perfect (**e.g. What have you done?). **Standard English** forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. **Fronted adverbials** can be used e.g. During the night…, in a distant field…. These should be punctuated using a comma. - The use of **adverbials** e.g. therefore, however cerates **cohesion within and across paragraphs.** **Cohesion** can also be created, and repetition avoided through the use of **nouns and**	- Read narrative texts that use the features required for the writing. - Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. - Make plans that include key events, being sure that all the events lead towards the ending. - Plan a limited number of characters and describe a few key details that show something about their personalities. - Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.

Created by Rachel Clarke: Director Primary English Education, Neil Cleland, Whitmore Park Primary; Holly Haines, Stoke Primary; Gemma Spence, John Shelton Primary.
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| precise nouns, expressive verbs and figurative language etc. | • **pronouns** e.g. Sammy and John… they… the boys…
• **Paragraphs** are useful for organising the narrative into logical sections.
• **Verbs and adverbs should be chosen for effect** e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.
• The use of **conjunctions** e.g. when, before, after, while, so, because…enables causation to be included in the narrative.
• Descriptions can be developed through the effective use of **expanded noun phrases e.g.** the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).
• **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** e.g. The girls' names, the children's mother, the aliens' spaceship. | • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that… etc.
• Try to show rather than tell, for example, show how a character feels by what they say or do.
• Write narratives using their plans.
• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.
• Reread completed narratives aloud, e.g. to a partner, small group. |

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Narrative texts in Year 5		
Generic text features	**Grammatical features**	**Planning and preparation**
• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language • Dialogue is used to convey characters' thoughts and to move the narrative forward.	• The **third person** and **past tense** are used. This can include the **past progressive** (e.g. the Billy Goats Gruff <u>were eating</u>), **Present perfect (**e.g. What have you done?). • Opportunities also exist for the use of the **past perfect** e.g. The children <u>had tried</u>…earlier in the day, the goblins <u>had hidden</u>… and **Past perfect progressive** forms e.g. the children <u>had been searching</u>… they <u>had been hoping</u> to find the treasure since they started on the quest … • **Adverbials** can be used e.g. therefore, however to create **cohesion within and across paragraphs.** These adverbials can take the form of time (later), place (nearby), and numbers (secondly). • **Modals can be used to suggest degrees of possibility**, e.g. They <u>should</u> never have…If they were careful, the children <u>might</u> be able to… • **Adverbs of possibility** can be used to suggest possibility, e.g. They were <u>probably</u> going to be stuck there all night…, they were <u>definitely</u> on the adventure of a lifetime… • **Parenthesis** can be used to add additional information through the use of **brackets, dashes or commas** e.g. using brackets for stage instructions in a playscript.	• Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that… etc. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Show how the main character has developed as a result of the narrative. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.

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	• **Layout devices can be used** to provide additional information and guide the reader, e.g. Chapter 1, How it all began…, The story comes to a close… • **Relative clauses** can be used to add further information, e.g. the witch, who was ugly and green,…The treasure, which had been buried in a chest… this should include the use of commas when required.	• Read their completed narratives to other children.

Narrative texts in Year 6		
Generic text features	**Grammatical features**	**Planning and preparation**
• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward.	• 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** e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. • **The passive voice** can be used e.g. it was possible that…, the map was given to the children by…, more ingredients were added to the potion etc. • Writers may use conditional forms such as the **subjunctive form** to hypothesise, e.g. If the children were to get out of this situation…, if only there were a way to solve	• Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using short and long sentences for different effects.

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	this problem…, I wished I were somewhere else…etc. • **Past perfect progressive** forms can be used to indicate specific points in time e.g. the children <u>had been searching</u>… I <u>had been dreaming</u> of riding a unicorn all my life… • Create **cohesion across paragraphs** using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. • **Colons, semi-colons and dashes** can be used to separate and link ideas.	• Try to show rather than tell, for example, show how a character feels by what they say or do. • Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day. • Write narratives using their plans. • Show how the main character has developed as a result of the narrative. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Read their completed narratives to other children.

Common forms of narrative text:
Stories that use predictable and patterned language
Traditional and/or folk tales
Fairy tales
Stories set in familiar settings
Retellings of stories heard and read
Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.)
Modifying well-known stories (changing a character; amending the ending; changing the setting etc.)
Stories set in historical contexts
Myths and legends
Stories with flashbacks
Stories set in fantasy words
Stories from different cultures

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Science fiction stories
Adventure stories
Mystery stories
Scary stories
Narratives retold from another perspective (e.g. form the point of view of a different character)
Stories with morals or fables
Stories with dilemmas
Stories told as playscripts
Telling a story from a first-person narrative (e.g. diaries and letters)