

Whole School

Narrative and Non-fiction Knowledge Progression

St Luke's CE First School Narrative and Non-Fiction Progression EYFS to Year 4			
This document shows the progression from EYFS to Year 4 across narrative and non-fiction texts. Please see our English text whole school overview document to see the texts we will use to support the teaching of this.			
	Sequences Ratio	Narrative Texts Grammatical Features	Non-Fiction Grammatical Features
EYFS	All fiction	<ul style="list-style-type: none"> • Stories written in the third person and past tense. • Personal recounts and retellings use the first person and past tense. <p>Once children have sufficient knowledge of letter-sound correspondence:</p> <ul style="list-style-type: none"> • Sentences are demarcated using full-stops, capital letters and spacing. <p>Teaching texts include those with predictable/patterned language, familiar settings and traditional tales.</p>	
Year 1	<p>Autumn</p> <p>Narrative 4</p> <p>Spring</p> <p>Narrative 3</p> <p>Non-Fiction 1</p> <p>Summer</p> <p>Narrative 3</p> <p>Non-Fiction 1</p>	<p>Text Features</p> <ul style="list-style-type: none"> • Stories written in the third person and past tense. • Personal recounts and retellings use the first person and past tense. • Sentences are demarcated using full-stops, capital letters and spacing. • Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. • Use of exclamation marks to indicate emotions such as surprise or shock. • Question marks can be used to form questions <p>Use of the personal pronoun 'I' to retell personal narratives.</p> <p>Teaching texts include those with predictable/patterned language, familiar settings and traditional tales.</p>	<p><u>Recounts, reports and instructions</u></p> <p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions, recounts and reports can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p> <p>Also explored through Science, Geography, History Art and D.T.</p>

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Year 2	Autumn	Text Features	<p>Recounts</p> <ul style="list-style-type: none"> • Usually written in the past tense • Conjunctions are useful for coordinating events and showing subordination • Events being recounted have a chronological order, so conjunctions, adverbs and prepositions are used • Noun phrases can be used to add detail and interest the reader <p>Instructions</p> <ul style="list-style-type: none"> • Use of imperative/command sentences • Commas in lists can be used to separate required ingredients/materials <p>Explanations e.g life cycles</p> <ul style="list-style-type: none"> • Written in present tense e.g. Hedgehogs wake up again in the spring.) • Questions can be used to form titles. • Question marks are used to denote questions. • Use of conjunctions e.g. so, because... <p>Non Chronological Report</p> <p>Often written in the third person and present tense e.g. They like to build their nests.</p> <ul style="list-style-type: none"> • Sometimes written in the past tense, as in a historical report e.g. Children as young as seven worked in factories. • Questions can be used to form titles e.g. Who were the Victorians? • Question marks are used to denote questions. • Use of conjunctions e.g. so, because... • Adjectives and specifically comparative adjectives can be used to create description
	Narrative 3	• Stories are often written in the third person and past tense .	
	Non-Fiction 1	• The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would	
	Spring	come and rescue her...	
	Narrative 3	• Apostrophes can be used for possession	
	Non-Fiction 1	• Apostrophes to show contraction	
Summer	• Personal retellings often use the first person and past tense		
Narrative 3	• Sentences are demarcated using full-stops, capital letters and finger spaces .		
Non-Fiction 1	• Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.		
	• Use of exclamation marks to indicate emotions such as surprise or shock.		
	• Question marks can be used to form questions, including rhetorical questions used to engage the reader.		
	• Adjectives including comparative adjectives are used to aid description and make comparisons.		
	• Noun phrases can be used to create effective descriptions.		
	• Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.		
	• Verbs should be chosen for effect.		
	Teaching texts include those with predictable/patterned language, familiar settings and traditional tales.		

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Lower Key Stage 2	Autumn	Text Features	<p>• The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</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> <p>• Adverbs e.g. first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative.</p> <p>• The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</p> <p>• 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.</p> <p>• 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...</p> <p>• 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.</p> <p>• Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.</p> <p>• Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.</p> <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 characters feel and behave.</p> <p>• Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</p> <p>• Standard English forms of verb inflections are used instead of local spoken forms, e.g. ‘we were’ instead of ‘we was’, ‘we did that’ rather than ‘we done that’.</p>
	Narrative 3		
	Non-Fiction 1		
	Spring		
	Narrative 2		
	Non-Fiction 2		
Summer			
Narrative 2			
Non-Fiction 2			

Recounts

Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
Inverted commas can be used to punctuate direct speech

4 Use of **paragraphs** to organise ideas
 Effective use of **expanded noun phrases**
Fronted adverbials (e.g. Later that day)

Reports

Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
Headings and subheadings used to aid presentation
 Create **cohesion** through the use of **nouns and pronouns**

Use of **paragraphs** to organise ideas

Persuasive

Create **cohesion** through the use of **nouns and pronouns**
 Use **adverbials** e.g. therefore, however...
 Use **paragraphs** to organise ideas
 Effective use of **expanded noun phrases**

Instructions

Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
Heading and subheadings used to aid presentation
 Create **cohesion** through the use of **nouns and pronouns**

Use **fronted adverbials**

Explanations

Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
Heading and subheadings used to aid presentation
 Use **fronted adverbials**

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		<ul style="list-style-type: none">• Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma.• The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. <p>Teaching texts include traditional tales with a twist, stories from different cultures, stories set in historical contexts, stories set in fantasy worlds and adventure stories.</p>	Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns
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