

English – Progression in text types across year groups (v2 – July 2019)

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 enthral 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.

Examples of narrative genres:

- 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 worlds
- Stories from different cultures
- Science fiction stories
- Adventure stories
- Mystery stories
- Scary stories
- Narratives retold from another perspective (e.g. from 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)

Narrative/Fiction texts – Year 1		
Generic text features	Grammatical features	Planning and preparation – reading/imitation/innovation
<ul style="list-style-type: none"> • 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 – beginning middle and end/simple 5-part structure (Opening/build-up/ Problem/ Resolution/ Ending) • 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. 	<ul style="list-style-type: none"> • Stories are often written in the third person and past tense e.g. <i>Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed.</i> • Personal recounts and retellings often use the first person and past tense, e.g. <i>I had tea at my Granny’s house on Saturday; We went to the park after school.</i> • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of conjunctions e.g. <i>and ...</i> to join ideas and create variety in the sentence structure. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. <i>Help! Oh no!</i> • Question marks can be used to form questions, e.g. <i>I said to Mum can I have a biscuit? Who are you? Said the wolf.</i> • Use of the personal pronoun ‘I’ to retell personal narratives, e.g. <i>I went to the park yesterday.</i> • Use of adjectives to describe e.g. <i>the slimy snake</i> • Use of repetition e.g. <i>He ran and he ran and he ran; repeated phrases after each section of the story.</i> 	<ul style="list-style-type: none"> • 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. <i>Once upon a time, later that day, Suddenly/Unfortunately/finally. Happily ever after etc</i> to reinforce 5 part story structure. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, story mountains, puppets, pictures) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words, using and emphasising the grammatical features. • Make plans and props to invent their own versions of the story or narrative that has been shared.

Narrative/Fiction texts – Year 2		
Generic text features	Grammatical features	Planning and preparation – reading/imitation/innovation
<ul style="list-style-type: none"> • 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 into stories with 5 parts: Opening/build-up/ Problem/ Resolution/ Ending • 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. 	<ul style="list-style-type: none"> • 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. <i>the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her...</i> • Apostrophes can be used for possession, e.g. <i>Granny’s house, baby bear’s bed.</i> • Apostrophes to show contraction can be used, e.g. <i>Goldilocks couldn’t believe her eyes.</i> • Personal retellings often use the first person and past tense, e.g. <i>I had tea at my Granny’s house on Saturday; We went to the park after school.</i> • Sentences are demarcated using full-stops, capital letters and finger spaces. • 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. <i>Help! Oh no!</i> and to form exclamative sentences, e.g. <i>How amazing was that!, What an incredible sight!</i> • 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. <i>the troll was big but the eldest Billy Goat Gruff was bigger.</i> • Noun phrases can be used to create effective descriptions, e.g. <i>the deep, dark woods.</i> • Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases. • Verbs should be chosen for effect e.g. <i>walked instead of went, grabbed instead of got etc.</i> 	<ul style="list-style-type: none"> • 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. • Develop shared toolkits for the aspects of writing you are doing to give features and examples to refer to. • Make plans and props based on the story or narrative that has been shared. • Recognise and use language that develops the 5-part structure e.g. <ul style="list-style-type: none"> Opening: In a land far, far away; Build up: later that day; Problem/Dilemma: To his amazement; Resolution: As soon as; Ending: Luckily, Unluckily • Openings should be developed to include character, setting, time of day and weather details. • Endings should be developed to give more detail, e.g. how the main character feels at the end. • 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, box plans) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words, using and emphasising the grammatical features. • Write innovated 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, for example, to a partner, small group or the teacher.

Narrative/Fiction texts – Year 3		
Generic text features	Grammatical features	Planning and preparation – reading/imitation/innovation
<ul style="list-style-type: none"> • 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 using adverbials and prepositions. • Descriptions, including those of settings, are developed using 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.) 	<ul style="list-style-type: none"> • 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/adverbial phrases e.g. <i>first, then, a few days later, after that, finally...</i> are useful for denoting shifts in time and for structuring the narrative. • The use of conjunctions e.g. <i>when, before, after, while, so, because...</i> enables causation to be included in the narrative. • Using prepositions e.g. <i>before, after, during, after, before, in, because of...</i> enables the passage of time to be shown in the narrative and the narrative to be moved on; use locational prepositions to help enhance description e.g. <i>on, under, behind, outside</i>. • Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. <i>What has happened to us? What have you done? They have forgotten me...</i> • Headings and subheadings can be used to indicate sections in the narrative, e.g. <i>Chapter 1; How it all began; the story comes to a close... etc.</i> • 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. <i>the deep, dark woods</i>. • Verbs and adverbs should be chosen for effect e.g. <i>shouted/muttered instead of said; angrily/quietly</i> etc. to show rather than tell how characters feel and behave. • Cohesion can be created, and repetition avoided using nouns and pronouns e.g. <i>Sammy and John... they... the boys...</i> • Vary sentence lengths, types and openers to emphasise/give detail e.g. using complex sentences with a range of conjunctions; sentences of three for description; compound sentences for flow. 	<ul style="list-style-type: none"> • Read stories and narrative texts that use the features required for the writing. • Think about which aspect of fiction writing you wish to concentrate on and focus teaching and assessment of writing on that particular area rather than a 'perfect' 5-part story. • Develop shared toolkits for the aspects of writing you are doing to give features and examples to refer to. • Short-burst writing opportunities to focus on desired aspects of fiction 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. • Use effective planning tools (flow charts/ story mountains/story maps/box plans) • Use detail in developing 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. • 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, using the grammatical features taught, orally and in writing and check for sense. • Recognise and use narrative language e.g. <i>On a cold Winter's day, Dear Diary, And after all that...</i> 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.

Narrative/Fiction texts – Year 4		
Generic text features	Grammatical features	Planning and preparation – reading/imitation/innovation
<ul style="list-style-type: none"> • 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 using adverbials and prepositions • Descriptions, including those of settings, are developed using 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, precise nouns, expressive verbs and figurative language etc. 	<ul style="list-style-type: none"> • 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. <i>'we were' instead of 'we was', 'we did that' rather than 'we done that'</i>. • 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. <i>therefore, however</i> creates cohesion within and across paragraphs. • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... • Paragraphs are useful for organising the narrative into logical sections and to indicate an change in place or time. • 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 and develops use of complex sentences. • 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. Adding detail after direct speech (such as actions or adverbs) also progresses plot. • Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship. • Vary sentence lengths, types and openers to emphasise/give detail e.g. using complex sentences with a range of conjunctions; sentences of three for description or action; compound sentences for flow; similes 	<ul style="list-style-type: none"> • Read narrative texts that use the features required for the writing. • Think about which aspect of fiction writing you wish to concentrate on and focus teaching and assessment of writing on that particular area rather than a 'perfect' 5-part story. • Develop shared toolkits for the aspects of writing you are doing to give features and examples to refer to. • Use detail in developing 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning and/or a reflection on the rest of the story. • Short-burst writing opportunities to focus on desired aspects of fiction 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. • Build in suspense writing to introduce the dilemma and develop characters/setting and plot with detail • Compose and rehearse sentences or parts of stories, using the grammatical features taught, orally and in writing and check for sense. • 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 innovated narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers and reread completed narratives aloud, e.g. to a partner, small group.

Narrative/Fiction texts – Year 5		
Generic text features	Grammatical features	Planning and preparation – reading/imitation/innovation
<ul style="list-style-type: none"> • 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 of 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. 	<ul style="list-style-type: none"> • 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?). • Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping 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 should never have...If they were careful, the children might be able to... • Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely 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. • 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. • Simple/compound and complex sentences are used and varied to add impact/flow/extra detail and information for the reader. • The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. Use verbs and actions after speech to develop plot e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i> 	<ul style="list-style-type: none"> • Read narrative texts that use the features required for the writing. • Think about which aspect of fiction writing you wish to concentrate on and focus teaching and assessment of writing on that particular area rather than a ‘perfect’ 5-part story. • Develop shared toolkits for the aspects of writing you are doing to give features and examples to refer to. • Use 5 part story structure. Writing could start at any of the 5 points. This may include flashbacks Introduction – should include action / description -character or setting / dialogue Build-up –develop suspense techniques and action writing. Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending – character could reflect on events, any changes or lessons, look forward to the future ask a question. • Short-burst writing opportunities to focus on desired aspects of fiction 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. • Compose and rehearse sentences or parts of stories, using the grammatical features taught, orally and in writing and check for sense • 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.

Narrative/Fiction texts – Year 6		
Generic text features	Grammatical features	Planning and preparation – reading/imitation/innovation
<ul style="list-style-type: none"> • 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 of 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. 	<ul style="list-style-type: none"> • 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 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 had been searching... I had been dreaming 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. • Simple/compound and complex sentences are used and varied to add impact/flow/extra detail and information for the reader. • Colons, semi-colons and dashes can be used to separate and link ideas. • The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. 	<ul style="list-style-type: none"> • Read narrative texts that use the features required for the writing. • Think about which aspect of fiction writing you wish to concentrate on and focus teaching and assessment of writing on that particular area rather than a 'perfect' 5-part story. • Develop shared toolkits for the aspects of writing you are doing to give features and examples to refer to. • Children should be able to plan independently across story types using 5-part story structure. • Include suspense, cliff hangers, flashbacks/ forwards, time slips • Start story at any point of the 5-part structure and maintain plot consistently working from plan • Short-burst writing opportunities to focus on desired aspects of fiction 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. Develop mature characterisation, description, action and dialogue. • Compose and rehearse sentences or parts of stories, using the grammatical features taught, orally and in writing and check for sense • 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.

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:

- Discussion text
- Explanatory text
- Instructional text
- Persuasive text
- Report text
- Recount text

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.

Discussion texts		
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
<p>The most common structure includes:</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. <p>Another common structure presents the arguments 'for' and 'against' alternatively.</p> <p>Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one viewpoint using reasoned judgements based on the evidence provided</p>	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • 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. • Don't forget that discussion texts can be combined with other text types depending on your purpose and audience. • 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.

	<p>language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales...</p> <ul style="list-style-type: none"> • In discussions, complex ideas need developing over a sentence. <p>Colons and semi-colons can be useful for separating and linking these ideas.</p>	
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Year group	Grammatical features to include in discussions (cumulative)
1	n/a
2	n/a
3	n/a
4	<p>Consistent use of present tense (Y2)</p> <p>Use present perfect form of verbs (Y3)</p> <p>Effective use of noun phrases</p> <p>Use of paragraphs to organise ideas</p> <p>Use adverbials e.g. therefore, however...</p> <p>Heading and subheadings used to aid presentation (Y3)</p>
5	<p>Create cohesion within paragraphs using adverbials</p> <p>Use layout devices to provide additional information and guide the reader</p>
6	<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 the passive voice to present points of view without</p> <p>Adapt degrees of formality and informality to suit the form of the discussion</p> <p>Use conditional forms such as the subjunctive form to hypothesise</p> <p>Make formal and informal vocabulary choices</p> <p>Use semi-colons, colons and dashes to make boundaries between clauses</p>

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

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.

Explanatory texts		
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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. Many mammals...they 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... • 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... 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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) 	
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Year group	Grammatical features to include in explanatory texts (cumulative)
1	n/a
2	<p>Consistent use of present tense</p> <p>Questions can be used to form titles</p> <p>Question marks are used to denote questions (Y1)</p> <p>Use conjunctions e.g. so...because</p>
3	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Heading and subheadings used to aid presentation</p>
4	<p>Use fronted adverbials</p> <p>Use of paragraphs to organise ideas</p> <p>Create cohesion through the use of nouns and pronouns</p>
5	<p>Indicate degrees of possibility using adverbs and modal verbs</p> <p>Use layout devices to provide additional information and guide the reader</p> <p>Create cohesion within paragraphs using adverbials</p> <p>Relative clauses can be used to add further information</p> <p>Parenthesis can be used to add clarification of technical words</p>
6	<p>Adapt degrees of formality and informality to suit the form of the explanation</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>The passive voice can be used</p>

Common forms of explanatory text:
<p>Explaining electricity, forces, food chains etc. in science</p> <p>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</p> <p>Explaining phenomena such as the water cycle or how a volcano erupts in geography</p> <p>Explaining religious traditions and practices in RE</p> <p>Encyclopaedia entries</p> <p>Technical manuals</p> <p>Question and answer articles and leaflets</p> <p>Science investigation write-ups</p>

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.

Instruction/procedural texts		
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
<ul style="list-style-type: none"> • 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. <i>Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.</i> 	<ul style="list-style-type: none"> • 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 the egg and then beat it 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 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. 	<ul style="list-style-type: none"> • 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.

Year group	Grammatical features to include in instruction texts (cumulative)
1	Simple instructions using sentence level objectives from Y1 curriculum.
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 instruction text:
<p>How to design and make artefacts</p> <p>Technical manuals: how to operate computers, phones, devices</p> <p>How to carry out science experiments or to carry out a mathematical procedure</p> <p>How to play a game</p> <p>Writing rules for behaviour</p> <p>How to cook and prepare food</p> <p>Timetables and route-finders</p> <p>Posters, notices and signs</p> <p>Instructions on packaging</p>

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.

Persuasive texts		
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
<ul style="list-style-type: none"> 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.) 	<ul style="list-style-type: none"> 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.) 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. 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... 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • 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... 	
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Year group	Grammatical features to include in persuasive texts (cumulative)
1	n/a
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:
<p>Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues</p> <p>Writing letters about topics such as traffic on the high street or deforestation</p> <p>Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse</p> <p>Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition</p> <p>Writing book reviews for other pupils</p> <p>Book blurbs</p> <p>Political pamphlets</p> <p>Applying for a job or a position on the school council</p>

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.)

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.		
Generic text structure	Grammatical features	Planning and preparation
<p>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:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • its qualities (<i>Like most birds, sparrows have feathers.</i>); • its parts and their functions (<i>The beak is small and strong so that it can ...</i>); • its habits/behaviour/ uses (<i>Sparrows nest in ...</i>) 	<p>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.</p> <ul style="list-style-type: none"> • 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. The Victorians liked...they were particularly fond of... • 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. 	<ul style="list-style-type: none"> • 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 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.

	<p>They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.</p> <ul style="list-style-type: none"> • Brackets, dashes and commas can be used to add extra information inside parenthesis. 	
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Year group	Grammatical features to include in report texts (cumulative)
1	Simple non-chronological reports 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	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	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:
<p>Describing aspects of daily life in history (e.g. fashion, transport, buildings)</p> <p>Describing the characteristics of anything (e.g. particular animals or plants; the planets the solar system, different rocks and materials; mythological creatures)</p> <p>Comparing and describing localities or geographical features</p> <p>Describing the characteristics of religious groups and their lifestyles in RE</p> <p>Information leaflets</p> <p>Tourist guidebooks</p> <p>Encyclopaedia entries</p> <p>Magazine articles</p> <p>Letters</p> <p>Non-fiction books</p> <p>Catalogues</p> <p>Magazine articles</p>

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.

Recount texts		
Purpose: To describe a chronology of events, sometimes from a particular point of view.		
Generic 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 (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.) <p>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</p>	<ul style="list-style-type: none"> • Usually written in the past tense with space for pupils to use the past progressive form of verbs, e.g. the children were playing, I was hoping... • Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the owls had hunted... and Past perfect progressive forms e.g. the children had been singing... we had been hoping 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 am really hoping... • 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. 	<ul style="list-style-type: none"> • 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 friends about something funny that happened to you.)

	<ul style="list-style-type: none"> • 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... 	
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Year group	Grammatical features to include in recount texts (cumulative)
1	Simple recounts and retellings 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 text:
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