

Progression in writing genres Key Stage 1

Genre: Narrative Year 1

| Text Structure | Sentences, grammar and punctuation | Useful vocabulary | Word classes |
|---|--|--|--|
| <p>Beginning or end of story signalled. Think about the order of events in a story. Introduce characters and describe. Set the story in a place/setting and describe. Have I written descriptive detail? Attempt to write in the 3rd person. Written in the appropriate tense(mainly consistently)</p> <p>Audience and purpose: Does the story entertain and interest the reader?</p> | <p>Simple sentences starting with a pronoun and including a verb.e.g. She went outside.</p> <p>Simple connectives used to make longer sentences, e.g. and, but, then, so.</p> <p>Finger spaces between words.</p> <p>Use of capital letters for names</p> <p>Capital letter for first person 'I'</p> | <p>Once</p> <p>Once upon a time...</p> <p>One day</p> <p>On Monday</p> <p>The next day...</p> <p>Size adjectives e.g. big, small</p> <p>Colour adjectives e.g. red, yellow</p> <p>Emotion words e.g. sad, cross, angry</p> | <p><u>Noun</u> Precise, to name a place, thing or person in my story <u>Proper nouns</u> Character and place names <u>Verbs</u> To show the actions of my characters. <u>Adjectives</u> To describe setting and character e.g. white, sandy beach <u>Conjunctions</u> and, but, so, then <u>Tense</u> Past tense e.g. Jack was.... The children were..... Simple past tense "ed" <u>Adverbs of manner</u> To add detail to actions of characters e.g. Tom ran quickly... <u>Adverbs of time</u> Next, first <u>Prepositions</u> e.g. up, down, into, out, to, onto</p> |

Genre: Narrative Year 2

| Text structure | Sentences, grammar and punctuation | Useful vocabulary | Word classes |
|--|--|---|---|
| <p>Sentences organised in an order indicated by time related words e.g. At first, finally</p> <p>Beginning to organise parts of the story by showing sections or simple paragraphs.</p> <p>Introduce character/s and give descriptive detail.</p> <p>Set the story in appropriate places or setting and build up descriptive detail.</p> <p>Use some sentences to set a scene, introduce characters or explain things to the reader.</p> <p>Where appropriate write in character/role e.g. I am going to tell you about my life as a lighthouse keeper's daughter.</p> <p>Audience and purpose: Does the story entertain and interest the reader? Is there enough detail for the reader to understand the plot?</p> | <p>Subject/verb sentences are used e.g. They were... He was...</p> <p>Simple connectives used to link clauses e.g. but, then, so, when, because</p> <p>Speech-like expressions in dialogue e.g. Chill out! Be quiet!</p> <p>Use exclamation sentences where appropriate and to make the reader sit up e.g. What big eyes you have Grandma!</p> <p>Use simple adverbs e.g. gently, quickly</p> <p>Simple noun phrases e.g. enormous mountain, very old lady</p> <p>Begin to use simple descriptive imagery such as a simile e.g. creeping like a tiger</p> <p>Use a variety of punctuation .,?!""</p> | <p>Time connectives e.g. after, after that, at that moment, by the next morning, in the end, one day, next evening, soon, as soon as, until, when, while, later, never, tomorrow, finally, in the end</p> <p>Connectives e.g. who, because</p> <p>Adverbs e.g. suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily</p> | <p><u>Noun</u> Use singular and plural nouns adding correct suffix</p> <p>Use expanded noun phrases for description e.g. the slippery fish</p> <p>Use precise nouns e.g. The Alsatian ran towards us barking loudly rather than the dog ran</p> <p><u>Verbs</u> Add 'es' 'ed' and 'ing' to verbs. Use present and past tense verbs. Use continuous present verb form e.g. leaping, running Begin to use the progressive form of verbs e.g. Red Riding Hood was walking through the woods.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives making appropriate changes to the root word as necessary e.g. shorter, heavier, biggest</p> <p><u>Adverbs</u> Use quality adverbs to add detail and sometimes put them at the</p> |

Capital letter for names and first person 'I'
Apostrophes for contractions e.g. can't, didn't, couldn't
Use of commas to separate items in a list within a sentence e.g. Elephants, cats, whales and humans are all mammals.

Making longer sentences by using connectives to join clauses
Subordination-when, if, that, because, while
e.g. She placed the saucepan on the hob, while the chicken roasted in the oven.

Coordination- or, and but
e.g. She would need to hurry or she would be late for school.

beginning of a sentence to improve the impact and rhythm of the sentence
e.g. Quietly, the girl crept down the stairs in the dark