Oxley English Curriculum

Be Kind

Be Brilliant

Have an 'I can attitude'

Our Oxley Vision

At Oxley Primary School we aspire to promote a lifelong love of English, both in language and the written word. We want our children to leave Oxley as confident and skilled communicators, both orally and in written form, prepared for their futures ahead.

Intent

An appreciation for rich quality literature is at the heart our English curriculum, where we deliver the National Curriculum objectives through carefully selected progressive quality texts which form Novel Studies. Novel study is the holistic teaching of the English curriculum by focusing on a novel or text for an extended period of time, allowing considerable in-depth analysis. It immerses children in rich texts, actively promotes a love of reading for pleasure and teaches children how to write for different purposes. The approach encourages the application of critical and higher order thinking skills through a mixture of learning styles and has a high focus on oracy, language analysis and sentence and word level choices. As well as teaching the technical aspects of reading and writing, the holistic approach develops children as readers and writers in their own right. Lessons are planned carefully to ensure children learn skills to become confident readers and writers as well as being able to communicate effectively.

At Oxley we want our pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.

From the Early Years Foundation Stage through to Year Six, the children will be given opportunities to learn about cultural diversities, develop their ability to empathise with others and build their own curiosity through a wealth of picture books, rich literature and classic and modern poetry. The English skills of reading, writing and oracy are also carefully woven into the wider curriculum allowing children to apply skills through forms such as scientific enquiry, debates, speeches and non-fiction texts.

Implementation

The Oxley English curriculum is organised into units of work which may be taught over several weeks or up to half a term depending on the text being studied, and the opportunities it gives for teaching certain National Curriculum objectives. The texts chosen provide the progression in challenge, length and technical skills over each academic year and build well on prior learning.

Units of work are carefully planned to build towards high quality written outcomes in the shorter term and at the end of units of study. The length of teaching sequences vary depending on the age and stage of the children, the skills being taught and the particular needs of the cohort. Each sequence typically includes oracy work, word level and language work, application to sentences, grammar skills specific to the writing genre and the opportunity for children to independently write and redraft their work. Children are encouraged to explore an author's writing, intent and language, adapting or changing parts to generate their own piece of written work. This scaffold can then be gently removed throughout the process of teaching that text type in order that children can write independently and carefully consider their vocabulary, sentence structure and intent as authors. For each novel study we consider 'bigger questions" which engage the children to think critically and develop their understanding of deeper themes and morals within the text with links being made to the PSHE curriculum.

Where possible additional books are used to link to other areas of the curriculum, to make English relevant and meaningful. Children experience models and scaffolds from a range of fiction and non-fiction models which are inspired by the text. In the Foundation Stage children start to verbally internalise stories and events through storytelling, story maps and drama activities, focusing heavily on their oracy skills which are built upon as the children progress further up the school. Reading and Writing Skills ladders, which break down the National Curriculum objectives, are used to plan teaching sequences and for formative and summative assessment purposes. These have been carefully crafted to ensure clear progression between year groups and consistency across the school.
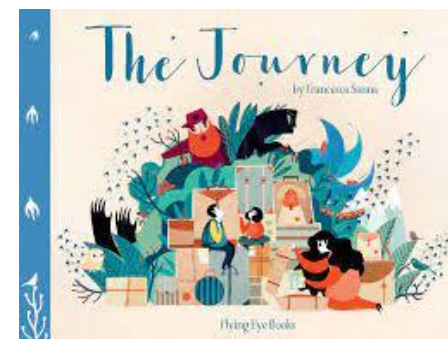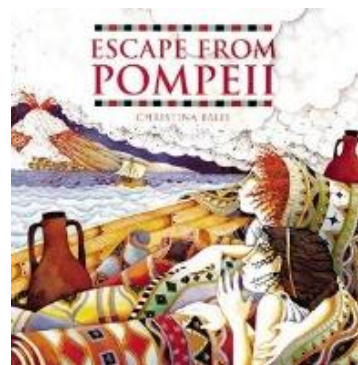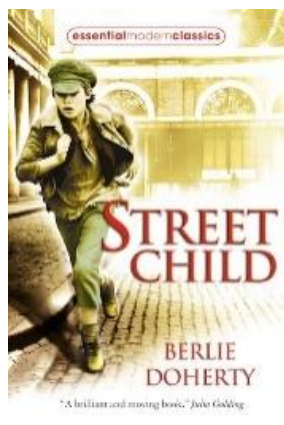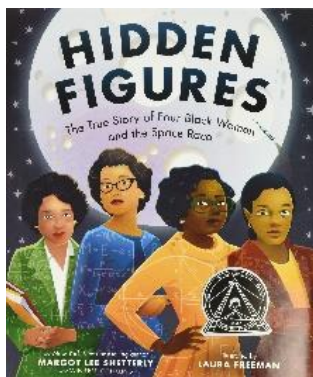
Whilst the Novel Study curriculum incorporates many reading skills, explicit teaching of reading also comes through daily phonics sessions in the Early Years and Key Stage One classes, using the synthetic phonic scheme 'Floppy Phonics,' Alongside this, we help children develop their independent reading skill by using fully decodable books which are matched to the phonetic development to aid children's confidence and encourage them to apply their current learning. Children's phonics experiences are then built upon in Year One, where children read and write daily and are then offered ample opportunities to apply their sound knowledge to independent work. Children who may be falling behind are offered swift intervention to ensure that all children are able to meet or exceed their potential. Across the school reading is also taught discretely through whole class reading lessons. During these sessions, the teacher shares the same text with a whole class. By doing so, it provides the 'expert' in the room to model fluent reading but also engages the children and ultimately aids their comprehension. Fluency is developed through the use of echo reading and teachers model the reading skills before allowing for guided and independent practise within each session. Skills ladders are used for planning and assessment purposes and texts are chosen to allow for challenge and the embedding of skills.

In Foundation Stage and Year One children learn to spell through phonics. This is built upon in Year Two when they begin the No-Nonsense Spelling scheme which allows children to explore the spelling patterns and rules most commonly found in the English language. The spelling scheme focuses on embedding the children's knowledge of the phoneme patterns and not only explore the rules of spelling but also the morphology and etymology of the words. This builds into their vocabulary development which underpins the whole curriculum.

Impact

Half termly assessments are made using the writing skills ladders to identify progress in writing. Termly scrutinies of English books across the school allow the subject leader and Senior Leadership Team to monitor progress and give detailed feedback to individual staff and teams highlighting areas for improvement. This feedback enables teachers to address gaps in learning and secure greater progress for all. Each year children complete a piece of writing for assessment using the 'No More Marking' initiative to allow summative assessment purposes against other schools. Work is also moderated in-house and through moderation meetings within our own Beskild Trust of schools. Assessments against the reading skills ladders and tracking of book bands show progression in reading for individual children. We also assess children against the PM Benchmarking scheme to ensure children are working at the correct band. Further impact will be measured through learning walks, pupil voice, within the learning environment and termly assessment data.
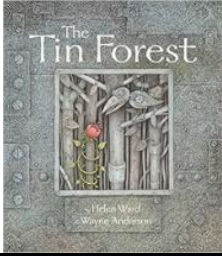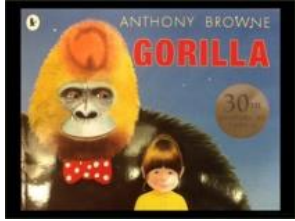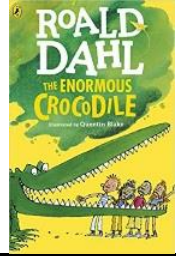
English Text Types

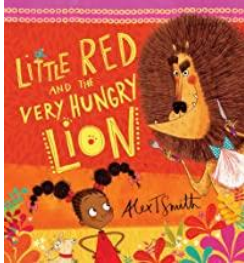| Year Group	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to discuss
Year 1	Retelling a familiar Story Short Narrative Description (ie poster for character etc.) **Change character**	Informal Letter Retelling an event (recount) **Instructions**		
Year 2	Narrative **Description of characters/setting**	**Non-chronological Report** **Explanation Text** Recount (diary entry) Informal Letter **Book Review** Instructions		
Year 3	Narrative Description of a character/setting **Integrated dialogue**	**Explanation Text** **Newspaper Report** Non-chronological Report Instructions	**Persuasive poster/adverts/informal letter**	
Year 4	Extended Narrative Short Stories Integrated dialogue	Explanation Text Procedural Writing (recipes, experiments, directions, rules etc.) Recount (diary, journal, blog)	**Formal Persuasive Letters**	**Discussion Text**
Year 5	Narrative (missing chapters, time slips) Short Stories (story starters, endings) **Advance action & convey character**	**Biography** **Formal Letters**	**Formal Persuasive speech**	Discussion Text
Year 6 CONSOLIDATION OF TEXT TYPES	Extended Narratives Short stories Description (integrated, character, setting)	Information Text Explanation Text Formal Letters Biography Recount (newspaper, journal, account/witness statement) Non-Chronological Report	Formal persuasion (speech ,letters)	Discussion Text
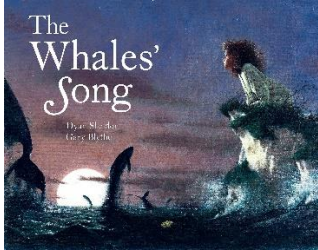
Text Maps

Year One/Two

Cycle One

	Autumn Term		Spring Term	Summer Term
Novel Study	The Tin Forest	Gorilla		The Enormous Crocodile
Poetry	**Quatrain Poems** **Tasty Poems- Jill Bennet & Nick Sharratt**		**Performance Poetry** **The Dinosaur Rap- John Foster**	

Cycle Two
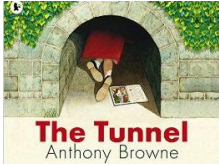
	Autumn Term		Spring Term	Summer Term
Novel Study	Traditional Tales with a Twist	Tell me a Dragon	The Whales' Song	the tear thief
Poetry	**Acrostic Poems** **Gervais Phinn**		**Performance Poetry** **Queue for the Zoo**	
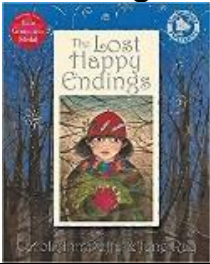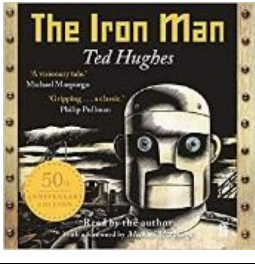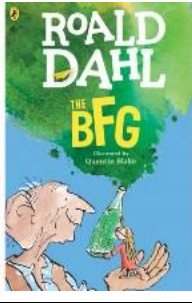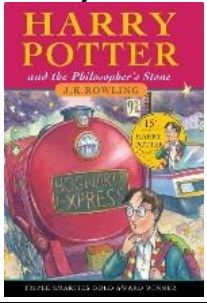
Year 3

Novel Study	After the Fall	Into the Forest	Esio Trot	The Firework Maker's Daughter
Poetry	Shape poems and Calligrams Liz Brownlee		Performance Poetry -The Sound Collector Roger McGough	

Year 3/4 (Cycle 2)

Novel Study	The Tunnel	Hansel and Gretel	George's Marvellous Medicine	The Sheep-Pig
Poetry				

Year 4

Novel Study	The Lost Happy Endings	The Iron Man	The BFG	Harry Potter
Poetry	Metaphor Poetry Don't be scared – Caroll Ann Duffy		Performance Poetry The Treasures- Claire Bevan	

Year 5- Cycle 1

Novel Study	The Varmints Hidden Figures	Street Child	The Explorer
Poetry	Cinquain Poetry Poems by Adelaide Crapsey and John Foster	The Highway Man – Alfred Noyes	

Year 5 -Cycle 2

Novel Study	The Viewer	The Lion, the Witch and the Wardrobe	Skellig
Poetry	**Personification Poems Ted Hughes- Snow and Snow /Olivia Kooker - Winter**	**Performance Poetry The Rum Tum Tugger- TS Eliot**	

Year 6

Texts	The Wolves in the Walls	Holes	Rose Blanche /Once	Trash
Poetry	**Performance Poetry The Visitor – Ian Serrailler**	**Narrative Poetry The Jabberwocky – Lewis Carol**		

Explicit Teaching of Reading

EYFS and Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Phonics (including phonemic awareness) -Basic comprehension (retrieval and inferences based on images)	Continuing to build retrieval and inference skills with more challenging texts	-Inference -Retrieval -Predicting -Summarising -Analysing -Reading Fluency -Comparing	Continuing to practise and apply core reading skills to increasingly complex texts. Reading - across a range of texts Vocabulary · Retrieving · Inferring · Predicting · Summarising · Reading Fluency & Behaviours · Analysing · Authorial Intent · Comparing		

Progression of skills

- **Progression in Sentence Structure and Punctuation**

- **Progression in Tense**

- **Progression in Description**

- **Progression in Cohesion and Paragraphing**

- **Progression of Non-fiction Writing;**
  - **Discussion Texts**
  - **Explanation Texts**
  - **Instructions**
  - **Persuasion**
  - **Reports**
  - **Recounts**

- **Progression of Narrative Writing**

Progression in sentence structure and punctuation

Aspect	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Writing simple sentences	write simple sentences which can be read by themselves and others	combine words to make sentences					
Joining sentences using coordination		Join clauses using 'and'	Join clauses using co-ordination FANBOYS				Use semi-colons or colons to mark the boundary between independent clauses
Adding further information to sentences using subordination			Use subordination (*when, if, that, because*)	Use conjunctions to say '**when**, where and how'	Move some subordinate clauses to the beginning of sentences	Use relative clauses to add information about the noun e.g. who, which, where, when, whose, that or an omitted pronoun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes	Use semi-colons or colons to mark the boundary between independent clauses
				Extend the range of sentences with more than one clause using a wider range of conjunctions including *when, if, because, although*			
Changing sentence structure			Write: Statements Questions Commands Exclamations				

Progression in sentence structure and punctuation

Punctuation							
		Introduce full-stops, capital letters, exclamation marks & question marks					
		Use capital letters for 'I', names, place names, days	Use commas in a list		Use commas after fronted adverbials	Use commas, brackets or dashes to indicate parenthesis	Use semi-colons and colons or a dash to separate independent clauses
				Introduce speech marks	Use speech marks and commas to separate the reporting clause	Use commas to clarify meaning or to avoid ambiguity (e.g. to separate clauses)	
			Use apostrophes for singular possession & contraction		Use apostrophes for plural possession		Punctuate bullet points consistently
							Use hyphens to avoid ambiguity e.g. between 2 adjectives

Progression in tense

Aspect	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Using tenses	Orally use past, present and future forms		Consistent use of the past and present tense in writing		Use standard verb forms e.g. *We were not we was* *I did not I done*	Use of modals verbs: *can, might, should, could, would, ought, shall, must*	Use of the passive form to show what was done rather than who did it *The tea was eaten (by Mr Bean).* *The bag was torn (by Mr Bean).*
Present tense			Use simple present tense for actions happening now *I eat my tea.* *He eats his tea.* Use present progressive tense for ongoing actions happening now *I am eating my tea.* *They were eating their tea.*				
Past tense			Use simple past tense for actions that have been completed *I ate my tea.* *He ate his tea.* Use past progressive tense for ongoing actions in the past *I was eating my tea.* *They were eating their tea.*	Use the present perfect to write about events in the past that are relevant now *I **have** eaten my tea.* *She **has** seen her before.* *I **have** been here before.*		Use of the past perfect tense to link back to previous events *She **had** seen her before.* Use of present perfect with modals *We **could have** done that earlier.* *I **should have** finished.*	The present and past perfect tense can be used to write more formally.

Progression in description

Aspect	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Developing vocabulary	Use vocabulary linked to experiences (30-50mths) Extend vocabulary in imaginative ways (60-90 mths)	Broaden vocabulary through reading	Use new vocabulary from their reading	Build a rich and varied vocabulary		Selecting vocabulary to enhance meaning →	Use of more formal vocabulary e.g. *go in – enter* hyphens – *man-eating* Precise use of vocabulary Possible use of literary language (non-statutory)
Developing noun phrases			Write expanded noun phrases using **adjectives** *e.g. the ball the blue ball the shiny, blue ball* →		Write noun phrases, expanded by the addition of modifying **adjectives, nouns and preposition phrases** *e.g.* *the blue ball with red stripes… the bouncy ball under the bed…* →		Write expanded noun phrases to convey complicated information concisely (e.g. with the use of hyphens to avoid ambiguity) *e.g* *the bright-blue ball with red stripes*
Developing further description				Provide detail with prepositions, conjunctions or adverbs – say 'when', 'where' and 'how' →		Add detail using relative clauses e.g. *the blue ball that had been a present… the bouncy ball which was punctured… the ball, stuck below the bed,* →	

Progression in cohesion and paragraphing

Aspect	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Developing paragraphing	Orally develop own narratives and explanations by connecting ideas and events	Sequence sentences to form short narratives		Begin to use paragraphs that group related ideas (linked to sub-headings in non-fiction)	Use paragraphs to organise ideas around a theme Cohesion is used within paragraphs	Link ideas across paragraphs Use a wide range of devices to build cohesion within a paragraph	Use a wider range of cohesive devices to link ideas across paragraphs
Maintaining coherence			Use tense, person and punctuation appropriately to aid the sense of writing				
Joining ideas by developing sentence structure		Join clauses using 'and'	Join clauses using co-ordination (FANBOYS) and subordination	Extend the range of sentences with more than one clause using a wider range of conjunctions including when, if, because, although to link ideas		Use relative clauses to add information about the noun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes	Use semi-colons or colons to mark the boundary between independent clauses and link ideas
				Use conjunctions, to say 'when, where and how' to link information	Move some subordinate clauses to the beginning of sentences to form fronted adverbials		
Developing the range of cohesive devices				Use conjunctions, adverbs and prepositions to say 'when, where and how' to	Move some adverbial phrases (saying when, where or how) to the beginning of sentences to link them together within paragraphs	Build cohesion within paragraphs, e.g. adverbs such as, *then, after that, this, firstly*	Link ideas across paragraphs using adverbials such as *on the other hand, as a consequence*

Progression of Non-Fiction

Progression in Discussion Texts

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

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

Generic text structure	Grammatical features	Planning and preparation
The most common structure includes: • a statement of the issues involved and a preview of the main arguments; • arguments for, with supporting evidence/examples; • arguments against or alternative views, with supporting evidence/examples. Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided	• Written in the **present tense.** This can include other forms such as **present perfect** e.g. some people have argued…some people have said… • Generalises the participants and things it refers to using uncountable **noun phrases** (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). • **Heading and subheadings** can be used to aid presentation. • **Paragraphs** are useful for organising the discussion into logical sections. Uses **adverbials** e.g. therefore, however to create **cohesion within and across paragraphs.** • Writers need to make **formal and informal vocabulary choices** to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ... • **Layout devices** such as diagrams, illustrations, moving images and sound can be used to provide additional information or give evidence • **The passive voice** can sometimes be used to present points of view e.g**.** It could be claimed that…it is possible that…some could claim that… • **Degrees of formality and informality** can be adapted to suit the form of the discussion e.g. whether writing a formal letter on an informal blog. This can include **vocabulary choices** e.g. choosing habitat rather than home…indicates rather than shows	• Questions often make good titles e.g. Should everyone travel less to conserve global energy? • Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot. • Make sure you show both/all sides of the argument fairly. • Support each viewpoint you present with reasons and evidence. • If you opt to support one particular view in the conclusion, give reasons for your decision. Don't forget that discussion texts can be combined with other text types depending on your • Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information • Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your

	• 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.	audience and purpose.

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

Common forms of discussion text:

Non-fiction book on an 'issues'

Write-up a debate

Leaflet or article giving balanced account of an issue

Writing editorials about historical attitudes to gender, social class, colonialism etc.

Writing letters about pollution, factory farming or smoking

Writing essays giving opinions about literature, music or works of art

Progression in Explanatory Texts

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

Purpose:

To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

Generic text structure	Grammatical features	Planning and preparation
A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. • The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.	Written in **present tense** e.g. Hedgehogs wake up again in the spring.) • **Questions** can be used to form titles e.g. How do hedgehogs survive the winter? Why does it get dark at night? • **Question marks** are used to denote questions. • Use of **adverbs** e.g. first, then, after that, finally... • Use of **conjunctions** e.g. so, because... • Use **prepositions** e.g. before, after... • **Cohesion** can be created, and repetition avoided through the use of **nouns and pronouns e.g.** Many mammals...they feed their young... • **Indicate degrees of possibility using adverbs** e.g. perhaps, surely... Sometimes **modal verbs** can be used to express degrees of possibility e.g. might, should, will... • **Fronted adverbials** can be used e.g. During the night, nocturnal animals... **Relative clauses** can be used to add further information e.g. Hedgehogs, which are mammals... • **Degrees of formality and informality** can be adapted to suit the form of the discussion, so an **informal tone** can sometimes be appropriate e.g. You'll be surprised to know that ... Have you ever thought about the way that ...? And a **formal, authoritative tone** can also be adopted e.g. oxygen is constantly replaced in the bloodstream... • **The passive voice** can sometimes be used e.g. gases are carried... • **Layout devices** such as heading, subheadings, columns, bullets etc can be used to present information clearly. • **Paragraphs** are useful for organising the explanation into logical sections. • **Brackets, dashes and commas** can be used to add extra information inside **parenthesis** e.g. oxygen (a gas found in air)	Choose a title that shows what you are explaining, perhaps using why or how. • Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. • Use the first paragraph to introduce what you will be explaining. • Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. • Add a few interesting details. • Interest the reader by talking directly to them • Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information • Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.

Progression by year group

Year Group	Grammatical features to include in **Explanations**
1	n/a
2	Consistent use of **present tense** **Questions** can be used to form titles **Question marks** are used to denote questions (Y1) Use **conjunctions** e.g. so…because
3	**Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** **Heading and subheadings** used to aid presentation
4	Use **fronted adverbials** Use of **paragraphs** to organise ideas Create **cohesion** through the use of **nouns and pronouns**
5	**Indicate degrees of possibility using adverbs** and **modal verbs** **Use layout devices** to provide additional information and guide the reader Create **cohesion within paragraphs** using adverbials **Relative clauses** can be used to add further information **Parenthesis** can be used to add clarification of technical words
6	Adapt **degrees of formality and informality** to suit the form of the explanation Create **cohesion across paragraphs** using a wider range of cohesive devices which can include adverbials **The passive voice** can be used

Common forms of explanatory text:
Explaining electricity, forces, food chains etc. in science
Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt
Explaining phenomena such as the water cycle or how a volcano erupts in geography
Explaining religious traditions and practices in RE
Encyclopaedia entries
Technical manuals
Question and answer articles and leaflets
Science write-ups

Progression in Instruction/procedural texts

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

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

Begin by defining the goal or desired outcome. E.g. How to make a board game. • List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. • Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) • A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.	Use of imperative/**command** sentences e.g. Cut the card ... Paint your design ...some of these may be **negative commands** e.g. Do not use any glue at this stage… • **Commas** in lists can be used to separate required ingredients/materials • **Conjunctions, adverbs and prepositions** can be used to order and explain the procedure e.g. when this has been done…next add…after doing this… • **Relative clauses** can be used to add further information e.g. Collect your jam from the fried, which may be bought or homemade… • **Cohesion** can be created, and repetition avoided through the use of **nouns and pronouns** e.g. Add the egg and then beat it with a whisk. • Additional advice can be added through the use of **parenthesis** e.g. (It's a good idea to leave it overnight if you have time) ... • **Conditional adverbials** can be used, including as **fronted adverbials** to make suggested alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers. • **Modals** can be used to **suggest degrees of possibility** e.g. you should…you might want to… • Different degrees of **formality** may be required e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. • **Headings** can be used to separate the equipment from the procedure. • **Layout devices such as bullet points, numbers or letters** to help your reader keep track as they work their way through each step.	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 by year group

Year Group	Grammatical features to include in **instructions**
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
2	Use of **command sentences** **Commas** in lists
3	**Express time, place and cause using conjunctions** (e.g. so, because), **adverbs** and **prepositions** **Heading and subheadings** used to aid presentation
4	Create **cohesion** through the use of **nouns and pronouns** Use **fronted adverbials**
5	**Parenthesis** can be used to add additional advice **Relative clauses** can be used to add further information **Modals** can be used to **suggest degrees of possibility** **Use layout devices** to provide additional information and guide the reader
6	Adapt **degrees of formality and informality** to suit the form of the instructions Create **cohesion across the text** using a wide of cohesive devices including layout features

Common forms of instructional text:

How to design and make artefacts

Technical manuals: how to operate computers, phones, devices

How to carry out science experiments or to carry out a mathematical procedure

How to play a game

Writing rules for behaviour

How to cook and prepare food

Timetables and route-finders

Posters, notices and signs

Instructions on packaging

Progression in Persuasive Texts

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

Purpose:		
To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.		
An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) • Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) • A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)	Written in the **present tense.** This can include other forms such as **present perfect** e.g. people have said… • Often refers to generic rather than specific participants e.g. Vegetables are good for you. They ... This means that **cohesion** is created through the combined use of **nouns and pronouns**. • Uses **adverbials** e.g. therefore, however to create **cohesion within and across paragraphs.** • Uses logical **conjunctions, adverbials and prepositions** e.g. This proves that ... So it's clear ... Therefore ... • **Paragraphs** are useful for organising the content into logical sections. • Requires the writer to **make formal and informal vocabulary choices** by moving from generic statements to specific examples when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) Sentence types include **rhetorical questions** e.g. Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to? • **Modals can be used to suggest degrees of possibility** e.g. this could be…you should…you might want to… • Sometimes the second **person** is useful for appealing to the reader e.**g.** e.g. this is just what you've been looking for. This also enables adaptation of the **Degrees of formality and informality** so that the text appeals to the reader. • Adjectives can be used to create persuasive **noun phrases** e.g. delicious chocolate…evil hunters… • In some formal texts, it may be possible to use the passive voice e.g. It can be said…it cannot be overstated… • Repetition can be used to strengthen your point of view. This also acts as a **cohesive device.**	Decide on the viewpoint you want to present and carefully select the information that supports it. • Organise the main points to be made in the best order and decide which persuasive information you will add to support each. • Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. • Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. • Try to appear reasonable and use facts rather than emotive comments. • Choose strong, positive words and phrases and avoid sounding negative. • Use short sentences for emphasis. • Re-read the text as if you have no opinion and decide if you would be persuaded. • Remember that you can use persuasive writing within other text types.

	• Because arguments include hypothetical ideas, conditional language, such as the **subjunctive form** can sometimes be used e.g. If people were to stop hunting whales…	

Progression by year group

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

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

Progression in report texts

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

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

Generic text structure	Grammatical features	Planning and Preparation
In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: • an opening statement, often a general classification (Sparrows are birds); • sometimes followed by a more detailed or technical classification (Their Latin name is...); • a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: • its qualities (Like most birds, sparrows have feathers.); • its parts and their functions (The beak is small and strong so	Often written in the **third person** and **present tense** e.g. They like to build their nests ... It is a cold and dangerous place to live. • Sometimes written in the **past tense**, as in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work. • **Questions** can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian school? • **Question marks** are used to denote questions. • Use of **conjunctions** e.g. so, because… • Use **prepositions** e.g. before, after… • **Cohesion** can be created, and repetition avoided through the use of **nouns and pronouns e.g.** The Victorians liked…they were particularly fond of… Non-chronological reports are often organised into sections. This makes **paragraphing** a useful tool. • **Headings** can be used to organise different sections. • **Layout devices** such as heading, subheadings, columns, bullets etc can be used to present information clearly. Consistent use across the text helps create **cohesion.** • The **passive voice** is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. E.g. Sparrows are found in ... Sharks are hunted ... children were taught ...Requires the writer to appreciate the difference between **vocabulary typical of informal speech** and that appropriate for **formal speech** e.g. the habitat of wood mice rather than where wood mice live. • **Adjectives** and specifically **comparative adjectives** can be used to create description e.g. Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.	Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. • Gather information from a wide range of sources and collect it under the headings you've planned. • Consider using a question in the title to interest your reader (Vitamins – why are they so important?). • Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. • Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information. • Find ways of making links with your reader. You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog. • Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear.

that it can ..); its habits/behaviour / uses (Sparrows nest in ...)	• **Brackets, dashes and commas** can be used to add extra information inside **parenthesis.**	• Use other text-types within your report if they will make it more effective for your purpose and audience.

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

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

Progression in recounts

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

Purpose:
To retell an event or experience, often based on the direct experience of the writer. The purpose is to tell what happened.

Generic text structure	Grammatical features	Planning and Preparation
Structure often includes: • orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • an account of the events that took place, often in chronological order (The first person to arrive was ...) • some additional detail about each event (He was surprised to see me.) • reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts	Usually written in **the past tense** with space for pupils to use the **past progressive** form of verbs, e.g. the children were playing, I was hoping… • Opportunities also exist for the use of the **past perfect** e.g. The children had tried… earlier in the day, the owls had hunted… and **Past perfect progressive** forms e.g. the children had been singing… we had been hoping to go on this trip for a long time.. • Some forms may use **present tense**, e.g. informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of **formality and informality.** In these cases it is also possible to extend opportunities to writing using the **present progressive** e.g. I am really hoping… **Conjunctions** are useful for **coordinating** events and showing **subordination** e.g. we went to the park so we could play on the swings… • Events being recounted have a chronological order, so **conjunctions, adverbs and prepositions are used e.g.** then, next, first, afterwards, just before that, at last, meanwhile. • **Noun phrases** (some people, most dogs, blue butterfly) can be used to add detail and interest the reader • The subject of a recount tends to focus on individual or group participants, which requires the use of either **first or third** person e.g. **Third person** they all shouted, she crept out, it looked like an animal of some kind). • In personal recounts, the **first person** is used e.g. I was on my way to school ... We got on the bus… • Recounts can take many forms (diaries, letters, newspaper reports) **paragraphing** can be used to organise all of these. • Uses **adverbials** e.g. therefore, however to create **cohesion within and across paragraphs.** • Different degrees of **formality** may be required for different forms e.g. high formality if recounting in the style of a broadsheet newspaper or informal in a personal diary.	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.)

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

Common forms of recount texts:

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

Progression in Narrative

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

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

Narrative Texts in Year 1

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

Narrative Texts in Year 2

Generic text features	Grammatical Features	Planning and Preparation
Narratives and retellings are told/ written in first or third person • Narratives and retellings are told/ written in past tense • Events are sequenced to create texts that make sense. • The main participants are human or animal. They are simply developed as either good or bad characters. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc	Stories are often written in the **third person** and **past tense** e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. • The **past progressive** form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her… • **Apostrophes can be used for possession**, e.g. Granny's house, baby bear's bed. • **Apostrophes to show contraction** can be used, e.g. Goldilocks couldn't believe her eyes. • Personal retellings often use the **first person** and **past tense**, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. • Sentences are demarcated using **full-stops**, **capital letters** and **finger spaces**. Use of **conjunctions** e.g. and, so, because, when, if, that, or, but … to join ideas and enable subordination of ideas. • Use of **exclamation marks** to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form **exclamative sentences**, e.g. How amazing was that!, What an incredible sight! • **Question marks** can be used to form questions, including **rhetorical questions** used to engage the reader. • **Adjectives** including **comparative adjectives** are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. • **Noun phrases** can be used to create effective descriptions, e.g. the deep, dark woods. • **Commas** can be used to separate lists of characters, ideas and adjectives in expanded noun phrases. • **Verbs should be chosen for effect** e.g. walked instead of went, grabbed instead of got etc.	Listen to stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. • Make plans and props based on the story or narrative that has been shared. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Make use of ideas from reading, e.g. using repetition to create an effect. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words. • Write narratives using their plans. Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, for example, to a partner, small group or the teacher.

Narrative Texts in Year 3

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

Narrative Texts in Year 4

Generic text features	Grammatical Features	Planning and Preparation
Narratives and retellings are written in the first or third person. • Narratives and retellings are written in the past tense, occasionally these are told in the present tense. • Events are sequenced to create chronology through the use of adverbials and prepositions • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… • Narratives use typical characters, settings and events whether imagined or real. • Dialogue is used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.	The **third person** and **past tense** are used. This can include the **past progressive** (e.g. the Billy Goats Gruff were eating), **Present perfect (**e.g. What have you done?). • **Standard English** forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. • **Fronted adverbials** can be used e.g. During the night…, in a distant field…. These should be punctuated using a comma. • The use of **adverbials** e.g. therefore, however cerates **cohesion within and across paragraphs.** • **Cohesion** can also be created, and repetition avoided through the use of **nouns and pronouns** e.g. Sammy and John… they… the boys… • **Paragraphs** are useful for organising the narrative into logical sections. • **Verbs and adverbs should be chosen for effect** e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • The use of **conjunctions** e.g. when, before, after, while, so, because…enables causation to be included in the narrative. • Descriptions can be developed through the effective use of **expanded noun phrases e.g.** the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). • **The full range of speech punctuation can be used to indicate dialogue** this allows characters to interact and the story to be developed. • **Apostrophes can be used to indicate plural possession** e.g. The girls' names, the children's mother, the aliens' spaceship.	Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that… etc. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, e.g. to a partner, small group.

Narrative Texts in Year 5

Generic text features	Grammatical Features	Planning and Preparation
Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language • Dialogue is used to convey characters' thoughts and to move the narrative forward.	The **third person** and **past tense** are used. This can include the **past progressive** (e.g. the Billy Goats Gruff were eating), **Present perfect (**e.g. What have you done?). • Opportunities also exist for the use of the **past perfect** e.g. The children had tried…earlier in the day, the goblins had hidden… and **Past perfect progressive** forms e.g. the children had been searching… they had been hoping to find the treasure since they started on the quest … • **Adverbials** can be used e.g. therefore, however to create **cohesion within and across paragraphs.** These adverbials can take the form of time (later), place (nearby), and numbers (secondly). • **Modals can be used to suggest degrees of possibility**, e.g. They should never have...If they were careful, the children might be able to… • **Adverbs of possibility** can be used to suggest possibility, e.g. They were probably going to be stuck there all night…, they were definitely on the adventure of a lifetime… • **Parenthesis** can be used to add additional information through the use of **brackets, dashes or commas** e.g. using brackets for stage instructions in a playscript. **Layout devices can be used** to provide additional information and guide the reader, e.g. Chapter 1, How it all began…, The story comes to a close… • **Relative clauses** can be used to add further information, e.g. the witch, who was ugly and green,…The treasure, which had been buried in a chest… this should include the use of commas when required.	Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that… etc. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Show how the main character has developed as a result of the narrative. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers Read their completed narratives to other children.

Narrative Texts in Year 6

Generic text features	Grammatical Features	Planning and Preparation
Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g.flashbacks) through the use adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward.	By writing for a specified audience and with a particular purpose in mind, the writer can choose between **vocabulary typical of informal speech** and that appropriate for **formal speech** e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. • **The passive voice** can be used e.g. it was possible that…, the map was given to the children by…, more ingredients were added to the potion etc. • Writers may use conditional forms such as the **subjunctive form** to hypothesise, e.g. If the children were to get out of this situation…, if only there were a way to solve this problem…, I wished I were somewhere else…etc. • **Past perfect progressive** forms can be used to indicate specific points in time e.g. the children had been searching… I had been dreaming of riding a unicorn all my life… • Create **cohesion across paragraphs** using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. • **Colons, semi-colons and dashes** can be used to separate and link ideas.	Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using short and long sentences for different effects. Try to show rather than tell, for example, show how a character feels by what they say or do. • Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day. • Write narratives using their plans. • Show how the main character has developed as a result of the narrative. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Read their completed narratives to other children.

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