



Progression document: Biography

Purpose: To share the life of another person with an audience.

Features of a Recount - A biography is an impersonal recount

*Non-Fiction Texts produced by the National Strategies

Generic text structure	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> ● Structure often includes: ● orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) ● an account of the events that took place, often in chronological order (The first person to arrive was ...) ● some additional detail about each event (He was surprised to see me.) ● reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) ● Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts. 	<ul style="list-style-type: none"> ● Usually written in the past tense with space for pupils to use the past progressive form of verbs, e.g. the children were playing, I was hoping... ● Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the owls had hunted... and Past perfect progressive forms e.g. the children had been singing... we had been hoping to go on this trip for a long time... ● Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases it is also possible to extend opportunities to writing using the present progressive e.g. I am really hoping... ● Conjunctions are useful for coordinating events and showing subordination e.g. we went to the park so we could play on the swings... ● Events being recounted have a chronological order, so conjunctions, adverbs and prepositions are used e.g. then, next, first, afterwards, just before that, at last, meanwhile. ● Noun phrases (some people, most dogs, blue butterfly) can be used to add detail and interest the reader ● The subject of a recount tends to focus on individual or group participants, which requires the use of either first or third person e.g. Third person they all shouted, she crept out, it looked like an animal of some kind). ● In personal recounts, the first person is used e.g. I was on my way to school ... We got on the bus... ● Recounts can take many forms (diaries, letters, newspaper reports) paragraphing can be used to organise all of these. ● Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. ● Different degrees of formality may be required for different forms e.g. high formality if recounting in the style of a broadsheet newspaper or informal in a ● personal diary 	<ul style="list-style-type: none"> ● Plan how you will organise the way you retell the events. You could use a timeline to help you plan. ● Details are important to create a recount rather than a simple list of events in order. ● Try using When? Where? Who? What? Why? questions to help you plan what to include. ● Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had). ● Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? ● Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)

Progression by year group

*Jane Considine text progression document

Year 1

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation
<ul style="list-style-type: none"> ● Ideas grouped together in time sequence. ● Written in third person. ● Written in the past tense. ● Focused on individual or group participants e.g. He, she, they 	<ul style="list-style-type: none"> ● Simple connectives are used to construct simple sentences e.g. and, but, then, so. 	First Next After Finally When he/she was born... When he/she was five years old... An interesting thing about... A fact about... He/she will be remembered for...	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular . Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	<ul style="list-style-type: none"> ● Use spaces to separate words. ● Begin to use full stops. ● Begin to use exclamation marks. ● Capital letters for start of sentence, names, personal pronouns. ● Read words with contractions.

Year 2

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> ● Brief introduction and conclusion. Written in the past tense e.g. He went... She travelled ● Main ideas organised in groups. ● Ideas organised in chronological order using connectives that signal time. 	<ul style="list-style-type: none"> ● Subject/verb sentences e.g. He was... They were... It happened... ● Some modal verbs introduced e.g. would, could, should. ● Use simple adverbs e.g. quickly, slowly. ● Use simple noun phrases e.g. large crowd 	<p>As a child... As a teenager... At a young age... Many years later... One of the interesting things about...was... In my view... His/Her/Their life was... I believe... He/She/They was/were He/She/They became...</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<ul style="list-style-type: none"> ● Use spaces that reflect the size of the letters. ● Use full stops correctly. ● Use question marks correctly. ● Use exclamation marks correctly. ● Use capital letters correctly. ● Apostrophes for contractions. ● Possessive apostrophes for singular nouns. ● Commas to separate items in lists.

Year 3

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> ● Clear introduction. ● Organised into paragraphs shaped around key events. ● A closing statement to summarise the overall impact. 	<ul style="list-style-type: none"> ● Simple sentences with extra description. ● Some complex sentences using when, if, as etc. ● Tense consistent e.g. modal verbs can/will ● Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. 	<p>During his/her/their early life... Soon afterwards... Sometimes they... Strangely... One of the most remarkable facts about... His/her/their greatest achievement was...</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<ul style="list-style-type: none"> ● Introduce possessive apostrophes for plural nouns. ● Introduce inverted commas.

Year 4

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> ● Clear introduction and conclusion. ● Links between sentences help to navigate the reader from one idea to the next. ● Paragraphs organised correctly around key events. ● Elaboration is used to reveal the writer's emotions and responses. 	<ul style="list-style-type: none"> ● Variation in sentence structures e.g. While ● Variation in sentence structures e.g. While we watched the sealion show... ● Use embedded/relative clauses e.g. Penguins, which are very agile, ● Include adverbs to show how often e.g. additionally, frequently, rarely. ● Sentences build from a general idea to more specific. ● Use emotive language to show personal response e.g. fabulous, showcase inspired me to..... 	<p>In his /her/their early years... By the time he/she/they had... In his/ her/their final years... What is clear is that... Even though he/she/they was/were not popular at the time, Although feeling ran high in the community, In many ways it wasn't until... He/She/They might have been... His/Her/Their one regret was that...</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<ul style="list-style-type: none"> ● Apostrophe to mark singular and plural possession. ● Commas after fronted adverbials. ● Use inverted commas and other punctuation to indicate direct speech

Year 5

Text Structure	Sentence	Useful Vocab	Word classes	Punctuation (new to year group)
<ul style="list-style-type: none"> ● Developed introduction and conclusion including elaborated personal response. ● Description of events are detailed and engaging. ● The information is organised chronologically with clear signals to the reader about time, place and personal response. ● Purpose of the recount an experience revealing the writer’s perspective. 	<ul style="list-style-type: none"> ● Sentence length varied e.g short/long. ● Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. ● Wide range of subordinate connectives e.g. whilst, until, despite. 	<p>In (insert year) at the age of.....he/she/they... The time came for... In his/her/their later years... Once he/she/they had... Nobody is sure why... In spite of... His/Her/Their lasting legacy is that...</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<ul style="list-style-type: none"> ● Consolidate all previous learning. ● Brackets ● Dashes ● Colons ● Semi colons

Year 6

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