

**Year 3**  
**Termly Writing Outcomes**

|  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|--|---|---|---|--|--|--|
| <p><b>Core Texts</b><br/>Blue: Values Link<br/>Green: Eco Link<br/>Purple: Whole Class Reading Text</p> <p>Authors re-visited across the year and from previous year groups:<br/>Roald Dahl x2 (Y2)<br/>Rachel Isadora x2<br/>Mick Manning x2<br/>Jeannie Baker x2<br/>Anthony Browne x5</p> | <ol style="list-style-type: none"> <li>1. Piggybook-Anthony Browne (Love/respect/peace)</li> <li>2. The Wolf's Story-Toby Forward</li> <li>3. Into the Forest-Anthony Browne</li> <li>4. Hansel &amp; Gretel-Anthony Browne</li> <li>5. The Girl in Red-Aaron Frisch</li> <li>6. Little Evie in the Wold Wood-Jackie Morris</li> <li>7. Hansel &amp; Gretel-Rachel Isadora</li> <li>8. Hansel &amp; Gretel-Rika Lesser</li> <li>9. Rapunzel-Rachel Isadora</li> </ol> | <ol style="list-style-type: none"> <li>1. The Little Island</li> <li>2. Smiti Prasadam Halls (Respect)</li> <li>3. Winter Sleep-A Hibernation Story-Sean Taylor</li> <li>4. When Green Becomes Tomatoes (Poetry)</li> <li>5. Stone Age, Bone Age-Mick Manning</li> <li>6. The First Drawing-Mordicia Gerstein</li> <li>7. The History of Pre-History-Mick Manning</li> <li>8. The Jumblies-Edward Lear (Poetry)</li> <li>9. Spike Miligan (Poetry)</li> </ol> | <ol style="list-style-type: none"> <li>1. The Day War Came-Nicola Davies (Responsibility)</li> <li>2. Window-Jeannie Baker</li> <li>3. Charlie &amp; the Chocolate Factory-Roald Dahl</li> </ol>  | <ol style="list-style-type: none"> <li>1. The Tunnel-Anthony Brown (Responsibility/courage)</li> <li>2. Mia Makes a Meadow-Rachel Lawston</li> <li>3. The Minpins-Roald Dahl</li> <li>4. Stone Age Boy-Satoshi Kitamura</li> </ol> <p>Haiku Poets:</p> <ol style="list-style-type: none"> <li>5. Matsuo Basho</li> <li>6. Yosa Buson</li> <li>7. Kobayashi Issa</li> </ol> | <ol style="list-style-type: none"> <li>1. Saving the Butterfly-Helen Cooper (Resilience)</li> <li>2. Mirror-Jeannie Baker</li> <li>3. The Great Kapoke Tree-Lynne Cherry</li> <li>4. The Call of the Silver Wibbler-Hannah Peck</li> </ol>   | <ol style="list-style-type: none"> <li>1. Zoo-Anthony Browne (Forgiveness)</li> <li>2. A Year of Nature Poems-Joseph Coelho (Poetry)</li> <li>3. The Firework Maker's Daughter-Phillip Pulman</li> </ol>   |
| <p><b>Text Type &amp; Quality Independent End Writing Outcomes</b></p> <p><b>Year groups to plan for daily opportunities to draft and rehearse towards end outcomes using the Narrative Progression for Planning &amp; Preparation guide.</b></p>  | <p>Narrative: (4-week unit)<br/>x2 Traditional Tales</p> <p>Narrative: (3-week unit)<br/>x1 Fables</p>  | <p>Poetry: (2-week unit)<br/>X2 Limericks Poem</p> <p>Recount: (4-week unit)<br/>x1 Recount letter of an event</p> <p>x1 Recount report of Butser Farm Trip</p>   | <p>Report Text (2-week unit)<br/>X1 Leaflet</p> <p>Instructions (2-week unit)<br/>X1 How to make a mechanism from aut 2</p>   | <p>Narrative: (4-week unit)<br/>x2 Dilemma Stories</p> <p>Poetry: (2-week unit)<br/>X2 Haiku Poem</p>  | <p>Persuasive Text (3-week unit)<br/>X1 Poster<br/>X1 leaflet<br/>X1 Letter</p> <p>x2 Instructions (3-week unit)</p>   | <p>Narrative: (4-week unit)<br/>x2 Traditional Tales</p> <p>Explanatory Text (2-week unit)</p>   |
| <b>Cross Curricular Link</b>   |   | History-trip  | Geography: Slough High Street<br>DT   |  | Science: Healthy eating<br>DT: making healthy meal   | Science: plants  |
| <b>Grammar Sequence</b>  | <p>Expressing time and cause using conjunctions (e.g. when, before, after, while, because) (GfWU17,18)</p> <p>adverbs (e.g. then, next, soon, so) (GfWU17,18)</p> <p>prepositions (e.g. before, after, during, in, because of) (GfWU17,18)</p> <p>Use of the determiners a or an according to whether the next</p>  | <p>Introduction to paragraphs as a way to group related material (GfWU8)</p> <p>Headings and sub-headings to aid presentation</p> <p>Formation of nouns using a range of prefixes, such as super-, anti-, auto</p>  | <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.) (GfWU1,2)</p> <p>To learn irregular tense changes e.g; go, went.</p> | <p>paragraphs as a way to group related material</p> <p>Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of)</p>  | <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</p> <p>Word families based on common words. To consolidate the understanding of adding suffixes to root words.</p> <p>Embed the use of the suffixes – est to form comparison of adjectives and adverbs</p> | <p>paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so)</p> <p>prepositions (e.g. before, after, during, in, because of)</p> |

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|                             | word begins with a consonant or vowel (e.g. a rock, an open box) |   |  |   |  |   |
| <b>Punctuation Sequence</b> | To use inverted commas to punctuate direct speech (GfWU4)        | Embed commas to separate items in a list (GfWU7)<br><br>Embed apostrophes to mark contracted forms in spelling (GfWU27) | Embed commas to separate items in a list | To use inverted commas to punctuate direct speech<br>Embed apostrophes to mark contracted forms in spelling | Embed commas to separate items in a list<br>Embed apostrophes to mark contracted forms in spelling | To use inverted commas to punctuate direct speech |

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| <b>Narrative Progression for Y3</b> | <p><b>Planning and preparation</b></p> <p>Read stories and narrative texts that use the features required for the writing.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make plans that include a limited number of characters and describe a few key details that show something about their personalities.</li> <li>• Compose and rehearse sentences or parts of stories orally to check for sense.</li> <li>• Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.</li> <li>• Make use of ideas from reading, e.g. using repetition to create an effect.</li> <li>• Try to show rather than tell, for example, show how a character feels by what they say or do.</li> <li>• Write narratives using their plans.</li> <li>• Reread completed narratives aloud, e.g. to a partner, small group.</li> <li>• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li> </ul> | <p><b>Generic text features</b></p> <p>Narratives and retellings are written in first or third person.</p> <ul style="list-style-type: none"> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>• Narratives use typical characters, settings and events whether imagined or real.</li> <li>• Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>• 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.)</li> </ul> | <p><b>Grammatical features</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Adverbs e.g. first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative.</li> <li>• The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</li> <li>• 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.</li> <li>• 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...</li> <li>• 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.</li> <li>• Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.</li> <li>• Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods</li> </ul> <p>Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how</p> |
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### TEXT LEVEL SUPPORT: NON-FICTION TEXTS

#### **The Purpose of Non-Fiction Texts:**

Non-fiction texts are wide ranging and occur in many forms in everyday life. The following tables and supporting guidance select the most common forms of non-fiction. Many non-fiction texts in real life blur the boundaries between text types and their features. The most common language features are listed for each text type but variants of all text types occur, especially when they are used in combination. The features listed are often but not always present.

#### **1/6 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.

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| <b>Purpose of Discussion Texts:</b> 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.  |   |
| <b>Common forms of discussion text:</b>  |   |
| <ul style="list-style-type: none"> <li>• Non-fiction book on an 'issues'</li> <li>• Write-up a debate</li> <li>• Leaflet or article giving balanced account of an issue</li> <li>• Writing editorials about historical attitudes to gender, social class, colonialism etc.</li> <li>• Writing letters about pollution, factory farming or smoking</li> <li>• Writing essays giving opinions about literature, music or works of art</li> </ul> |   |
| <b>Year Group</b>  | <b>Grammatical features to include in discussions</b>   |
| Year 1   | n/a   |
| Year 2   | n/a   |
| Year 3   | n/a   |
| Year 4   | <ul style="list-style-type: none"> <li>• Consistent use of <b>present tense</b> (Y2)</li> <li>• Use <b>present perfect</b> form of verbs (Y3)</li> <li>• Effective use of <b>noun phrases</b></li> <li>• Use of <b>paragraphs</b> to organise ideas</li> <li>• Use <b>adverbials</b> e.g. therefore, however...</li> <li>• <b>Heading and subheadings</b> used to aid presentation (Y3)</li> </ul>  |
| Year 5   | <ul style="list-style-type: none"> <li>• Create <b>cohesion within paragraphs</b> using adverbials</li> <li>• <b>Use layout devices</b> to provide additional information and guide the reader</li> </ul>   |
| Year 6   | <ul style="list-style-type: none"> <li>• Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials</li> <li>• <b>Make formal and informal vocabulary choices</b></li> <li>• <b>Use the passive voice</b> to present points of view without</li> <li>• Adapt <b>degrees of formality and informality</b> to suit the form of the discussion</li> <li>• Use conditional forms such as the <b>subjunctive form</b> to hypothesise</li> <li>• <b>Make formal and informal vocabulary choices</b></li> <li>• <b>Use semi-colons, colons and dashes to make boundaries between clauses</b></li> </ul> |

## 2/6 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.

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| <b>Purpose of Explanatory Texts:</b>  |
| 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.   |
| <b>Common forms of instructional text:</b>  |
| <ul style="list-style-type: none"> <li>• How to design and make artefacts</li> <li>• Technical manuals: how to operate computers, phones, devices</li> <li>• How to carry out science experiments or to carry out a mathematical procedure</li> <li>• How to play a game</li> <li>• Writing rules for behaviour</li> <li>• How to cook and prepare food</li> <li>• Timetables and route-finders</li> <li>• Posters, notices and signs</li> <li>• Instructions on packaging</li> </ul> |

| Year Group | Grammatical features to include in explanations   |
|------------|---|
| Year 1     | n/a   |
| Year 2     | <ul style="list-style-type: none"> <li>• Consistent use of <b>present tense</b></li> <li>• <b>Questions</b> can be used to form titles</li> <li>• <b>Question marks</b> are used to denote questions (Y1)</li> <li>• Use <b>conjunctions</b> e.g. so...because</li> </ul>   |
| Year 3     | <ul style="list-style-type: none"> <li>• <b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></li> <li>• <b>Heading and subheadings</b> used to aid presentation</li> </ul>   |
| Year 4     | <ul style="list-style-type: none"> <li>• Use <b>fronted adverbials</b></li> <li>• Use of <b>paragraphs</b> to organise ideas</li> <li>• Create <b>cohesion</b> through the use of <b>nouns and pronouns</b></li> </ul>  |
| Year 5     | <ul style="list-style-type: none"> <li>• <b>Indicate degrees of possibility using adverbs and modal verbs</b></li> <li>• <b>Use layout devices</b> to provide additional information and guide the reader</li> <li>• Create <b>cohesion within paragraphs</b> using adverbials</li> <li>• <b>Relative clauses</b> can be used to add further information</li> <li>• <b>Parenthesis</b> can be used to add clarification of technical words</li> </ul> |
| Year 6     | <ul style="list-style-type: none"> <li>• Adapt <b>degrees of formality and informality</b> to suit the form of the explanation</li> <li>• Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials</li> <li>• <b>The passive voice</b> can be used</li> </ul>  |

### 3/6 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 of Instruction/Procedural Text:**

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

#### **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

| Year Group | Grammatical features to include in explanations   |
|------------|---|
| Year 1     | <ul style="list-style-type: none"> <li>• Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These</li> <li>• should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</li> </ul> |
| Year 2     | <ul style="list-style-type: none"> <li>• Use of <b>command sentences</b></li> <li>• <b>Commas</b> in lists</li> </ul>   |
| Year 3     | <ul style="list-style-type: none"> <li>• <b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></li> </ul>  |

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|        | <ul style="list-style-type: none"> <li>• <b>Heading and subheadings</b> used to aid presentation</li> </ul>   |
| Year 4 | <ul style="list-style-type: none"> <li>• Create <b>cohesion</b> through the use of <b>nouns and pronouns</b></li> <li>• Use <b>fronted adverbials</b></li> </ul>  |
| Year 5 | <ul style="list-style-type: none"> <li>• <b>Parenthesis</b> can be used to add additional advice</li> <li>• <b>Relative clauses</b> can be used to add further information</li> <li>• <b>Modals</b> can be used to <b>suggest degrees of possibility</b></li> <li>• <b>Use layout devices</b> to provide additional information and guide the reader</li> </ul> |
| Year 6 | <ul style="list-style-type: none"> <li>• Adapt <b>degrees of formality and informality</b> to suit the form of the instructions</li> <li>• Create <b>cohesion across the text</b> using a wide of cohesive devices including layout features</li> </ul>   |

#### 4/6 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.

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| <b>Purpose of Persuasive Text:</b> To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.   |   |
| <b>Common forms of persuasive text:</b>  |   |
| <ul style="list-style-type: none"> <li>• Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues</li> <li>• Writing letters about topics such as traffic on the high street or deforestations</li> <li>• Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse</li> <li>• Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition</li> <li>• Writing book reviews for other pupils</li> <li>• Book blurbs</li> <li>• Political pamphlets</li> <li>• Applying for a job or a position on the school council</li> </ul> |   |
| <b>Year Group</b>  | <b>Grammatical features to include in persuasive texts</b>  |
| Year 1   | n/a   |
| Year 2   | <ul style="list-style-type: none"> <li>• Written in <b>present tense</b></li> <li>• Rhetorical questions</li> <li>• Effective use of <b>noun phrases</b></li> </ul>   |
| Year 3   | <ul style="list-style-type: none"> <li>• <b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></li> <li>• Use <b>present perfect</b> form of verbs</li> </ul>  |
| Year 4   | <ul style="list-style-type: none"> <li>• Create <b>cohesion</b> through the use of <b>nouns and pronouns</b></li> <li>• Use <b>adverbials</b> e.g. therefore, however...</li> <li>• Use <b>paragraphs</b> to organise ideas</li> <li>• Effective use of <b>expanded noun phrases</b></li> </ul> |
| Year 5   | <ul style="list-style-type: none"> <li>• <b>Modals</b> can be used to <b>suggest degrees of possibility</b></li> </ul>  |

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|        | <ul style="list-style-type: none"> <li>• Create <b>cohesion within paragraphs</b> using adverbials</li> </ul>   |
| Year 6 | <ul style="list-style-type: none"> <li>• <b>Make formal and informal vocabulary choices</b></li> <li>• Adapt <b>degrees of formality and informality</b> to suit the form of the text</li> <li>• <b>The passive voice</b> can be used in some formal persuasive texts</li> <li>• Use conditional forms such as the <b>subjunctive form</b> to hypothesise</li> <li>• Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials</li> </ul> |

### 5/6 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 of Report Text:**

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.

#### **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 in 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

| <b>Year Group</b> | <b>Grammatical features to include in persuasive texts</b>   |
|-------------------|--|
| Year 1            | <ul style="list-style-type: none"> <li>• 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</li> </ul> |

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|        | <ul style="list-style-type: none"> <li>• Curriculum for Year 1.</li> </ul>   |
| Year 2 | <ul style="list-style-type: none"> <li>• Use <b>present and past tense</b> throughout writing</li> <li>• <b>Questions</b> can be used to form titles</li> <li>• <b>Question marks</b> are used to denote questions (Y1)</li> <li>• Use <b>conjunctions</b> e.g. because to aid explanation</li> <li>• <b>Use adjectives</b> including <b>comparative adjectives</b> to create description</li> </ul> |
| Year 3 | <ul style="list-style-type: none"> <li>• <b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></li> <li>• <b>Headings and subheadings</b> used to aid presentation</li> </ul>   |
| Year 4 | <ul style="list-style-type: none"> <li>• Create <b>cohesion</b> through the use of <b>nouns and pronouns</b></li> <li>• Use of <b>paragraphs</b> to organise ideas</li> </ul>  |
| Year 5 | <ul style="list-style-type: none"> <li>• Create <b>cohesion within paragraphs</b> using adverbials</li> <li>• <b>Parenthesis</b> can be used to add additional information</li> <li>• <b>Use layout devices</b> to provide additional information and guide the reader</li> </ul>  |
| Year 6 | <ul style="list-style-type: none"> <li>• Use <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b> in the appropriate written forms</li> <li>• <b>The passive voice</b> can be used</li> <li>• Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices such as organisational features, headings and questions.</li> </ul>             |

#### 6/6 PROGRESSION IN RECOUNT TEXTS

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 of Recount Texts:**

To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

#### **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

| <b>Year Group</b> | <b>Grammatical features to include in persuasive texts</b>   |
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| Year 1            | <ul style="list-style-type: none"> <li>• Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written</li> <li>• about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National</li> <li>• Curriculum for Year 1.</li> </ul> |
| Year 2            | <ul style="list-style-type: none"> <li>• Use <b>past and present tense</b> throughout writing</li> </ul>   |

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|        | <ul style="list-style-type: none"> <li>• Use <b>progressive</b> forms of verbs</li> <li>• Use <b>conjunctions</b> for coordination and subordination</li> <li>• Use of <b>noun phrases</b></li> </ul>   |
| Year 3 | <ul style="list-style-type: none"> <li>• <b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></li> <li>• <b>Inverted commas can be used to punctuate direct speech</b></li> </ul>   |
| Year 4 | <ul style="list-style-type: none"> <li>• Use of <b>paragraphs</b> to organise ideas</li> <li>• Effective use of <b>expanded noun phrases</b></li> <li>• <b>Fronted adverbials</b> (e.g. Later that day)</li> </ul>  |
| Year 5 | <ul style="list-style-type: none"> <li>• Use of the <b>past perfect</b></li> <li>• <b>Modals</b> can be used to indicate degrees of possibility</li> <li>• Create <b>cohesion within paragraphs</b> using adverbials</li> </ul>   |
| Year 6 | <ul style="list-style-type: none"> <li>• Use of the <b>past perfect progressive</b> form of verbs</li> <li>• Adapt <b>degrees of formality and informality</b> to suit the form of the text</li> <li>• Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials</li> </ul> |