



Progress across
genres with GPS

2023-24

discussion texts

Possible Out comes:

- Debate/Balanced argument
- Oral or written

Audience:

Children should listen to, speak, read and write discussion texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Purpose: To present a reasoned and balanced overview of an issue or controversy

Discussion texts usually involve carefully and strategically selecting and organising information – often as a two or more different ‘views’ or ‘arguments’ on an issue, each of which may require elaboration (explanation, evidence and/or examples) – with the specific intention of providing the reader with a reasoned overview.

The writer may conclude by presenting his/her own view, or a more objective conclusion, but this will be reasoned on the basis of the balance of available evidence. In this, discussion contrasts with persuasion, which develops only one viewpoint (usually the writer’s own) and may or may not be based on genuinely reasoned judgements.

Discussion texts generally make use of formal and impersonal language to demonstrate objectivity. They can sometimes combine other modes of communication (e.g. visual images, diagrams) with written text in order to present the range of viewpoints and the evidence for them.

Discussion is not limited to controversial issues – although these subjects may make it easier to teach (e.g. completing a for-and-against structure).

Like all text types, variants of discussion can occur and they can be combined with other text types. Discussion is not always necessarily a distinct text-type in its own right; elements of discussion writing can be found in many different texts, both on paper or on screen.

discussion texts

Generic text structure

- statement of the issues plus a preview of the main arguments
- arguments for, plus supporting evidence
- arguments against, plus supporting evidence
- Summary and conclusion with recommendation (often based around own opinion)

Planning and Preparation

- 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.
- Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information.

Progression is achieved through the following:

- speaking and listening before reading and writing
- teacher modelling and scribing before children's independent attempt
- increased understanding by the children of the form and features of discussion writing and then increasing ability to manipulate elements of writing to present a balanced argument, with or without a personal conclusion
- increasing complexity, subtlety, challenge of task (for example, moving from simple for-and-against arguments to those with multiple viewpoints; moving from clear cut issues into those eliciting more subtle differences in views)
- increasing ability to recognise discussion and understand the devices used in the writing of others, and in their own writing, to discuss effectively as appropriate to their purpose and audience

Children learning English as an additional language may require support in developing the following:

- accuracy in subject-verb agreements and use of prepositions, appropriate use of modals and range of determiners
- the use of academic and technical language with abstract nouns and nouns made from other word classes
- impersonal style and passive voice

discussion texts

Grammatical features

- Written in simple present tense. This can include other forms such as present perfect, e.g. *some people have argued...some people have said...*
- Focused mainly on generic human (or non-human) participants using uncountable nouns, for example, *some, most*, and category nouns, e.g. *vehicles, pollution*
- Heading and subheadings can be used to aid presentation.
- Paragraphs are useful for organising the discussion into logical sections.
- Create cohesion within and across paragraphs using adverbials and conjunctions, e.g. *therefore, however*
- A movement usually from the generic to the specific: *hunters' agree.... Mr. Smith, who has hunted for many years....*
- 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 ...*
- 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.

discussion texts Progression

KS1 – Prior Learning/working
below ARE

	Progression	Grammar (to include revision from previous year groups)
Year 1	<ul style="list-style-type: none">• Through talk and role play explore how others might think, feel and react differently from themselves and from each other.• In reading explore how different characters might think, feel and react differently from themselves and from each other.	N/A
Year 2	<ul style="list-style-type: none">• Through reading and in life situations, recognise, that different people (characters) have different thought,/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.)• Explore different views and viewpoints.	N/A

discussion texts Progression

Lower
KS2



	Progression	Grammar (to include revision from previous year groups)
Year 3	<ul style="list-style-type: none">• Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.)• Through role play and drama, explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)	N/A
Year 4	<ul style="list-style-type: none">• In exploring persuasive texts, and those presenting a particular argument, begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced.• Language to illustrate a balanced viewpoint e.g. On one hand, On the other hand, Some people think, Others think.• Continue to explore the expression of different views through discussion, role play and drama.	<ul style="list-style-type: none">• Present tense, including present perfect, e.g. <i>some people have argued...some people have said</i>• Third person (they, he, she...)• Noun phrases, e.g. some people, most dogs), including nouns that categorise (vehicles, pollution) and abstract nouns (power)• Paragraphs to organise, each one giving a point for or against supported with evidence• Use of adverbials e.g. therefore, however...• Headings and subheadings could be used to aid presentation.• Conjunctions – subordinating (e.g. when, if, because, until)



	Progression	Grammar (to include revision from previous year groups)
Year 5	<ul style="list-style-type: none"> In exploring persuasive texts, and those presenting a particular argument, distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama. 	<ul style="list-style-type: none"> modals adverbs for degrees of positively – perhaps, surely, clearly punctuation for parenthesis commas for clarity clauses variation of tenses Create cohesion within paragraphs using adverbials Use layout devices to provide additional information and guide the reader
Year 6	<p>Through reading, identify the language , grammar, organisational and stylistic features of balanced written discussions which do the following:</p> <ul style="list-style-type: none"> – summarise different sides of an argument – clarify the strengths and weaknesses of different positions – signal personal opinion clearly – draw reasoned conclusions based on available evidence – Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. <p>First explore orally and then write a balanced report of a controversial issue:</p> <ul style="list-style-type: none"> – summarising fairly the competing views – analysing strengths and weaknesses of different positions – drawing reasoned conclusions where appropriate – using formal language and presentation as appropriate <p>Use reading to:</p> <ul style="list-style-type: none"> – investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition – build a bank of useful terms and phrases for persuasive argument, e.g. <i>similarly... whereas...</i> <p>Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting and combining these where appropriate.</p>	<ul style="list-style-type: none"> subjunctive form semi colons, colons and dashes to mark boundaries between clauses, e.g. ;however, passive voice to present information Appropriate and varied tense choice to affect reader Create cohesion across paragraphs using a wider range of cohesive devices, including adverbials Standard English Make formal and informal vocabulary choices, adapted to suit form Use semi-colons, colons and dashes to mark boundaries between clauses

Explanation texts

Possible Out comes:

– Explaining a process (can include diagrams, flow charts, etc).

Audience:

Children should listen to, speak, read and write explanation texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Purpose:

To explain the processes involved in natural and social phenomena, or to explain how something works.

Explanation text is generally one in which a process is being **explained, not just described**. An explanation generally answers 'how' or 'why' questions and includes causes, motives or reasons. The verb 'explained', however, is often loosely used to mean 'report'.

For example, 'Explain what you did' generally means 'tell me or describe what you did' and may not have any reasons attached to it. The verb 'explain' is also used in place of 'define' so dictionary definitions are sometimes inaccurately categorised as explanation texts. (However, children's dictionaries are often a hybrid between a dictionary and an encyclopaedia so could reasonably be consulted for an explanation.)

Explanation texts

Generic text structure

The structure of an explanation text is often:

- a general statement to introduce the topic, for example, *in the autumn some birds migrate*
- a series of logical steps explaining how or why something occurs, for example *because hours of daylight shorten...*
- steps continue until the final state is produced or the explanation is complete

Planning and Preparation

- 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 for the reader.
 - 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.

Progression is achieved through the following:

- speaking and listening preceding reading and writing
- teacher modelling and scribing preceding children's independent attempt
- increased understanding by the children of the form and features of the text type
- increasing complexity, such as length, obscurity of task, additional features such as diagrams

Children learning English as an additional language may require support in developing the following:

- accuracy in subject-verb agreements and use of prepositions, appropriate use of modals and range of determiners
- the use of academic and technical language with abstract nouns and nouns made from other word classes
- impersonal style and passive voice

Explanation texts

Grammatical features

- Written in simple 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?*
- 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...*
- Use conjunctions and adverbials that signal time, e.g. *then, next, several months later*
- Adverbials for cause and effect, for example *because, so, this causes, consequently*
- 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 ...?* But 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, bullets, etc., can be used to present information clearly and 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)*

Explanation texts Progression

KS1 – Prior Learning/working below ARE

	Progression	Grammar (to include revision from previous year groups)
Year 1	<ul style="list-style-type: none">• Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.• Use captions and sequenced sentences to write a simple explanation.	<ul style="list-style-type: none">• Present tense• Question marks• Simple joining conjunctions (and, but, because, etc)
Year 2	<ul style="list-style-type: none">• After carrying out a practical activity, e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately.• Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently.• Following other practical tasks, produce a simple flowchart or cyclical diagram independently.	<ul style="list-style-type: none">• Consistent use of present tense• Questions can be used to form titles• Question marks are used to denote questions• Use conjunctions (co-ordinating and subordinating), e.g. so...because



	Progression	Grammar (to include revision from previous year groups)
Year 3	<ul style="list-style-type: none"> • Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. • Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively. 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions (e.g. before, after) • Heading and subheadings used to aid presentation
Year 4	<p>Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms</p> <p>Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.</p> <p>Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, conjunctions and the other key language and structural features appropriate to explanatory writing:</p> <ul style="list-style-type: none"> – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs – language features: usually present tense; use of conjunctions and adverbials of time and cause and effect; use of passive voice – presentation: use of diagrams and other illustrations, paragraphing, conjunctions, subheadings, numbering <p>After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.</p>	<ul style="list-style-type: none"> • Use fronted adverbials, including commas • Use adverbials of time, e.g. <i>firstly</i>, <i>soon afterwards</i>, • Use of adverbials for cause and effect, e.g. <i>therefore</i>, <i>consequently</i>, • Use of paragraphs to organise ideas • Create cohesion through the use of nouns and pronouns, e.g. Foxes are mammals... They feed their young... These amazing hunters are.....

Explanation texts Progression

Upper
KS2



	Progression	Grammar (to include revision from previous year groups)
Year 5	<ul style="list-style-type: none">• Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.• Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.• In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.	<ul style="list-style-type: none">• Punctuation for parenthesis – commas, dashes, brackets• Nouns/adjectives being used to form verbs, e.g. <i>As the water gets colder it will begin to solidify (the noun solid becomes the verb solidify)</i>• Indicate degrees of possibility using adverbs (perhaps, surely) and modal verbs (should, will, might)• Use layout devices to provide additional information and guide the reader• Create cohesion within paragraphs using adverbials, e.g. <i>therefore, however</i>• Relative clauses can be used to add further information
Year 6	<ul style="list-style-type: none">• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.	<ul style="list-style-type: none">• Formal and informal language, adapted to suit form• Cohesion across paragraphs using a wider range of cohesive devices, which can include adverbials• The passive voice can be used, e.g. gases are carried...

instructional texts

Possible Out comes:

- routines
- plans
- recipes
- constructions
- games

Audience:

Children should listen to, speak, read and write instructional/procedural texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Purpose:

Instructions, rules and procedures aim to ensure something is done correctly and a successful outcome achieved. If there is a process to be undertaken this is given in the order in which it needs to be undertaken to achieve a successful outcome – usually a series of sequenced steps.

Like all text types, variants of instructions can occur (they may for example be pictorial rather than text based) and they can be combined with other text types. Instructions are found in all areas of the curriculum but are found particularly in subjects such as ICT and Design and Technology.

instructional texts

Generic text structure

The structure of an instruction text is often:

- goal - a statement of what is to be achieved, e.g. how to make a sponge cake
- materials/equipment needed, listed in order, e.g. 2 eggs, flour...
- sequenced steps to achieve the goal, e.g. cream the sugar and butter.
- often includes diagrams or illustrations

Planning and Preparation

- 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.

Progression is achieved through the following:

- speaking and listening preceding reading and writing
- teacher modelling and scribing preceding children's independent attempt
- increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of various text-types to fulfil a writing purpose
 - increasing complexity, such as length, obscurity of task, adding additional features such as diagrams
 - increasing ability to evaluate texts and their own work

Children learning English as an additional language may require support in developing the following:

- accuracy in subject-verb agreements and use of prepositions, appropriate use of modals and range of determiners
- the use of academic and technical language with abstract nouns and nouns made from other word classes
- impersonal style and passive voice

instructional texts

Grammatical features

- Use of the imperative/command sentences, e.g. *sift the flour, add the butter*; these may include negative commands, e.g. *Do not add the sugar at this stage*
- Use of 2nd person, e.g. *first you put...*
- In chronological order, e.g. *first, next*
- Use of numbers, alphabet or bullet points and colour to signal order
- Use of adverbs and adjectives for precision – e.g. *measure carefully*
- Commas in lists can be used to separate required ingredients/materials.
- Conjunctions, adverbials and prepositions can be used to order and explain the procedure, e.g. *when this has been done...next add...after doing this...put the bowl on the table*
- Relative clauses can be used to add further information, e.g. *Collect your jam, 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. *Melt the chocolate for one minute (30 seconds more if needed).*
- Adverbials and subordinating conjunctions can be used to make suggested alternatives, e.g. *If you would like to make a bigger decoration,*
- 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.

instructional texts Progression

KS1 - Prior Learning/working below ARE



	Progression	Grammar (to include revision from previous year groups)
Year 1	<ul style="list-style-type: none">• Listen to and follow a single more detailed instruction and a longer series of instructions.• Think out and give clear oral instructions.• Routinely read and follow written classroom labels carrying instructions.• Read and follow short series of instructions in shared context.• Contribute to class composition of instructions with teacher scribing.• Write consecutive constructions independently	<p>Although the year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for year 1.</p> <ul style="list-style-type: none">• Combine words to make sentences• Join words and clauses using 'and'• Sequence sentences• Separate words with spaces• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences• Capital letters for names and for the personal pronoun I
Year 2	<ul style="list-style-type: none">• Listen to and follow a series of more complex instructions.• Give clear oral instructions to members of a group.• Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features:<ul style="list-style-type: none">– statement of purpose, list of materials or ingredients, sequential steps,– direct/imperative language– use of adjectives and adverbs limited to giving essential information• As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently, e.g. getting to school, playing a game	<ul style="list-style-type: none">• Use of command sentences• Commas in lists

instructional texts Progression

Lower
KS2



	Progression	Grammar (to include revision from previous year groups)
Year 3	<ul style="list-style-type: none">• Read and follow instructions.• Give clear oral instructions to members of a group.• Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.• Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs.• Evaluate effectiveness of instructions.• Write clear written instructions using correct register and devices to aid the reader.	<ul style="list-style-type: none">• Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions• Heading and subheadings used to aid presentation
Year 4	<ul style="list-style-type: none">• In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity.• Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.• Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).• Write a set of instructions (using appropriate form and features) and test them out on other people. Revise and try them out again.	<ul style="list-style-type: none">• Create cohesion through the use of nouns and pronouns• Fronted adverbials (including commas)• Higher order conjunctions e.g. unless, until, so that, etc

instructional texts Progression

Upper
KS2

	Progression	Grammar <small>(to include revision from previous year groups)</small>
Year 5	<ul style="list-style-type: none">• Write a set of instructions for more complex procedures and for different audiences (using appropriate form and features) and test them out on other people. Revise and try them out again.	<ul style="list-style-type: none">• Parenthesis to add additional advice• Relative clauses to add further information• Modal verbs to suggest degrees of possibility• Use layout devices to provide additional information and guide the reader
Year 6	<ul style="list-style-type: none">• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.• Use the language conventions and grammatical features of the different types of text as appropriate.	<ul style="list-style-type: none">• Formal and informal language to suit the form• Wider range of cohesive devices, including layout features (diagrams, fact boxes, etc.)

Non-chronological reports

Possible Out comes:

- Fact files
- Information texts
- Top trumps
- Guide books
- Leaflets / brochures

Audience:

Children should listen to, speak, read and write explanation texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Purpose:

Report texts describe the way things are. They help readers understand and envisage the item/s being described by categorising information, for example under appearance, climate. They usually therefore have a logical structure rather than a temporal structure i.e. they are non-chronological.

Reports are used to create precise and detailed information 'pictures'. Most reports aim to be objective but the selection of information included in a report can create bias.

Non-chronological reports

Generic text structure

The structure of a report text is often:

- an opening, general classification, for example *sparrows are birds*
- more technical classification (optional), for example *their Latin name is...*
- a description of the phenomenon, including some or all of its qualities, e.g. *birds have feathers*
- parts and their function, for example, *The beak is...*
- habits/behaviour or uses, for example, *They nest in...*

Planning and Preparation

- 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, e.g. 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 it 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.

Progression is achieved through the following:

- speaking and listening preceding reading and writing
- teacher modelling and scribing preceding children's independent attempt
- increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of various text-types to fulfil a writing purpose
- increasing complexity, such as length, obscurity of task, adding additional features such as diagrams
- increasing ability to evaluate texts and their own work

Children learning English as an additional language may require support in developing the following:

- accuracy in subject-verb agreements and use of prepositions, appropriate use of modals and range of determiners
- the use of academic and technical language with abstract nouns and nouns made from other word classes
- impersonal style and passive voice

Non-chronological reports

Grammatical features

- Usually 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?*
- Use of conjunctions, e.g. *so, because...*
- Use of 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, bullet points, 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.*
- Brackets, dashes and commas can be used to add extra information inside parenthesis.

Non-chronological reports

KS1 – Prior Learning/working below ARE



	Progression	Grammar (to include revision from previous year groups)
Year 1	<ul style="list-style-type: none">Find out about a subject by listening and following text as information books are read, watching a video.Contribute to a discussion on the subject as information is assembled and the teacher writes the information.Assemble information on a subject in own experience, e.g. food, petsWrite a simple non-chronological report by writing simple sentences (capital letter and full stop) to describe aspects of the subject.	<p>Although the year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for year 1.</p> <ul style="list-style-type: none">Combine words to make sentencesJoin words and clauses using 'and'Sequence sentencesSeparate words with spacesIntroduction to capital letters, full stops, question marks and exclamation marks to demarcate sentencesCapital letters for names and for the personal pronoun I
Year 2	<ul style="list-style-type: none">After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations.Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. <i>There are two sorts of x...; They live in x...; the As have x..., but the B's etc.</i>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.	<ul style="list-style-type: none">Present and past tense throughout writingQuestions can be used to form titlesQuestion marks are used to denote questions (Y1)Conjunctions, e.g. <i>because</i>, to aid explanationUse adjectives, including comparative adjectives (-er/-est), to create description

Non-chronological reports

Lower
KS2



	Progression	Grammar (to include revision from previous year groups)
Year 3	<p>Analyse a number of report texts and note their function, form and typical language features:</p> <ul style="list-style-type: none">- introduction indicating an overall classification of what is being described- use of short statement to introduce each new item- language (specific and sometimes technical) to describe and differentiate- impersonal language- mostly present tense <ul style="list-style-type: none">• Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider-gram to organise the information.• Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.• Analyse broadcast information to identify presentation techniques• Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants, e.g. <i>family is...., people are...</i>• Write own report independently based on notes from several sources.	<ul style="list-style-type: none">• Conjunctions to show time, place and cause, (e.g. so, because), adverbs and prepositions• Headings and subheadings used to aid presentation
Year 4	<ul style="list-style-type: none">• Collect information to write a report in which two or more subjects are compared, e.g. spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information.• Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs• Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.• Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	<ul style="list-style-type: none">• Create cohesion and avoid repetition through the use of nouns and pronouns• Use of paragraphs to organise ideas

Non-chronological reports

Upper
KS2



	Progression	Grammar (to include revision from previous year groups)
Year 5	<ul style="list-style-type: none">• Collect information to write a report in which two or more subjects are compared, e.g. spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information.• Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs• Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.• Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	<ul style="list-style-type: none">• Cohesion within paragraphs using adverbials• Parenthesis to add additional information• Layout devices to provide additional information and guide the reader
Year 6	<ul style="list-style-type: none">• Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject.• Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	<ul style="list-style-type: none">• Use formal and informal language choices appropriately across text• Passive voice• Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions

Persuasion texts

Possible Out comes:

- letter
- newspaper
- leaflet
- magazine article
- advert
- guide book
- debate (oral or written)

Audience:

Children should listen to, speak, read and write explanation texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Purpose:

- to argue a case from a particular point of view
- to attempt to convince the reader/listener

Persuasive texts (both oral and written) usually involve carefully and strategically, selecting and organising information – often as a series of major points, each of which may require elaboration (explanation, evidence and/or examples) – and have the specific intention of encouraging the reader into a particular way of seeing or understanding things. This intention may, however, sometimes be covert. Such texts generally make use of devices like vocabulary choice, rhetorical questions and even simple psychology in order to influence the reader (e.g. *Any sensible person can see that...*). They often also combine other modes of communication (e.g. visual images) with written text in order to achieve the desired effect on their audience.

Persuasion texts

Generic text structure

The structure of a persuasive text is often:

- thesis: an opening statement, for example, *vegetables are good for you*
- arguments: often in the form of point plus elaboration, for example, *they contain vitamins. vitamin c is vital for...*
- reiteration: summary and re-statement of the opening position, for example *We have seen that... so ...*

Planning and Preparation

- 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.

Progression is achieved through the following:

- speaking and listening preceding reading and writing
- teacher modelling and scribing preceding children's independent attempt
- increased understanding by the children of the form and features of persuasive writing and then increasing ability to manipulate elements of writing to persuade others
- increasing complexity, subtlety, challenge of task (persuading a reader to change their mind), and/or adding additional features such as visual images
- increasing ability to recognise persuasion and understand the persuasive devices used in the writing of others; in their own writing to persuade effectively as appropriate to their purpose and audience.

Children learning English as an additional language may require support in developing the following:

- the range of persuasive devices which use language differently, e.g. rhetorical questions, deliberate ambiguities, range of countable nouns, colloquial expressions
- accuracy in subject-verb agreements, appropriate
- use of modals and range of determiners

Persuasion texts

Grammatical features

- 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, e.g. *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...*
- 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...*

Persuasion texts

KS1 – Prior Learning/working below ARE



	Progression	Grammar (to include revision from previous year groups)
Year 1	<ul style="list-style-type: none">• Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it.• Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.	N/A
Year 2	<ul style="list-style-type: none">• As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how.• Evaluate simple persuasive devices, e.g. Say which posters in a shop or TV adverts would make them want to buy something, and why.• Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something.• Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.	<ul style="list-style-type: none">• Present tense• Rhetorical questions• Noun phrases



	Progression	Grammar (to include revision from previous year groups)
Year 3	<ul style="list-style-type: none"> Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed) and discuss the effectiveness of different strategies used. Explore the use adverbs, adverbial phrases and conjunctions, to structure a persuasive argument, e.g. <i>'if... then'; 'on the other hand...'; 'finally'; 'so'</i> 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Present perfect form of verbs
Year 4	<ul style="list-style-type: none"> Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another: how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration and invented words Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately. Use writing frames if necessary to back up points of view with illustrations and examples To present a point of view both orally and in writing (e.g. in the form of a letter, a report or presentation), linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT might support this, e.g. showing pictures. Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples 	<ul style="list-style-type: none"> Nouns and pronouns to create cohesion Use adverbials, e.g. <i>therefore, however...</i> Use paragraphs to organise ideas Effective use of expanded noun phrases



Progression

Grammar

(to include revision from previous year groups)

Year 5

- Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate
- Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact
- Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information
- From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. *'surely', 'it wouldn't be very difficult...'*; persuasive definitions, e.g. *'no one but a complete idiot...'*; *'every right-thinking person would...'*; *'the real truth is...'*; rhetorical questions, e.g. *'are we expected to...?'*; *'where will future audiences come from...?'*; pandering, condescension, concession, e.g. *'Naturally, it takes time for local residents...'*; deliberate ambiguities, e.g. *'probably the best...in the world' 'known to cure all...'*; *'the professional's choice'*
- Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue; to edit and present to finished state
- Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points
- Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this, e.g. develop a PowerPoint presentation.
- Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.

- Modals to suggest degrees of possibility
- Cohesion within paragraphs using adverbials



Progression

Grammar

(to include revision from previous year groups)

Year 6

- Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:
 - the expression, sequence and linking of points
 - providing persuasive examples, illustration and evidence
 - pre-empting or answering potential objections
 - appealing to the known views and feelings of the audience
- Orally and in writing, construct effective persuasive arguments:
 - using persuasive language techniques to deliberately influence the listener.
 - developing a point logically and effectively
 - supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate)
 - anticipating possible objections
 - harnessing the known views, interests and feelings of the audience
 - tailoring the writing to formal presentation where appropriate
- Use reading to achieve the following:
 - investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition
 - build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas...
- Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting and combining these where appropriate.

- Semi colons, colons and dashes to mark boundaries between clauses
- Formal and informal vocabulary choices, adapting to suit form
- Passive voice
- Subjunctive form
- Cohesion across paragraphs using a wider range of cohesive devices, which can include adverbials

recount texts

Possible Out comes:

- letter
- eye witness accounts
- newspaper
- biography
- diary
- autobiography

Audience:

Children should listen to, speak, read and write recount texts for a wide range of audiences, varying language features and text structures to suit the audience and purpose.

Purpose:

Recounts (or accounts as they are sometimes called) are the most common kind of texts we encounter and create. Their primary purpose is to retell events. They are the basic form of many story telling texts and in non-fiction texts they are used to create factual accounts of events (either current or historical). Recounts can entertain and/or inform.

recount texts

Generic text structure

The structure of a recount text is often:

- orientation - scene setting opening, for example, *I went to the shop...*
- events - recount of the events as they occurred, e.g. *I saw a vase...* these events may be elaborated on by adding, for example, descriptive details
- reorientation - a closing statement: *When I got back, I told my mum* (with elaboration in more sophisticated texts)

Planning and Preparation

- 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.)

Progression is achieved through the following:

- speaking and listening preceding reading and writing
- teacher modelling and scribing preceding children's independent attempt
- increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of various text types to fulfil a writing purpose
- increasing complexity, such as length, obscurity of task, adding additional features such as diagrams
- increasing ability to evaluate texts and their own work

Children learning English as an additional language may require support in developing the following:

- accuracy and consistency in subject use of past tense and subject-verb agreements and prepositions
- accuracy in the use of range of pronouns and consistency in use for text cohesion
- greater detail through use of adjectival and adverbial phrases and using the mobility of the adverbials for effect

Recount texts

Grammatical features

- 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) and 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.*
- 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...*

Recount texts

KS1 - Prior Learning/working below ARE



	Progression	Grammar (to include revision from previous year groups)
Year 1	<ul style="list-style-type: none">Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions.Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>.Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense.	<p>Although the year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for year 1.</p> <ul style="list-style-type: none">Combine words to make sentencesJoin words and clauses using 'and'Sequence sentencesSeparate words with spacesIntroduction to capital letters, full stops, question marks and exclamation marks to demarcate sentencesCapital letters for names and for the personal pronoun I
Year 2	<ul style="list-style-type: none">Write simple first and third person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person	<ul style="list-style-type: none">Past and present tense used throughout writingProgressive forms of verbsConjunctions for coordination and subordinationNoun phrases

recount texts

Lower
KS2



	Progression	Grammar (to include revision from previous year groups)
Year 3	<ul style="list-style-type: none">Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report, ensuring agreement in the use of pronouns.	<ul style="list-style-type: none">Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositionsInverted commas used to punctuate direct speech
Year 4	<ul style="list-style-type: none">Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of conjunctions/adverbials, such as <i>meanwhile</i>, <i>following</i>, <i>afterwards</i>, and including detail expressed in ways which will engage the reader, e.g. <i>Trees with swaying branches danced in the...</i>	<ul style="list-style-type: none">Use of paragraphs to organise ideasEffective use of expanded noun phrasesFronted adverbials (e.g. Later that day)Commas after fronted adverbials



Progression

Grammar

(to include revision from previous year groups)

Year 5

- Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. '*As he was running away he noticed...*', possible supporting illustrations, degree of formality adopted and use of adverbials and conjunctions.
- Use the language features of recounts including formal language when recounting events orally.
- Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.

- Past perfect
- Modals to indicate degrees of possibility
- Create cohesion within paragraphs using adverbials

Year 6

- Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.
- Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report
- When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.
- Use the language conventions and grammatical features of the different types of text as appropriate.

- 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
- Colons, semi colons and dashes used to mark the boundaries between independent clauses

narrative texts

Possible Out comes:

- own experience
- familiar story
- traditional tale
- fairy tale
- adventure
- myth
- legend
- fantasy
- mystery
- fable

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

Generic text structure

This can be expressed simply as:

- opening that usually includes a setting and introduces characters
- a series of events that build up
- complication(s)
- resulting events
- resolution and ending

Although this structure is evident in many stories, it can be adapted, modified or expanded. Children will hear and read many different stories and will gain an understanding of the ways that authors vary narrative structure, e.g. using time shifts or starting the story with an exciting incident and then 'back-tracking'. They will learn that stories in a particular genre tend to have distinctive structures, e.g. adventure stories often have a series of 'cliff-hangers' before the final resolution. Children's growing awareness of more complex narrative structures in the stories they read or listen to is likely to be ahead of their development as writers. The aim is for them to internalise the basic structure and use it to organise their creative ideas when writing their own, original stories, rather than being constrained by having to imitate a particular style of story.

Progression is achieved through the following:

- reading and listening to a wide range of stories
- storytelling
- oral rehearsal before writing
- teacher modelling and scribing preceding children's independent attempts
- at different points in the composing, reading the writing aloud to a partner and revising it on the basis of having read it aloud
- increased understanding by the children of particular aspects of narrative, for example, characterisation and dialogue, and control of the form, for example, writing sustained narratives divided into chapters or using techniques to engage the reader
- increased independence in children's ability to plan and write their own stories

Narrative texts

KS1 – Prior Learning/working below ARE



	Generic Text Features	Planning and Preparation	Grammatical Features
Year 1	<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.• 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">• 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, happily ever after, etc.</i>• 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.	<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. 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. <i>Help! Oh no!</i>• Question marks can be used to form questions, e.g. <i>Can I have a biscuit? and 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>

Narrative texts

KS1 – Prior Learning/working below ARE



	Generic Text Features	Planning and Preparation	Grammatical Features
Year 2	<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.• 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. <i>adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), 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.• 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, happily ever after, etc.</i>• Make use of ideas from reading, e.g. <i>using repetition to create an effect.</i>• 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.• 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.	<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>• 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. Help! Oh no!) and to form exclamatory sentences, e.g. <i>How amazing that was! 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>

Narrative texts

Lower
KS2

Year 3

Generic Text Features

- 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.).*

Planning and Preparation

- 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 or small group.
- Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.

Grammatical Features

- 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.*
- 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

Lower
KS2



	Generic Text Features	Planning and Preparation	Grammatical Features
Year 4	<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 through the use of adverbials and prepositions.Descriptions, including those of settings, are developed through the use of adverbials, e.g. <i>in the deep dark woods...</i>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. <i>adverbs, adjectives, precise nouns, expressive verbs and figurative language, etc.</i>	<ul style="list-style-type: none">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. <i>On a cold winter's day, Dear Diary, And after all that... etc.</i>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 or small group.	<ul style="list-style-type: none">The third person and past tense are used. This can include the past progressive, e.g. <i>the Billy Goats Gruff were eating</i>, and present perfect, e.g. <i>What have you done?</i>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. <i>During the night..., in a distant field....</i>); 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. <i>Sammy and John... they... the boys...</i>Paragraphs are useful for organising the narrative into logical sections.Verbs and adverbs should be chosen for effect (e.g. <i>shouted/muttered</i> instead of <i>said</i>; <i>angrily/quietly</i> etc.) to show rather than tell how characters feel and behave.The use of conjunctions (e.g. <i>when, before, after, while, so, because...</i>) enables causation to be included in the narrative.Descriptions can be developed through the effective use of expanded noun phrases, e.g. <i>the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).</i>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. <i>The girls' names, the children's mother, the aliens' spaceship.</i>

Narrative texts

Upper
KS2



	Generic Text Features	Planning and Preparation	Grammatical Features
Year 5	<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. <i>adverbs, adjectives, precise nouns, expressive verbs and figurative language.</i>Dialogue is used to convey characters' thoughts and to move the narrative forward.	<ul style="list-style-type: none">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. <i>using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.</i>Recognise and use narrative language, e.g. <i>On a cold winter's day, Dear Diary, And after all that...</i> 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.Read their completed narratives to other children.	<ul style="list-style-type: none">The third person and past tense are used. This can include the past progressive (e.g. <i>the Billy Goats Gruff were eating</i>) and present perfect (e.g. <i>What have you done?</i>).Opportunities also exist for the use of the past perfect, e.g. <i>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 ...</i>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. <i>They should never have...if they were careful, the children might be able to...</i>Adverbs of possibility can be used to suggest possibility, e.g. <i>They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...</i>Parenthesis can be used to add additional information through the use of brackets, dashes or commas, e.g. <i>using brackets for stage instructions in a playscript.</i>Layout devices can be used to provide additional information and guide the reader, e.g. <i>Chapter 1, How it all began..., The story comes to a close...</i>Relative clauses can be used to add further information (e.g. <i>the witch, who was ugly and green...The treasure, which had been buried in a chest...;</i>); this should include the use of commas when required.

Narrative texts

Upper
KS2



	Generic Text Features	Planning and Preparation	Grammatical Features
Year 6	<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. <i>adverbs, adjectives, precise nouns, expressive verbs and figurative language.</i>• Dialogue is used to convey characters' thoughts and to move the narrative forward.	<ul style="list-style-type: none">• 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. <i>using short and long sentences for different effects.</i>• 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.	<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. <i>the battalion traversed the mountain range; the soldiers walked over the mountains.</i>• The passive voice can be used, e.g. <i>The soldiers were found to be... The treasure chest was discovered by...</i>• Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. <i>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.</i>• Past perfect progressive forms can be used to indicate specific points in time, e.g. <i>the children had been searching...; I had been dreaming of riding a unicorn all my life...</i>• 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.