

# PROGRESSION OF GENRE FEATURES

## RECOUNTS

experiences, diary, police reports, sports report



	Text Structure	Sentence	Useful Vocabulary	Word Classes
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>Ideas grouped together in time sequence.</li> <li>Written in first person.</li> <li>Written in the past tense.</li> <li>Focused on individual or group participants e.g. I, we</li> </ul>	<ul style="list-style-type: none"> <li>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> </ul>	<ul style="list-style-type: none"> <li>First</li> <li>Next</li> <li>After</li> <li>Finally</li> <li>The best part was</li> <li>The worst part was</li> <li>I liked</li> <li>I didn't like</li> </ul>	<p><b><u>Noun</u></b></p> <ul style="list-style-type: none"> <li>What a noun is.</li> <li>Regular plural nouns with 'er'</li> </ul> <p><b><u>Verbs</u></b></p> <ul style="list-style-type: none"> <li>Third person, first person singular.</li> <li>Ending added to verbs where there is change to root.</li> <li>Simple past tense 'ed'</li> </ul> <p><b><u>Adjectives</u></b></p> <ul style="list-style-type: none"> <li>Add 'er' and 'est' to adjectives where no change is needed to root word.</li> <li>Connectives/conjunctions</li> <li>Join words and sentences using and/then.</li> </ul> <p><b><u>Tense</u></b></p> <ul style="list-style-type: none"> <li>Simple past tense 'ed'.</li> </ul>

YEAR 2	Text Structure	Sentence	Useful Vocabulary	Word Classes
	<ul style="list-style-type: none"> <li>• Brief introduction and conclusion.</li> <li>• Written in the past tense e.g. I went...</li> <li>• I saw...</li> <li>• Main ideas organized in groups.</li> <li>• Ideas organized in chronological order using connectives that signal time.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject/verb sentences</li> <li>• e.g. He was...</li> <li>• They were...</li> <li>• It happened...</li> <li>• Some modal verbs introduced</li> <li>• e.g. would, could, should.</li> <li>• Use simple adverbs</li> <li>• e.g. quickly, slowly.</li> <li>• Use simple noun phrases e.g. large tiger.</li> </ul>	<ul style="list-style-type: none"> <li>• Afterwards</li> <li>• After that</li> <li>• When</li> <li>• Suddenly</li> <li>• Just then</li> <li>• Next</li> <li>• Much later</li> <li>• I found it interesting when</li> <li>• I found it boring when</li> <li>• I didn't expect</li> </ul>	<p><b><u>Noun</u></b></p> <ul style="list-style-type: none"> <li>• Form nouns using suffixes and compounding.</li> <li>• Expanded noun phrases for description.</li> <li>• Add 'es' to nouns.</li> </ul> <p><b><u>Verbs</u></b></p> <ul style="list-style-type: none"> <li>• Progressive form of verbs in the past and present tense.</li> <li>• Add 'es', 'ed' and 'ing' to verbs.</li> </ul> <p><b><u>Adjectives</u></b></p> <ul style="list-style-type: none"> <li>• Add 'er' and 'est' to adjectives where no change is needed to root word.</li> <li>• Connectives/conjunctions</li> <li>• Subordination – when, if, that, because</li> <li>• Coordination – or, and, but.</li> </ul> <p><b><u>Tense</u></b></p> <ul style="list-style-type: none"> <li>• Correct and consistent use of past and present tense.</li> </ul> <p><b><u>Adverbs</u></b></p> <ul style="list-style-type: none"> <li>• 'ly' added to adjective to form adverb.</li> </ul>

	Text Structure	Sentence	Useful Vocabulary	Word Classes
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>• Clear introduction.</li> <li>• Organised into paragraphs shaped around key events.</li> <li>• A closing statement to summarise the overall</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using when, if, as etc.</li> <li>• Tense consistent e.g. modal verbs can/will</li> <li>• Adverbials</li> <li>• e.g. When we arrived, the tour guide gave us a chocolate bar.</li> </ul>	<ul style="list-style-type: none"> <li>• Last week</li> <li>• During our school trip</li> <li>• Soon</li> <li>• Meanwhile</li> <li>• To begin with</li> <li>• I was pleased that</li> <li>• I didn't expect that</li> <li>• It was difficult to</li> </ul>	<p><b><u>Noun</u></b></p> <ul style="list-style-type: none"> <li>• Form nouns using prefixes.</li> <li>• Nouns and pronouns used to avoid repetition.</li> </ul> <p><b><u>Verbs</u></b></p> <ul style="list-style-type: none"> <li>• Present perfect forms of verbs instead of 'the'</li> </ul> <p><b><u>Adjectives</u></b></p> <ul style="list-style-type: none"> <li>• Choose appropriate adjectives.</li> <li>• Connectives/conjunctions</li> <li>• Express time and cause (when, so, before, after, while, because)</li> </ul> <p><b><u>Tense</u></b></p> <ul style="list-style-type: none"> <li>• Correct and consistent use of past and present tense.</li> </ul> <p><b><u>Adverbs</u></b></p> <ul style="list-style-type: none"> <li>• Introduce/revise adverbs.</li> <li>• Express time and cause; then, next, soon.</li> </ul>

YEAR 4	Text Structure	Sentence	Useful Vocabulary	Word Classes
	<ul style="list-style-type: none"> <li>• Clear introduction and conclusion.</li> <li>• Links between sentences help to navigate the reader from one idea to the next.</li> <li>• Paragraphs organized correctly around key events.</li> <li>• Elaboration is used to reveal the writer’s emotions and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures e.g. While we watched the sea-lion show...</li> <li>• Use embedded/relative clauses e.g. Penguins, which are very agile, ...</li> <li>• Include adverbs to show how often e.g. additionally, frequently, rarely.</li> <li>• Sentences build from a general idea to more specific.</li> <li>• Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</li> </ul>	<ul style="list-style-type: none"> <li>• Later on...</li> <li>• Before long..</li> <li>• At that very moment..</li> <li>• At precisely...</li> <li>• When this was complete...</li> <li>• I was gripped by..</li> <li>• I felt overwhelmed when..</li> <li>• I was personally affected by...</li> <li>• This has changed how I feel about...</li> </ul>	<p><b><u>Noun</u></b></p> <ul style="list-style-type: none"> <li>• Nouns and pronouns used for clarity and cohesion.</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> </ul> <p><b><u>Verbs</u></b></p> <ul style="list-style-type: none"> <li>• Standard English forms for verbs.</li> </ul> <p><b><u>Adjectives</u></b></p> <ul style="list-style-type: none"> <li>• Choose appropriate adjectives</li> <li>• Connectives/conjunctions</li> <li>• Use a wide range of connectives.</li> </ul> <p><b><u>Tense</u></b></p> <ul style="list-style-type: none"> <li>• Correct use of past and present tense.</li> </ul> <p><b><u>Adverbs</u></b></p> <ul style="list-style-type: none"> <li>• Know what an adverbial phrase is.</li> <li>• Fronted adverbials</li> <li>• Comma after fronted adverbials.</li> </ul>

YEAR 5	Text Structure	Sentence	Useful Vocabulary	Word Classes
	<ul style="list-style-type: none"> <li>• Developed introduction and conclusion including elaborated personal response.</li> <li>• Description of events are detailed and engaging.</li> <li>• The information is organized chronologically with clear signals to the reader about time, place and personal response.</li> <li>• Purpose of the recount an experience revealing the writer's perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length varied e.g short/long.</li> <li>• Active and passive voice used deliberately to heighten engagement.</li> <li>• e.g. Giraffes left the enclosure.</li> <li>• Wide range of subordinate connectives</li> <li>• e.g. whilst, until, despite.</li> </ul>	<ul style="list-style-type: none"> <li>• As it happened</li> <li>• As a result of</li> <li>• Consequently</li> <li>• Subsequently</li> <li>• Unlike the rest of the group, I felt...</li> <li>• In a flash..</li> <li>• Presently</li> <li>• Meanwhile</li> <li>• In conclusion</li> <li>• The experience overall..</li> </ul>	<p><b><u>Noun</u></b></p> <ul style="list-style-type: none"> <li>• Locate and identify expanded noun phrases.</li> </ul> <p><b><u>Verbs</u></b></p> <ul style="list-style-type: none"> <li>• Use modal verbs.</li> <li>• Prefixes for verbs; dis, de, mis, over, ise, ify.</li> <li>• Convert adjectives in verbs using suffixes; ate, ise, ify.</li> </ul> <p><b><u>Adjectives</u></b></p> <ul style="list-style-type: none"> <li>• Choose appropriate adjectives</li> <li>• Connectives/conjunctions</li> <li>• Use a wide range of connectives.</li> </ul> <p><b><u>Tense</u></b></p> <ul style="list-style-type: none"> <li>• Change tense according to features of the genre.</li> </ul> <p><b><u>Adverbs</u></b></p> <ul style="list-style-type: none"> <li>• Know what an adverbial phrase is.</li> <li>• Fronted adverbials</li> <li>• Comma after fronted adverbials.</li> <li>• Adverbials of time, place and number.</li> </ul>

YEAR 6	Text Structure	Sentence	Useful Vocabulary	Word Classes
	<ul style="list-style-type: none"> <li>The report is well constructed and answers the readers questions.</li> <li>The writer understands the impact and thinks about the response.</li> <li>Information is prioritized according to importance and a frame of response set up for the reply.</li> </ul>	<ul style="list-style-type: none"> <li>Verb forms are controlled and precise</li> <li>e.g. It would be regrettable if the wild life funds come to an end.</li> <li>Modifiers are used to intensify or qualify</li> <li>e.g. insignificant amount, exceptionally</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials use to clarify writers position</li> <li>e.g. As a consequence of their actions...</li> <li>Complex noun phrases used to add detail</li> <li>e.g. The fragile eggs are slowly removed from the large mother hen.</li> <li>Prepositional phrases used cleverly.</li> <li>e.g. In the event of a fire...</li> </ul>	<ul style="list-style-type: none"> <li>They are unusually</li> <li>They are rarely</li> <li>They are never..</li> <li>They are very...</li> <li>Generally</li> <li>Be careful if you</li> <li>Frequently they...</li> <li>I will attempt to...</li> <li>This article will frame...</li> <li>It can be difficult to...</li> <li>Each paragraph...</li> <li>More than half</li> <li>Less then half...</li> </ul>	<p><b><u>Noun</u></b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases to convey complicated information concisely.</li> </ul> <p><b><u>Verbs</u></b></p> <ul style="list-style-type: none"> <li>Use modal verbs.</li> <li>Prefixes for verbs; dis, de, mis, over, ise, ify.</li> <li>Convert adjectives in verbs using suffixes; ate, ise, ify.</li> </ul> <p><b><u>Adjectives</u></b></p> <ul style="list-style-type: none"> <li>Choose appropriate adjectives</li> <li>Connectives/conjunctions</li> <li>Use a wide range of connectives.</li> </ul> <p><b><u>Tense</u></b></p> <ul style="list-style-type: none"> <li>Change tense according to features of the genre.</li> </ul> <p><b><u>Adverbs</u></b></p> <ul style="list-style-type: none"> <li>Link ideas across a text using cohesive devices such as adverbials.</li> </ul>