

Progression in Text Type: Narrative

	Tense and person	Sentence structure	Punctuation	Coherence	Description and vocabulary	Dialogue	Editing
Year 1	Orally use past tense correctly. Begin to use in writing.	Simple sentences	Full-stops, capital letters (including 'I', names, place names, days) exclamation marks	Sequence sentences to form short narratives Join clauses using 'and'	Broaden vocabulary through reading	Speech bubbles Use 'said' to show what characters have said e.g. What big teeth you have said Little Red Riding Hood.	Re-reading what they have written to check that it makes sense
Year 2	Consistent use of past tense in writing. Use simple past tense for things that have happened e.g. <i>I ate my tea.</i> Use past progressive tense for ongoing actions in the past e.g. <i>I was eating my tea</i>	Join clauses using co-ordination FANBOYS Write statements and exclamations.	Use commas in a list e.g. description " <i>The dark, scary forest</i> "	Consolidate Year 1 Join clauses using co-ordination (FANBOYS) and subordination	Use new vocabulary from their reading Expanded nouns using adjectives e.g. <i>the ball</i> <i>the blue ball</i> <i>the shiny, blue ball</i>	Use other words for said e.g. whispered, shouted, yelled, asked New speaker = new line	Re-reading to check that their writing makes sense Evaluating their writing with the teacher and other pupils Make simple additions, revisions and corrections to their own writing Make simple additions, revisions and corrections to their own writing

<p>Year 3</p>	<p>Consolidate Year 2 simple and perfect past tense</p>	<p>Add detail using ‘<i>when, where and how</i>’</p> <p>Extend sentences with more than one clause by using <i>when, if, because, although</i></p>	<p>Introduce speech marks</p>	<p>Begin to use paragraphs that group related ideas</p> <p>Consolidate use of FANBOYS</p>	<p>Build a rich and varied vocabulary</p> <p>Provide detail with prepositions, conjunctions or adverbs – say ‘when’, ‘where’ and ‘how’</p>	<p>Use inverted commas “ ”</p> <p>New speaker = new line</p> <p>Include other punctuation ! ? e.g. “What time is it?” asked Jack. “How dare you!” yelled Jill.</p>	<p>Assessing the effectiveness of their own and others’ writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency</p>
<p>Year 4</p>	<p>Use Standard Verb form e.g. <i>We were</i> not <i>We was</i>.</p> <p>Use of past simple and past perfect tense.</p>	<p>Extend range of sentences with more than one clause by using <i>when, if, because, although</i></p> <p>Move some subordinate clauses to the beginning of sentences.</p>	<p>Use commas after fronted adverbials</p> <p>Use speech marks and commas to separate the reporting clause</p> <p>Use apostrophes for plural possession</p>	<p>Move some adverbial phrases (saying when, where or how) to the beginning of sentences to link them together within paragraphs</p>	<p>Write noun phrases, expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the blue ball with red stripes... the bouncy ball under the bed...</i></p>	<p>Introduce comma to speech punctuation e.g. “It’s getting late,” murmured Fred.</p> <p>Speech shows how characters are feeling/thinking e.g. “I wish I could go too,” sighed Ramiz.</p> <p>Characters respond to speech – talk back (2 characters)</p>	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were, not we was, and we did, not we done)</p> <p>the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>

<p>Year 5</p>	<p>Use of past perfect to link to previous events e.g. <i>She had seen him before.</i></p> <p>Use of present perfect with modal verbs e.g. <i>We could have done that earlier.</i></p>	<p>Use relative clauses to add information about the noun e.g. <i>who, which, where, when, whose, that</i> “<i>The witch, who lived in a small, thatched cottage in the middle of the woods, watched the people with interest.</i>”</p>	<p>Use commas, brackets or dashes to indicate parenthesis</p> <p>Use commas to clarify meaning or to avoid ambiguity (e.g. to separate clauses)</p>	<p>Link ideas across paragraphs</p> <p>Use a wide range of devices to build cohesion within a paragraph e.g. pronouns, conjunctions, adverbials of time.</p> <p>Using parenthesis e.g. using commas, brackets or dashes</p>	<p>Add detail using relative clauses e.g. <i>the blue ball that had been a present... the bouncy ball which was punctured... the ball, stuck below the bed</i></p>	<p>Split speech to say who is talking mid-sentence e.g. “It’s getting late,” murmured Fred “I need to go home now.”</p> <p>Develop a balance of dialogue, description and action.</p>	<p>Assessing the effectiveness of their own and others’ writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p>
<p>Year 6</p>	<p>Use of tense to write flashbacks and flash forwards.</p> <p>Use of the passive voice e.g. <i>The bone was eaten by the dog.</i></p>	<p>Use semi-colons or colons to mark the boundary between independent clauses</p>	<p>Use semi-colons and colons or a dash to separate independent clauses</p> <p>Use hyphens to avoid ambiguity e.g. between 2 adjectives (blue-eyed boy or man-eating plant)</p>	<p>Use a wider range of cohesive devices to link ideas across paragraphs</p> <p>Consolidation of Y5</p>	<p>Precise use of vocabulary e.g. ravens instead of birds.</p> <p>Write expanded noun phrases to convey complicated information concisely (with the use of hyphens to avoid ambiguity) e.g. the tiny, ivy-covered cottage in the clearing of the forest...</p>	<p>Use formal and informal language to show difference between characters.</p> <p>Use speech between multiple characters.</p> <p>Keep narration tone consistent to show variation to speech.</p>	<p>Ensuring correct subject and verb agreement when using singular and plural.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors</p>