Abbey Park First and Nursery School

English – Progression in Text Types

YEAR 1

Narrative	• Retell familiar stories and recount events; include main events in sequence, focusing on who is in the events, where events take place and what happens in each event, where events take place and what happens in each event; use story language, sentence patterns, and sequencing words to organise events; recite stories by heart supported by story boxes, pictures etc; act out stories portray characters and their motives. • Use patterns and language from familiar stories in own writing; write complete stories, sequencing pictures: beginning-middle-end, decide where it is set and use ideas from reading for some incidents and events. • Write narratives using capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write narratives that include names with capital letters and for the personal pronoun I. • Joins words and clauses with 'and'. • Separate words with spaces.
Recount texts	• 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 first, next, after, when. • 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 and person. • Write recounts using capital letters, full stops, question marks and exclamation marks to demarcate sentences.

	• Write recounts that include names with capital letters and for the personal pronoun I. • Joins words and clauses with 'and'. • Separate words with spaces.
Non-chronological reports	• Find out about a subject by listening and following text as information books are read and/or watching a film clip. • Contribute to discussion on the subject as information is assembled and the teacher write the information. • Assemble information on a subject on own experience (e.g. food, pets). • Write simple non-chronological reports by writing sentence to describe aspects of the subject. • Write non-chronological reports using capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write non-chronological reports that include names with capital letters and for the personal pronoun I. • Joins words and clauses with 'and'. • Separate words with spaces.
Information texts	• Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. • Independently choose what to write about, orally rehearse, plan and follow it through. • Write information texts using capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write information texts that include names with capital letters and for the personal pronoun I. • Joins words and clauses with 'and'. • Separate words with spaces.
Explanatory texts	• 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.
Instructions	• Listen to and follow a single more detailed instruction and a longer series of instructions. • Think out and give clear single 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 instructions independently.
Poetry	• Discuss own response and what the poem is about. • Talk about favourite words or part of a poem. • Notice the poem's pattern. • Perform in unison, following the rhythm and keeping time. • Imitate and invent actions. • Invents impossible ideas e.g. magical wishes. • Observe details of first hand experiences using the senses and describe. • List words and phrases or use a repeating pattern or line.

YEAR 2

Narrative	• Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters feelings and situations using improvisation; dramatize parts of their own or familiar stories and perform to class or group. • Imitate familiar stories by borrowing and adapting structures; write complete stories with sustained, logical sequence of events; use past tense and third person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest. • Write narratives using subordination (when, if, that, because) and co-ordination (using or, and, but). • Write narratives using noun phrases to describe settings and people (e.g. beautiful butterfly). • Write narratives with a consistent use of past or present tense. • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and commas in a list. • Use apostrophe for singular possession (girl's coat) and for contraction (can't).
Recount texts	• 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 first, next, after, when. • 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 and person. • Write recounts using subordination (when, if, that, because) and co-ordination (using or, and, but).

	• Write recounts using noun phrases to describe settings and people (e.g. beautiful butterfly). • Write recounts with a consistent use of past or present tense. • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and commas in a list. • Use apostrophe for singular possession (girl's coat) and for contraction (can't).
Non-chronological reports	• After a practical activity or undertaking some research in books or the web, take part in 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 breed of dog and dogs in general. Read texts containing information in a simple report format. • 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. • Write non-chronological reports using subordination (when, if, that, because) and co-ordination (using or, and, but). • Write non-chronological using noun phrases to describe settings and people (e.g. beautiful butterfly). • Write non-chronological reports with a consistent use of past or present tense. • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and commas in a list. • Use apostrophe for singular possession (girl's coat) and for contraction (can't).
Explanatory texts	• After carrying out a practical activity (e.g. experiment, investigation, construction task) contribute to creating a flow chart or cyclical diagram to explain the process, as member of the group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally 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.
Instructions	• 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: - Statement of purpose, list of materials or ingredients, sequential steps. - Direct/imperative language. - Use of adjectives and adverbs limited to giving essential information. - Emotive/value-laden language not generally used. • As part of a group with the teacher, compose as set of instructions with additional diagrams. Write simple instructions independently.
Poetry	• Talk about own views, the subject matter and possible meanings. • Comment on which words have the most effect, noticing alliteration. • Discuss simple poetry patterns. • Perform individually or together; speak clearly and audibly. • Use actions and sound effects to add to the poem's meaning. • Experience with alliteration to create humorous and surprising combinations. • Make adventurous word choices to describe closely observed experiences. • Create a pattern or shape on the page; use simple repeating phrases or lines as models.

YEAR 3

Narrative	• Tell stories based on own experiences and oral versions of familiar stories; included dialogue (punctuated with inverted commas) to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definitive ending; explore relationships and situations through drama. • Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either first or third person consistently; use conventions for written dialogue that shows the relationship between two characters. • Write narratives expressing time, place and cause using conjunctions (when, so, while), adverbs (then, next, soon) or prepositions (before, after, in). • Write narratives using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc. • Write narratives using an alternative to the simple past tense by using the present perfect tense (or the verb to have) e.g. he has gone out to play rather than he went out to play.
Recount texts	• Watch or listen to third person recounts such as news of 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 on 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. • Write newspaper style reports e.g. about school events or an incident from a story, using a wider range of cohesive devices, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader.

	▯ Include recounts when creating paper or screen based information texts. ▯ Write recounts expressing time, place and cause using conjunctions (when, so, while), adverbs (then, next, soon) or prepositions (before, after, in). ▯ Write recounts using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc.
Non-chronological reports	▯ Analyse a number of report texts and note their function, form and typical language features: - 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 .
	• 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 and notice how the language used signals change. • Teacher demonstrates how to write non-chronological report using notes in a spider-gram; draws attention to importance of subject verb agreements with generic participants e.g. family is…people are. • Write reports using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc. • Write own report independently based on notes from several sources.
Persuasion texts	• 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 and the effectiveness of different strategies used. • Write persuasive texts expressing time, place and cause using conjunctions (when, so, while), adverbs (then, next, soon) or prepositions (before, after, in). • Write persuasive texts using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc. • Explore the use of conjunctions to support the arguments (if, then, because).

	together notes from more than one source.
Explanatory texts	Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, DT or geography), ensuring items are clearly sequenced. Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.
Instructions	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. numbered, bulleted points, diagrams with arrows, keys/ Research a particular area 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.
Poetry	Describe the effect a poem has and suggest possible interpretations.

	• Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes. • Explain the pattern of different simple forms. • Perform individually or chorally; vary volume. , • experimenting with expression and use pauses for effect. Use actions, voices, sound effects and musical patterns to add to a performance. • Invent new similes and experiment with words play. • Use powerful nouns, adjectives and verbs; experiment with alliteration. • Write free verse; borrow or create a repeating pattern.

YEAR 4

Narrative	• Plan and tell own versions of stories; tell effectively e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques e.g. improvise alternative courses of action for a character. • Plan complete stories by identifying stages in the telling: introduction – build up – climax or conflict – resolution; use paragraphs to organise and sequence the narrative for more extended narrative structures; use fronted adverbials to introduce or connect paragraphs; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. • Write narratives using expanded noun phrases for description. • Write narratives by organising paragraphs around a theme, using topic sentences and supporting details. Within paragraphs, use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. • Use inverted commas to punctuate direct speech, ensuring a separate line for dialogue and accurate punctuation.
Recount texts	• 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 the form of a story, a letter, a new report ensuring agreement in the use of pronouns. • Write newspaper reports, using a wider range of cohesive devices, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. • Write recounts using expanded noun phrases for description.

	• Write recounts by organising paragraphs around a theme, using topic sentences and supporting details. Within paragraphs, use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. • Write recounts using fronted adverbials to make opening sentences more interesting.
Non-chronological reports	• Collect information to write a report in which two or more subjects are compared, e.g. spiders and beetle, 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, headings and sub-headings. • Write non-chronological reports using expanded noun phrases for description. • Write non-chronological reports by organising paragraphs around a theme, using topic sentences and supporting details. Within paragraphs, use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. • Write recounts using fronted adverbials to make opening sentences more interesting. • Plan, compose, draft, evaluate, edit and proof read for spelling and errors short non-chronological comparative reports focusing on clarity, conciseness and impersonal style.
Persuasion texts	• Read and analyse a range of persuasive texts to identify key features e.g. letters to newspapers, discussions of issues such as environmental. Distinguish between texts which try to persuade and those which simply inform, whilst recognising that some texts might contain examples of each other 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 can be used to support or re-inform 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. • Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view 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 to the listener/reader. • Design an advertisement, such as a poster or radio jingle, making use of linguistic and other features learnt from reading examples. • Explore the use of adverbs, adverbial phrases and conjunctions, to structure a persuasive arguments, e.g. 'if…, then'; 'on the other hand….' finally.
Discussion texts	• In exploring persuasive texts, and those presenting a particular argument, begin to recognise which a present a single (biased) viewpoint and which try to be more objective and balanced. • Continue to explore the expression of different views through discussion, role play and drama.
Explanatory texts	• 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. • Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.

	• Contribute to the shared writing of an explanation where the teacher acts as a scribe and models the use of paragraphs, adverbials and the other key language and structural features appropriate to explanatory writing: - Purpose: to explain a process or to answer a question. - Structure: introduction, followed by sequential explanations, organised into paragraphs. - Language features: usually present tense; use of adverbials of time and cause. - Presentational use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering. • After oral rehearsal, write explanatory texts independently, form a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.
Instructions	• In group work, give 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 a combined with other text types. 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.
Poetry	• Identify poem's impact and explain own interpretation by referring to the poem. • Comment on the use of similes and expressive language to create images, sound effects and atmosphere. • Discuss the poem's form and suggest the effect on the reader. • Vary volume, pace and use appropriate expression when performing.

	• Use actions, sound effects, musical patterns and images to enhance a poem's meaning. • Use language playfully to exaggerate or pretend. • Use similes to build images and identify clichés in own writing. • Write free verse; use a repeating pattern; experiment with simple forms.