

# Using a variety of verb tenses to sequence narrative writing

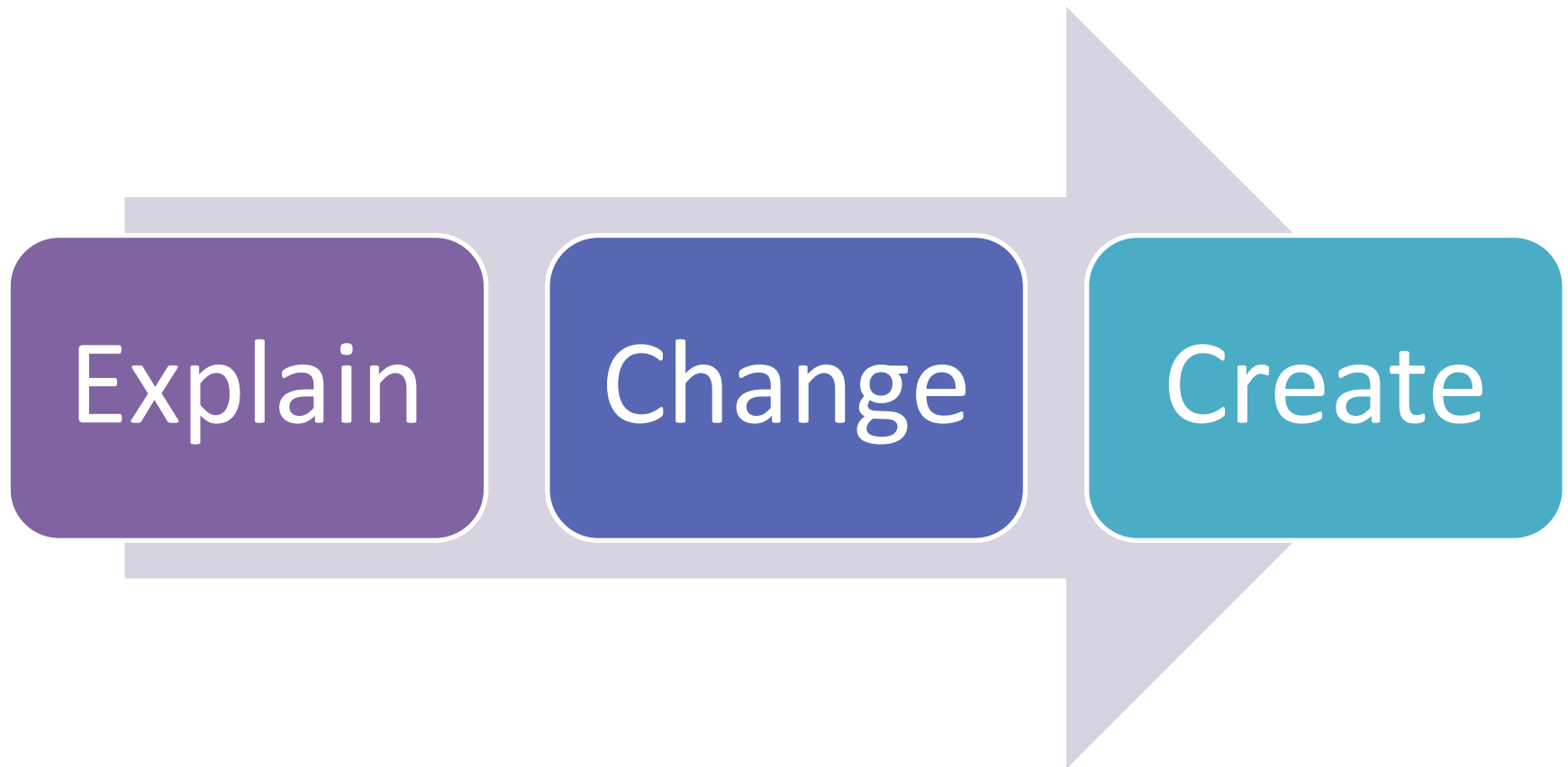
Explain, change, create

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August 2022  
Final version

## Using a variety of verb tenses to manage narrative writing

- The use of a variety of verb tenses is a notable feature of many marked examples of narrative writing at Grade 5 and above
- While many students have already secured verb tenses, it is a common error in extended writing as students lose track of the timeline of their writing.
- Explicit teaching and deliberate practice of verb tenses helps students to manage complex timelines.
- The openings of many novels use a wide range of verb tenses to manage complex timelines and establish the past and present of the story – this is useful to emulate.

# Sequence for securing understanding



## What does each stage look like?

### Explain

- Listen to explanation
- See examples
- Understand
- Put into own words
- Worked examples

### Change

- Complete partial examples
- Correct examples with errors
- Adapt examples to new content
- Fading guidance

### Create

- Create own examples
- Use visual stimulus material if needed
- Deliberate practice

# Sequence of tenses

|                           | Past                | Present             | Future                    |
|---------------------------|---------------------|---------------------|---------------------------|
| <b>Simple</b>             | she lived           | she lives           | she will live             |
| <b>Progressive</b>        | she was living      | she is living       | she will be living        |
| <b>Perfect</b>            | she had lived       | she has lived       | she will have lived       |
| <b>Perfect continuous</b> | she had been living | she has been living | she will have been living |

Notice the tense of the auxiliary verbs

## Why use the simple past?

- The simple past refers to an action begun and completed in the past. This can be a quick and simple action or refer to a situation or action that was repeated or went on for a long time, as long as whatever is written about is completed.
  - I **ate** a banana.
  - I **slept** like a baby every night.
  - I **lived** in Atherton Road for ten years.

## Why use the past progressive?

- Past progressive refers to an action that was going on in the past at the same time as other events
  - I **was walking** past the stadium when I heard the roar of the crowd.
  - Jane **was sitting** on the window seat, reading. John **was stalking** through the rooms, shouting her name. She froze.
  - The wind **was howling** but the moon shone still and quiet above it all.

## Why use the present perfect?

- Present perfect refers to something that started in the past but continues to, or still has an impact on, the present.
  - I **have been** to Italy; the food is fantastic.
  - I **have played** guitar since I was a teenager.
  - Theresa isn't at home. I think she **has gone** shopping.



## Why use the past perfect?

- The past perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.
  - I **had** never **seen** such beautiful beaches before I went to Cornwall.
  - I did not have any money because I **had lost** my wallet.
  - John knew Tokyo so well because he **had visited** the city several times.
  - She only understood the movie because she **had read** the book.

# Tenses of the verb 'to be'

|                           | Past               | Present            | Future                   |
|---------------------------|--------------------|--------------------|--------------------------|
| <b>Simple</b>             | she was            | she is             | she will be              |
| <b>Progressive</b>        | she was (being)    | she is (being)     | she will be              |
| <b>Perfect</b>            | she had been       | she has been       | she will have been       |
| <b>Perfect continuous</b> | she had been being | she has been being | she will have been being |

Notice the tense of the auxiliary verbs



## Managing tenses - explain

Last night I **dreamed** I **went** to Manderley again. It **seemed** to me I **stood** by the iron gate leading to the drive, and for a while I **could** not enter, for the way **was barred** to me. There **was** a padlock and a chain upon the gate. I **called** in my dream to the lodge keeper, and **had** no answer, and peering closer through the rusted spokes of the gate I **saw** that the lodge **was** uninhabited.

No smoke **came** from the chimney, and the little lattice windows **gaped** forlorn. Then, like all dreamers, I **was possessed** of a sudden with supernatural powers and **passed** like a spirit through the barrier before me. The drive **wound** away in front of me, twisting and turning as it **had always done**, but as I **advanced** I **was** aware that a change **had come upon** it; it **was** narrow and unkept, not the drive that we **had known**.

*Rebecca* by Daphne du Maurier

## Managing tenses - change

The young man (reach) \_\_\_\_\_ the rusted iron gate. It (be) \_\_\_\_\_ glossy black the last time he (see) \_\_\_\_\_ it; now it (be) \_\_\_\_\_ grey, faded and peeling with patches of orange rust showing through where the paint (crack) \_\_\_\_\_ over time. After twenty years, he (think) \_\_\_\_\_, it was not surprising that it (change) \_\_\_\_\_.

# Managing tenses - create



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