

## Progression in writing genres Key Stage 1

### Genre: Recount Year 1

Text Structure	Sentences, grammar and punctuation	Useful vocabulary	Word Classes
<p>Write a title</p> <p>Ideas grouped together in time order-what happened and when</p> <p>Written in the 1<sup>st</sup> person e.g. I went on a picnic last Friday</p> <p>Written in the past tense e.g. Yesterday our class went on a visit to.....</p> <p>Focused on an individual or group of participants e.g .I, we</p> <p>Have I told the reader how I/we felt?</p> <p>Have I included some detail to make the reader interested and make a picture in the reader's mind?</p> <p>Audience and purpose: Does the recount inform the reader about something that has happened?</p>	<p>Simple connectives used to construct simple sentences e.g. and, but, then ,so</p> <p>Use simple time connectives at the beginning of sentences</p> <p>Use capital letters and full stops in sentences.</p> <p>Use spaces to separate words.</p> <p>Begin to use exclamations mark e.g. When we arrived at the park we were so excited!</p>	<p>First Next After Finally The best part was  The worst part was  I liked  I didn't like</p>	<p><u>Nouns</u> Use specific vocabulary linked to the context of the recount</p> <p><u>Verbs</u> Use 1<sup>st</sup> person or 3<sup>rd</sup> person Use simple past tense 'ed' e.g. walked, climbed, watched</p> <p>Use simple irregular past tense verbs e.g. saw, went, felt</p> <p><u>Adjectives</u> Add 'er' or 'est to adjectives changing root where necessary e.g. biggest, shorter, highest</p> <p><u>Connectives</u> Use simple time connectives Use and/then to join ideas in sentences.</p>

## Genre: Recount Year 2

Text Structure	Sentences, grammar and punctuation	Useful vocabulary	Word classes
<p>Write a brief introduction to begin the recount</p> <p>Write a brief conclusion to bring the recount to an end</p> <p>Written in the past tense e.g. I went</p> <p>Main ideas organised into groups and extended recount separated into sections or paragraphs</p> <p>Ideas organised in chronological order using time connectives to indicate time frame</p> <p>Tell the reader how you felt</p> <p><b>Audience and purpose:</b> Does the recount inform the reader about something that has happened?</p>	<p>Use subject/verb sentences e.g. He was.... I thought.....</p> <p>Use some modal verbs e.g. would, could, should The ranger said we should be careful where we walked in the park.</p> <p>Use simple adverbs to give more detail to actions in sentences</p> <p>Use simple noun phrases e.g. large tiger, delicate wings, tall mast</p> <p>Use a variety of punctuation .,?!””</p> <p>Apostrophes for contractions e.g. can't, didn't, couldn't</p> <p>Use of commas to separate items in a list within a sentence e.g. We noticed butterflies, bees, ladybirds and craneflies in the meadow.</p>	<p>After that Afterwards When Suddenly Just then Next Much later I found it interesting when... I thought it was boring when.... I didn't expect to see....</p>	<p><u>Nouns</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 <b>yacht</b> was <b>moored</b> alongside the <b>jetty</b>. rather than</p> <p>The <b>boat</b> was in the <b>water</b>.</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</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>Use adjectives to create a picture in the reader's mind</p>

Making longer sentences by using connectives to join clauses  
Subordination-when, if, that, because, while  
e.g. We had to stand very still because we didn't want to startle the baby lambs.

Coordination- or, and but  
e.g. It was nearly time to get back on the coach but we had time for a group photo.

### Adverbs

Use quality adverbs to add detail  
e.g. The ranger carefully inspected the insects that had been caught in net.

