

Chilvers Coton Community School and Nursery

Key Stage One

Genre Progression Map



Genre Progression Map

Text Type – Explanation Texts

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

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*. Like all text types, explanatory texts vary widely and are often found combined with other text types.

Generic Structure

- A general statement to introduce the topic being explained. (In the winter some animals hibernate.)
- The steps or phases in a process are explained logically, in order. (When the nights get longer... because the temperature begins to drop... so the hedgehog looks for a safe place to hide.)

Language Features

- Generally written in **simple present tense**. (Hedgehogs wake up again in the spring.)
- Use of **time/ sequencing adverbs**, e.g., first, then, after that, finally.
- **Use of reinforcing and opposing adverbs** to link ideas between sentences and **paragraphs**: e.g., in addition to, because of this.
- Use **casual/impersonal language** (because, therefore)

Knowledge for the writer

- Choose a title that shows what you are explaining, perhaps using **why** or **how**. (How do hedgehogs survive the winter? Why does it get dark at night?)
- Use the first sentence 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.
- Interest the reader by talking directly to them (Have you ever made)
- Re-read your explanation as if you know nothing at all about the subject.

Key elements to achieve progression

- Speaking and listening before reading and writing.
- Teacher modelling, scribing and shared writing before children's independent attempt.

Suggested approaches to show progression in (text type)

Year One

- 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
- Asks questions to extend their understanding and knowledge
- Write a series of sentences to explain a simple, process based on first-hand experience e.g., chicks hatching, life cycle of a frog

Year Two

- Listen to and discuss a wide range of explanatory texts
- Draw on and use new vocabulary from reading explanatory texts
- After carrying out a practical activity e.g., experiment, investigation, construction task, contribute to creating a flowchart to explain the process
- Read flowcharts explaining other processes
- Following other practical tasks, produce a flowchart ensuring content is clearly sequenced
- Write a series of sentences to explain the flowchart

Genre Progression Map

<u>Text Type – (Explanation Texts)</u>	
Suggested contexts: captions, leaflets, observations, flowcharts	
Year One	Year Two
<u>Context: Labels, lists, captions and observations</u> <ul style="list-style-type: none"> • Add one- or two-word labels to diagrams • Begin to use appropriate adjectives to describe and label key features of a diagram • Use bullet points and start each item on a new line when writing a list • Use –e and –es suffixes for plurals • Separate words with finger spaces • Write a simple sentence based on their observations • Begin to use capital letters at the beginning of a sentence • Use a full stop at the end of a sentence • Explore colourful semantics to support the structure of a sentence around key words; explore word classes and identify them in their sentences. 	<u>Context: - Write Explanations of how chocolate is <u>made</u></u> <ul style="list-style-type: none"> • Form nouns using suffixes (ness, -er) • Form adjectives using suffixes (-ful, -less) • Use –er and –est in adjectives • Look at the functions of sentence types: statement and question and use the correct punctuation. • Explore titles of explanations texts and identify that they usually begin with 'how' or 'why' • Write general statements to introduce topics being explained • Use expanded noun phrases to describe and specify • Use present tense or past tense throughout writing • Create own titles for explanations texts, • Sequence events/stages into the correct order • Create Flowchart diagrams showing a process in order • Time Phrases to show the passage of time – first, next, then, last

Genre Progression Map

Text Type – Non-Chronological Reports/Information Texts

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

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. 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.)

<u>Generic Structure</u>	<u>Language Features</u>	<u>Knowledge for the writer</u>	<u>Key elements to achieve progression</u>
<ul style="list-style-type: none"> 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: 	<ul style="list-style-type: none"> Often written in the third person and present tense. (They like to build their nests ...) Sometimes written in the past tense, as in a historical report. (Children were poorly fed and clothed and they did dangerous work.) Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all.) Description is generally used for precision rather than to create an emotional response so imagery is not heavily used. 	<ul style="list-style-type: none"> Plan how you will organise the information you want to include, e.g., use paragraph headings, 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 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. Find ways of making links with your reader, addressing them personally. Check that information is logically organised and clear. 	<ul style="list-style-type: none"> Speaking and listening preceding reading and writing. Teacher modelling, scribing and shared writing before children's independent attempt. Increased understanding by the children of the form and features of the text type Increasing ability to evaluate texts and their own work.

Suggested approaches to show progression in (text type)

Year One	<ul style="list-style-type: none"> Find out about a subject by listening and following the text as information books are read, or when watching a video Contribute to a discussion on the subject as information is assembled and the teacher writes the information Assemble information on a subject from their own experience e.g., food, pets Write a simple non-chronological report by writing sentences to describe aspects of the subject
Year Two	<ul style="list-style-type: none"> After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used Distinguish between a description of a single member of a group and the group in general e.g., a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; 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

Genre Progression Map

Text Type – Non-Chronological Reports/Information Texts

Suggested contexts: spider grams, labelled diagrams, note taking, class books on a theme, leaflets

Year One

Context: - Write a biography about the life of Florence Nightingale. Write a Non-Chronological report on African Animals.

- Use suffixes –ed, -s, -es, -ing, -er, -est to change a root word.
- Write in the past tense (biography).
- Explore the difference between past and present tense verbs and understand when to use each one (e.g., have /had)
- Select appropriate adjectives to describe.
- Begin to use appropriate similes to build on description.
- Join ideas together by using 'and'. Begin to use 'because' to extend sentences.
- Sequence sentences to form a short narrative.
- Write in the third person (they, he, she, it, her, his...).
- Use question marks and full stops to demarcate question and statement sentences.
- Begin to use exclamation marks and understand their purpose in an information text.
- Use subheadings to separate different pieces of information
- Use capital letters for proper nouns and the personal pronoun 'I'.
- Separate words with spaces.

Year Two

Context: - Write Non-Chronological Reports on Penguins. Write Information Texts on Animals.

- Form nouns using suffixes (-ness, -er)
- Form adjectives using suffixes (-ful, -less)
- Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g., scaly bodies
- Explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g., pretty wings
- Develop understanding of functions of sentence types: statement, command, exclamation or question
- Use expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun)
- Explore the difference between proper nouns and general nouns, and identify their use in this text type
- Use coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)
- Use a variety of sentence openers such as then, after a while, meanwhile
- Correct choice and use of present tense or past tense throughout writing
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Explore the use of capitalisation for common and proper nouns in the context of reports.
- Use commas to separate items in a list
- Use apostrophes for singular possession
- Read a range of information and group information into different categories

Genre Progression Map

Text Type – Recounts

Purpose: The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain but they may also be written in a style so as to persuade.

Recounts are sometimes referred to as 'accounts'. They 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. Recounting or retelling personal events is fundamental to young children's lives. The readiness and ease with which they do it orally makes it an obvious starting point for developing writing. In fact, for most children, sharing each other's personal recounts and writing them down probably precedes their reading many of them. Opportunities to listen to, speak, read and write recount texts occur in all areas of the curriculum.

<u>Generic Structure</u>	<u>Language Features</u>	<u>Knowledge for the writer</u>	<u>Key elements to achieve progression</u>
Structure often includes: <ul style="list-style-type: none"> • Orientation/ introduction such as scene-setting or establishing context • An account of the events that took place, often but not always, in chronological order. This will often include direct quotes or reported speech; • some additional detail about each event; • A closing statement/ conclusion 	<ul style="list-style-type: none"> • Usually written in the past tense. • Some parts may use present tense. • Events being recounted may have a chronological order so sequencing adverbs are common (then, next, first, afterwards, just before that, at last, meanwhile). • The subject of a recount tends to focus on individual or group participants or an event (third person: they all shouted, she crept out, it looked like an animal of some kind). • Reported speech or direct quotes may be used. • Technical/formal language to recount a science experiment, 	<ul style="list-style-type: none"> • Plan how you will organise the way you retell the events. You could use a timeline to help you plan. • Details are important to create a recount rather than a simple list of events in order. Try using • When? Where? Who? What? Why? questions to help you plan what to include. • Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had). 	<ul style="list-style-type: none"> • speaking and listening preceding reading and writing • Teacher modelling, scribing and shared writing before children's independent attempt. • increased understanding by the children of the form and features of the text type • increasing ability to evaluate texts and their own work

Suggested approaches to show progression in (text type)

Year One	<ul style="list-style-type: none"> • Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, 'then', 'after that' • Listen to other's recounts and ask relevant questions to find out more about the event being recounted • Read personal recounts and begin to recognise generic structure, e.g., chronologically ordered sequence of events, use of time words like first, next, after, when • Write simple first-person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person
Year Two	<ul style="list-style-type: none"> • Discuss the sequence of events recounted in texts at a level beyond which they can read independently • Collect a wider range of words and phrases to support chronology e.g., next, when, after, before, finally, at the end of the day • Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? • Create simple timelines to record the order of events • Write narratives about personal experiences and those of others, in role (real and fictional)

Genre Progression Map

Text Type – Recounts

Suggested contexts: interviews, eye witness accounts, diary entries

Year One

Context: - Reports about a discovery (dragon egg). Write about an education visit.

- Add suffixes –ed, -s, -es, -ing to change a root word.
- Write in the past tense.
- Use 'and' to join ideas and words together. Begin to use 'because' to extend sentences.
- Write in the first person (I, we, my...)
- Use adjectives to describe what they saw or how they felt.
- Use time openers to sequence events that they have witnessed (e.g., first, next, then...)
- Sequence sentences together to form a short narrative.
- Use a capital letter and full stop to demarcate sentences
- Use capital letters for proper nouns and the personal pronoun 'I'.
- Separate words with spaces.

Year Two

Context: - Reports on The Great Fire of London and the first Aeroplane flight.

- Understand the functions of sentence types: statement, command, exclamation or question
- Use expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g., experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines
- Use coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)
- Understand Subject/ verb agreements – understanding singular and plural
- Use first & third person and the correct choice and use of present tense or past tense throughout writing
- Use of past tense to report events
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g., explore the use of capitalisation for proper nouns used in recount texts
- Use commas to separate items in a list. Explore how commas are used to separate adjectives in lists, for example, a tall, grand building
- Use apostrophes for singular possession
- Understanding of chronology
- Use Time adverbials and using time phrases to sequence events

Genre Progression Map

Text Type – Instructions

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

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.

Generic Structure

- Begin by defining the goal or desired outcome. (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).

Language Features

- Use of **imperative verbs** (commands), e.g., Cut the card)
- Use of **time connectives** and **adverbs using ly**
- Instructions may include **simple clear language** with necessary language only.
- Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates ...) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.).

Knowledge for the writer

- Use the title to show what the instructions are about. (How to look after goldfish.)
- Before writing instructions be clear about what is needed and what has to be done, in what order.
- Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step.
- Use short clear sentences so the reader does not become muddled.
- Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young.
- Appeal directly to the reader's interest and enthusiasm. (You will really enjoy this game. Why not try out this delicious recipe on your friends?)
- 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.

Key elements to achieve progression

- Speaking and listening before reading and writing.
- Teacher modelling, scribing and shared writing before children's independent attempt.
- Increased understanding by the children of the form and features of instruction writing and then increasing ability to adapt writing for the audience and purpose
- Careful planning of where and how the genre could best be covered in the curriculum, and which year groups.

Suggested approaches to show progression in (text type)

Year One

- Listen to and follow a single more detailed instruction and a longer series of instructions
- Plan 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 and write consecutive instructions independently

Year Two

- Listen to and follow a series of more complex instructions
- 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:
- Include: a statement of purpose, list of materials or ingredients, sequential steps and use direct/imperative language
- As part of a group with the teacher, compose a set of instructions with additional diagrams
- Write extended instructions independently e.g., getting to school, playing a game

Genre Progression Map

Text Type – Instructions

Suggested contexts: Recipes and familiar games

Year One

Context: - Instructions on how to make a fruit kebab and how to plant a seed.

- Separate words with spaces
- Use capital letters and full stops to demarcate sentences.
- Use 'and' to join words together.
- Begin to use adjectives to describe nouns.
- Use bossy verbs to give a clear and direct command.
- Use second person to address the reader.
- Sequence instructions in chronological order.
- Begin each new instruction on a new line
- Use numbered bullet points.
- Use time connectives to sequence instructions (e.g., first, next, then...)

Year Two

Context: - Instructions of how to make a penguin puppet

- Generate synonyms for over-used imperative verbs, for example, chop, slice, cut
- Use adverbs to describe how to complete a task.
- Secure understanding of command sentences
- Write titles to show what the instructions are about,
- Engage reader through an introduction and using a question title – do you know?
- Explore and generate negative commands, for example, Do not open the oven door
- Use expanded noun phrases to describe and specify and to be specific about materials or equipment needed, for example, a large bucket, sharp scissors, thick card
- Use coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)
- Clarify instructions using subordination, for example, Take the cake out of the oven when the top looks golden brown.
- Correct choice and use of present tense or past tense throughout writing
- Use of direct speech
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Genre Progression Map

Text Type – Poetry

Purpose: Poems can have many different purposes including to amuse, to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage

Poetry is a very wide-ranging type of text and has many purposes and forms. Often written or spoken for an intended reader, it may also be composed for a personal outcome because the concise and powerful nature of poetry conveys emotion particularly well. Poetry often plays with words and makes it an attractive text type for children and one that they experiment with in their early language experiences. As children become familiar with a wider range of poetic forms and language techniques, they can make increasingly effective use of wordplay to explore and develop ideas through poetry.

Generic Structure

- Poems are often grouped for learning and teaching by theme, structure, form or language features.
- Structure: Poetry has an extremely wide range of
- Structural variety, from poems that follow a rigid structure to those that have only a visual or graphic basis. The most common structures include patterns of rhyme.
- Other structures rely on repetition of grammatical patterns rather than rhythm. For example, some list poems, dialogue poems and question and answer poems follow a specific structure even though they don't include rhyme or follow a pattern of line length.
- List Poems
- Kennings
- Comparing poems using similes

Language Features

- Different poetic forms tend to use different language features. The most common are rhyme, metre and imagery.
- Playing with rhyme and creating nonsense poems is an important element in exploring and manipulating language.
- The effective use of **imagery** is often a key ingredient in powerful, memorable poetry. Children usually begin using imagery by comparing one thing with another and by saying what something was like using **similes**
- The use of **rich vocabulary: powerful nouns, verbs, adjectives**, invented words and unusual word combinations is important to include within poetic form
- **Sound effects** including **alliteration**, can create effects when reading and writing poetry.
- The language effects found in poems can be different across time and cultures because poems reflect the way that language is used by people and do not need to rhyme
- A simple list of words, phrases or sentences, often preceded by a 'starter' sentence, such as in my picnic basket I will put:/ Things that make me smile:
- Derived from Old English and Norse poetry, kennings use compound nouns to refer to a person or thing without using the actual name. Anglo-Saxons often used kennings to name their swords. A kenning is a type of list poem. Although kennings follow a list structure, they could be described as free verse in other respects because they rarely rhyme (e.g., 'skin burner, chocolate melter' to refer to the sun)

Knowledge for the writer

- Depending on the kind of poetry being written:
- observe carefully and include detail, drawing on all your senses;
- When writing from memory or imagination, create a detailed picture in your mind before you begin writing;
- Be creative about the way you use words – use powerful or unusual vocabulary, or even create new words and phrases;
- Play with the sounds or meanings of words to add an extra layer of enjoyment for your audience
- Use imagery to help your reader/listener visualise what you are describing
- Read the text aloud as you draft, to check how it sounds when read aloud or performed; improve it by checking that every word does an important job, changing the vocabulary to use more surprising or powerful words;
- Don't forget that poetry allows you to use words in many ways, not just in sentences.
- Use questions directed to your reader to draw them in, e.g., do you know what I mean?
- Make punctuation work for you and guide your reader in the way you want the poem to sound, if read aloud.

Suggested approaches to show progression in (text type)

Genre Progression Map

Year One	<ul style="list-style-type: none">• discuss own response and what the poem is about and talk about favourite words or parts of a poem;• notice the poem's pattern• be aware of a significant poet and be able to join in with some of their poems• perform in unison, following the rhythm and keeping time and read aloud clearly enough to be heard by peers and teachers• imitate and invent actions and invent impossible ideas, e.g., magical wishes;• observe details of first-hand experiences using the senses and describe;
Year Two	<ul style="list-style-type: none">• talk about own views, the subject matter and possible meanings and comment on which words have most effect, noticing alliteration, discuss simple poetry patterns• read aloud with appropriate intonation to make the meaning clear and be aware of more than one significant poet and recite one or more of their poems (or sections of their poems)• perform individually or together and use actions and sound effects to add to the poem's meaning• experiment 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 model

Genre Progression Map

Text Type – Poetry

Suggested contexts:

Year One

Context: - Repeated poetry based on their personality and an African animal. A simile poem to describe the colours of the rainbow. Acrostic poem about the weather.

- Understand which adjectives are appropriate to use and experiment with different adjectives to create different effects.
- With support, begin to work in a group to use a thesaurus to get ideas for adjectives.
- Experiment with similes to compare and describe (E.g., As red as a strawberry).
- Use repetition to structure a poem (e.g. The lion is...).
- Use suffixes –er, –est and –es –s to change a root word.
- Punctuate sentences using a capital letter and a full stop.
- Use capital letters for proper nouns and the personal pronoun 'I'.
- Use 'and' to join words / ideas.
- Begin new ideas on a new line

Year Two

Context: - List and shape poems about penguins/Antarctic Animals. Short Riddles about different animals. Kennings about Endangered animals

- Find out more about word meanings by using a thesaurus to get ideas.
- Use a thesaurus to develop new words and synonyms for over used words like-sad
- Experiment with similes and alliteration to create different effects
- Use the suffix er to form nouns using suffixes (-ness, -er) (e.g., kennings run into runner)
- Use compound words for example rain + bow = rainbow
- Form adjectives using suffixes such as –ful, –less
- Use of –er and –est in adjectives
- Use of –ly to turn adjectives into adverbs
- Functions of sentence types: statement, command, exclamation or question and include all of these within one piece of text
- Use expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g., the blue butterfly, the man in the moon
- Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use commas to separate items in a list
- Use apostrophes for singular possession

Genre Progression Map

Text Type – Narrative

Purpose: Narrative (Stories) can have many different forms including adventure, fantasy, fairy tales and mysteries. They can often be written to entertain, to share knowledge and take readers on a journey.

Stories are a very wide-ranging type of text and have many purposes and forms. Narrative can take many different forms including spoken language, storytelling and written stories.

Generic Structure

- Structure is typically the simplest kind of narrative with a beginning, build up, a problem, a resolution and an end.
- Some stories may simply be a basic chronological narrative set in a fantasy world
- Some fantasy structures focus on character development or description of setting
- Settings are nearly always vague. (Once upon a time ... A long, long time ago ...)
- Structure is most typically a recount in chronological order, where events retell what happened to a main character.

Language Features

- Description adds to the sense of adventure by heightening the reader's awareness, e.g., a sense of potential danger
- Description is very important because fantasy uses settings (and often characters) that must be imagined by the reader.
- Formulaic sentences are used: Once upon a time ... There was once a ... Long ago in the ... And it came to pass ...
- Language often reflects the settings, in the past,

Knowledge for the writer

- Choose adjectives carefully to describe the places and things in the story.
- Use similes to help the reader imagine what you are describing more clearly.
- Make what happens as interesting and detailed as the setting where it happens. Don't get so involved in creating amazing places and characters that you forget to tell a good story about what happens to them.
- Characters may be fairy folk or even talking animals but make sure they are still interesting, believable characters your reader will care about, e.g., a good-hearted hero, a scheming villain, a wise helper.

Suggested approaches to show progression in (text type)

	<u>Oral story telling</u>	<u>Composition</u>	<u>Key grammar opportunities</u>
Year One	<ul style="list-style-type: none"> • Innovate on patterns from a familiar story orally including some story language. • Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; • use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc • recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives 	<ul style="list-style-type: none"> • Write own version of a familiar story using a series of sentences to sequence events. • Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events. 	<ul style="list-style-type: none"> • Understand how words can combine to make sentences • Join words clauses using and • Sequence sentences to form short narratives • Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I
Year Two	<ul style="list-style-type: none"> • Re-tell familiar stories using narrative structure and dialogue from the text; 	<ul style="list-style-type: none"> • Plan and write own stories with a logical sequence of events, using 	<ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but)

Genre Progression Map

	<p>include relevant details and sustain the listener's interest;</p> <ul style="list-style-type: none">• tell own real and imagined stories;• Dramatize parts of own stories for class.• Read aloud with appropriate intonation to make the meaning clear.	<p>complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue.</p> <ul style="list-style-type: none">• Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.	<ul style="list-style-type: none">• Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]• Grammatical patterns in a sentence to indicate its function as a statement, question, exclamation or command• Correct choice and consistent use of present tense and past tense• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences• Commas to separate items in a list• Apostrophes to mark where letters are missing in spelling and apostrophes to mark singular possession in nouns [e.g., the girl's name]
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Text Type – Narrative

Genre Progression Map

Suggested contexts:

Year One

**Context: - Traditional Tale – Goldilocks and the Three Bears.
versions of The Three Little Pigs and Jack and the Beanstalk.
Problem story – Somebody Swallowed Stanley.**

- Understand parts of a story – beginning, middle and end.
- Use vocabulary that is increasingly influenced by their experiences of books (e.g., Once upon a time...)
- Write sentences in chronological order.
- Begin to use sequencing words to organise events (e.g., next, then, finally)
- Sequence sentences to form a short narrative.
- Separate words using finger spaces.
- Use capital letters, full stops and question marks to demarcate sentences.
- Use capital letters for proper nouns and the personal pronoun 'I'.
- Use 'and' to join words and ideas together.
- Begin to use 'because' and 'but' to extend sentences.
- Use adjectives to describe nouns.
- Use suffixes –ed, -er, -est, -s, -es

Year Two

**Context: - Traditional Tale- Twist on Little Red Riding Hood.
Familiar Story- Supertato. Adventure story -Way back home.
Letters to the Queen**

- Understand parts of a story – beginning, middle – build up, problem, resolution and end
- Start to organise sentences chronologically by using time related words e.g., finally
- Start to organise writing in sections and paragraphs
- Make connections between sentences and make reference to characters e.g., Peter and Jane/ they
- Use coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use commas to separate items in a list
- Use apostrophes for contractions. Possessive apostrophes for singular nouns
- Subject/verb sentences e.g. He was... They were...
- Use Speech-like expressions in dialogue e.g., chill out!
- Use simple adverbs e.g., quickly, slowly.
- Use simple noun phrases e.g., massive field
- Use expanded noun phrases for description.
- Add 'es' to nouns.
- Correct and consistent use of past and present tense.