

Progression in Narrative

Possible outcomes:

- Own experience
- Story writing (traditional tale, fairy tale, adventure, fantasy, mystery)
- Myth/legend
- Fable

Purpose:

The purpose of a narrative is to tell a story. However, that does not convey the many purposes of stories. The purpose of a narrator is to make the audience respond in a particular way. Stories are written to entertain and enthrall an audience. They can make us sad, horrify us, make us laugh, make us excited etc. They create imaginative worlds that can help us understand ourselves and the world around us beyond our own experience. From the earliest times, stories have been used to explain the world, pass on beliefs and memories and entertain one another.

Generic text structure:

- An opening that usually includes description of setting and character
- A series of events that build up
- Complication(s)
- Resulting events
- Resolution and ending

Although this structure is evident in many stories, it can be adapted, modified or expanded. Children will hear and read many different stories and will gain an understanding of the ways that authors can vary narrative structure: using time shifts or starting the story with an exciting incident then 'back-tracking'. They will learn that particular genres tend to have distinctive structures, e.g. adventure stories often have 'cliff-hangers' before the final resolution.

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Language features:

- First/third person
- Past tense (occasionally present)
- Chronological
- Conjunctions that signal time e.g early that morning, later on, once
- Conjunctions to shift attention e.g meanwhile, at that very moment
- Conjunction to inject suspense e.g suddenly, without warning
- Conjunctions to move the setting e.g on the other side of the forest, back at home
- Dialogue
- Verbs used to describe actions, thoughts and feelings
- Language effects used to create impact on the reader e.g figurative language, adverbs, adjectives

Knowledge for the writer:

- Decide the intended impact of the story on the reader
- Plan before writing; be sure of key events and ensure that all the events lead towards the ending
- Tell and re-tell the story orally before writing and rehearse sentences orally whilst writing
- Visualise the story whilst writing
- Description should link and show something about their personalities
- Show rather than tell. Show how a character feels by what they say or do
- Use all senses when imagining and then describe setting e.g include weather, season, time of day
- Use ideas from reading e.g use a question to draw the reader in or use repetition to create an effect
- Reread the completed story aloud

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Progression is achieved through:

- Reading and listening to a wide range of stories
- Storytelling
- Oral rehearsal before writing
- Teacher modelling and scribing preceding children's independent attempts
- At different points in the composing, reading the writing aloud to a partner and revising it on the basis of having read it aloud
- Increased understanding by the children of particular aspects of narrative, e.g characterisation and dialogue, control of the form
- Increased independence in children's ability to plan and write their own stories

Progression in narrative in each year The expectation is that children will make progress within each year in various aspects of reading and writing as they move through about four sequences of writing on narrative texts. Each sequence will introduce new opportunities for learning and development in particular areas, e.g structure, setting. Meanwhile, children will be practising and consolidating their skills and understanding in all the other areas.			
Year group	Listening to and reading stories: Story structure; Viewpoint; narrator; character & dialogue; Setting	Creating stories: Telling stories Writing	Grammar (to include revision from previous year groups)
1	Consolidate understanding that stories have characters, settings and events. Identify the main events.	Recount own experiences orally. Use simple sentences to recount own experiences in writing.	<ul style="list-style-type: none"> • Capital letters • Full stops • Exclamation mark • Proper nouns • Personal pronoun 'I' • Questions • Conjunctions – and • Noun phrase (adjective) • Time conjunctions – then, next, etc
	Recognise patterns in texts e.g repeated phrases and refrains. Recognise story language. Notice familiar and unfamiliar settings.	Innovate on patterns from a familiar story orally and in writing.	
	Recognise the beginning, middle and end in stories. Recognise typical phrases for story openings and endings. Recognise typical characters; recognise dialogue. Notice features of typical settings.	Re-tell a familiar story in sequence and including some story language. Write own version of a familiar story using a series of sentences to sequence events.	
	Make predictions about events and endings or about how characters will behave.	Write own story with a linear structure; beginning, middle and end; good and bad characters.	

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Year 1 Story:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Beginning of end of narrative signalled e.g one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. E.g The wolf was hiding.</p> <p>Written in the appropriate tense (mainly consistent) e.g Golilocks was... Jack is...</p>	<p>Simple sentences, starting with a pronoun and a verb. E.g He went home.</p> <p>Simple conjunctions are used to construct simple sentences e.g and, but, then, so.</p>	<p>Year 1 ambitious vocabulary used.</p> <p>Range of size adjectives used e.g big, small</p> <p>Range of colour adjectives used e.g red, blue</p> <p>Range of emotion words used e.g sad, angry, cross</p> <p>Pronouns: I, she, he, they</p> <p>Conjunctions: and, but, then, or, this</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Time conjunctions: first, then, next</p> <p>Once upon a time, one day, happily ever after.</p>	<p><u>Noun</u> What a noun is. Regular and plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is a change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Join words and sentences using and/then</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p>Use spaces to separate words.</p> <p>Use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>

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Year group	Listening to and reading stories: Story structure; Viewpoint; narrator; character & dialogue; Setting	Creating stories: Telling stories Writing	Grammar (to include revision from previous year groups)
2	<p>Consolidate understanding of basic story structure: beginning, middle and end and notice the way that events are linked.</p> <p>Learn about characters by looking at what they say and do.</p>	<p>Plan and tell a story based on own experience.</p> <p>Write a story based on own experience with a linear structure: beginning, middle and end.</p>	<ul style="list-style-type: none"> Expanded noun phrases to describe Different sentence forms
	<p>Analyse the sequence of events in different stories using the structure: opening, something happens, events to sort it out, ending. Identify words and phrases used to link events.</p> <p>Predict ending.</p> <p>Identify common themes in traditional tales.</p> <p>Identify typical settings and make predictions about events that are likely to happen.</p>	<p>Re-tell a familiar story with events in sequence and including some dialogue and formal story language.</p> <p>Write own story in the style of a traditional tale, using typical settings, characters and events. Use past tense and conjunctions.</p>	<ul style="list-style-type: none"> Past and present tenses (consistency) Adjectives Adverbs Apostrophes for omission and possession
	<p>Identify elements of an author's style, e.g familiar characters or settings.</p> <p>Explore characterisation by looking at descriptions and actions and responding imaginatively. Make predictions about character's actions and look for evidence of change as a result of events.</p>	<p>Improvise and rehearse new dialogue between familiar characters.</p> <p>Plan and write own familiar character, using the structure: opening, build up, problem, resolution, ending. Describe characters and include dialogue. Use third person and past tense.</p>	<ul style="list-style-type: none"> Progressive tense Commas to list
	<p>Sustain interest in a longer narrative. Make predictions during reading.</p> <p>Track a character through a story and see how they change.</p> <p>Analyse pieces of dialogue for what it shows about characters. Look at the verbs used for speech and work out how characters are feeling.</p>	<p>Dramatise parts of own stories for class.</p> <p>Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use third person and past tense consistently. Include descriptions of characters and setting and some dialogue.</p>	

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Year 2 Story:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Sentences organised chronologically indicated by time conjunctions e.g finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Pronouns to aid cohesion referring to characters e.g Peter and Jane/they</p> <p>Subordinating conjunctions to add extra information e.g As they were waiting</p>	<p>Subject/verb sentences He was... They were... It happened...</p> <p>Linking clauses using conjunctions – coordination and subordination</p> <p>Speech-like expressions in dialogues e.g Chill out!</p> <p>Adverbs e.g quickly, slowly</p> <p>Noun phrases e.g massive field</p>	<p>Year 2 ambitious vocabulary used.</p> <p>Time conjunctions: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end,, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Subordination – when, if, that, because Coordinating – or, and, but</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb</p>	<p>Use spaces that reflect the size of the letters,</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions. Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>

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Year group	Listening to and reading stories: Story structure; Viewpoint; narrator; character & dialogue; Setting	Creating stories: Telling stories Writing	Grammar (to include revision from previous year groups)
3	<p>Identify common features and themes in stories with familiar settings; analyse plots and suggests reasons for actions and events.</p> <p>Identify with characters and make links with own experience when making judgements about their actions.</p> <p>Compare settings in different stories and analyse words and phrases used for description.</p>	<p>Plan and write stories based on own experience using the structure (opening, dilemma/conflict/problem, resolution, ending) to organise into paragraphs for each stage of the story and ensure that sequence is clear.</p> <p>Use first person and past tense consistently.</p>	<ul style="list-style-type: none"> • Inverted commas • Perfect tense • Paragraphs • Prepositions and prepositional phrases • Paragraphs • Adverbial phrases • Subordinating and coordinating conjunctions • clauses
	<p>Discuss the role of the narrator in stories and play-scripts. Take part in dramatised readings.</p> <p>Identify conventions for punctuation and presentation of dialogue. Discuss what it reveals about characters' feelings, motives and relationships.</p>	<p>Role play dialogue between characters.</p> <p>Compose new dialogue for characters using conventions for punctuating and presenting speech.</p>	
	<p>Identify common features and themes in different types of traditional story: fables, myths, legends, fairy and folk tales. Analyse and compare plot structure and identify formal elements in story openings and endings. Identify the range of conjunctions used to link events and change scenes.</p> <p>Recognise stock characters in particular types of story and typical settings.</p>	<p>Plan and tell stories e.g own version of a fable, varying voice and intonation to create effects and sustain interest.</p> <p>Plan and write complete stories using a familiar plot and altering characters or setting. Include a structured sequence of events organised into paragraphs. Describe new characters or settings. Use complete sentences in third person and past tense. Include examples</p>	
	<p>Investigate common features, structure and typical themes in adventure and mystery stories. Analyse</p>	<p>Plan stories orally; explore moral dilemmas for characters using drama.</p>	

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	<p>structure by identifying the most exciting part of the story and plotting other events around it. Analyse the use of language to set scenes, build tension or create suspense.</p> <p>Discuss the author's techniques, e.g using cliff-hangers at the end of chapters. Read and compare books by the same author and express a personal response, commenting on elements of style.</p> <p>Explore a moral dilemma for a character and demonstrate empathy when making judgments about their actions.</p> <p>Comment on the effect of scene changes, e.g moving from a safe to dangerous place to build tension.</p>	<p>Write adventure stories that have a problem and resolution and are organised into paragraphs and/or chapters with conjunctions to signal time, sequence or place. Include description of a typical adventure setting and characters. Use written dialogue to move the plot on.</p>	
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Year 3 story:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Time and place are references to guide the reader through the text e.g in the morning.	Simple sentences with extra description and sentences extended using because, which, where etc.	Year 3 ambitious vocabulary used	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.	Introduce possessive apostrophes for plural nouns.
Organised into paragraphs eg When she arrived at the house..	Consistent tense e.g typically past tense for narration and present tense in dialogue	Conjunctions: also, however, therefore, after that, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as	<u>Verbs</u> Present perfect forms of verbs instead of 'the'.	Introduce inverted commas.
Cohesion is strengthened through relationships between characters e.g Jack, his, his mother, her	Dialogue is realistic and conversational in style e.g Well, I suppose...	Adverbs: very, rather, slightly	<u>Adjectives</u> Choose appropriate adjectives.	
	Verbs used are specific for		<u>Conjunctions</u> Express time and cause	

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	<p>action e.g rushed, shoved, pushed.</p> <p>Adverbials e.g When she reached home...</p> <p>Expanded noun phrases e.g two horrible hours</p>		<p>(when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	
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Year group	Listening to and reading stories: Story structure; Viewpoint; narrator; character & dialogue; Setting	Creating stories: Telling stories Writing	Grammar (to include revision from previous year groups)
4	<p>Recognise the stages in a story and identify the introduction, build-up, climax or conflict and resolution. Notice how the passing of time is conveyed and key words and phrases used to introduce paragraphs or chapters. Identify the events that are presented in more detail and those that are skimmed over.</p> <p>Express responses to particular characters and identify techniques used by the author to persuade the reader to feel sympathy or dislike.</p> <p>Recognise the way that the historical setting affects characters' appearance, actions and relationships. Comment on differences between what characters say and what they do. Make deductions about the feelings and motives that might lay behind their words.</p>	<p>Plan, tell and write short stories set in the past. Include descriptive detail to evoke the historical setting and make it more vivid. Sequence events clearly and show how one event leads to another. Use a range of conjunctions to show changes in time and place.</p>	<ul style="list-style-type: none"> fronted adverbials commas (after fronted adverbials) paragraphs – cohesion, pronouns to avoid repetition apostrophes for possession (singular and plural) possessive pronouns

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	<p>Look at the way that a historical setting is created using small details and longer descriptions. Note similarities and differences with children's own experiences.</p>		
	<p>Review the structure and features of adventure stories. Identify examples of figurative and expressive language to build a fuller picture of a character. Discuss characters' behaviour and the extent to which it is changed by the imaginary world. Identify and discuss the narrative voice. Collect evidence from stories to build up a picture of an imagined world. Note examples of descriptive language, talk about the mood or atmosphere they create and make predictions about how characters will behave in such a place.</p>	<p>Use drama to explore consequences of introducing new characters to a particular setting. Plan and write a longer adventure story set in an imagined world. Organise into chapters using the structure: introduction, build up, climax or conflict, resolution. Include details of the setting, using figurative and expressive language to evoke mood and atmosphere.</p>	
	<p>Review the structure and features of different types of story, (e.g traditional tales, contemporary stories in the context of reading stories from other cultures) Discuss the customs and beliefs of the culture that a story is from and the way that this effects characters' behaviour and actions. Make predictions about actions and consequences and discuss whether they behaved in expected or unexpected ways. Make deductions about characters' motives and feelings. Look at the way that descriptive language and small details are used to build an impression of an unfamiliar place. Make predictions about how characters will behave in such a setting.</p>	<p>Work in role to 'interview' story characters. Retell a traditional tale from another culture using techniques to entertain the audience e.g gestures, repetition, traditional story openings and endings. Note responses to texts in a reading journal.</p>	
	<p>Analyse the structure and chronology of a story. Comment on the time covered in the story as a whole and discuss why some events are presented</p>	<p>Use improvisation to explore alternative actions and outcomes to a particular issue. Write in role as a character from a story.</p>	

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	<p>in more detail whilst others are skimmed over.</p> <p>Discuss the decisions that the author has made in setting up issues for the characters and choosing how to resolve them. Comment on the success of the writing and whether children agree or disagree with the way that the problem was solved.</p> <p>Look for evidence of a distinctive voice for the narrator and any comments they make on the events in the story.</p> <p>Look at the way that key characters respond to a dilemma and make deductions about their motives and feelings. Explore alternative outcomes to the main issues. Analyse dialogue and make judgements about the extent to which characters reveal their true feelings or motives.</p>	<p>Plan and write a longer story where the central character faces a dilemma that needs to be resolved. Use a clear story structure and organise into chapters.</p> <p>Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail.</p>	
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Year 4 story:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g contrasts in mood – angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p>	<p>Variation in sentence structures e.g while, although, until</p> <p>Use embedded/relative clauses e.g Marcus, who grinned slyly at the teacher,...</p> <p>Include adverbs to show how often or add subtlety of meaning e.g exactly, suspiciously</p>	<p>Year 4 ambitious vocabulary used</p> <p>Conjunctions: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p><u>Verbs</u> Standard English forms of verbs</p> <p><u>Conjunctions</u></p>	<p>Apostrophe to mark singular and plural possession</p> <p>Commas after fronted adverbials</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>

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<p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Tense changes appropriate; verbs may refer to continuous action e.g will be thinking</p>		<p>Use a wide range of conjunctions</p> <p><u>Tense</u> Correct use of past and present tense</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials</p>	
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Year group	Listening to and reading stories: Story structure; Viewpoint; narrator; character & dialogue; Setting	Creating stories: Telling stories Writing	Grammar (to include revision from previous year groups)
5	<p>Map out texts showing development and structure and identify high and low points, links between sections, paragraphs and chapters. Compare in different stories</p> <p>Explore aspects of an author's style by comparing themes, settings and characters in different stories. Look for evidence of narrative viewpoint.</p> <p>Review different ways to build and present character, e.g using dialogue, action or description and discuss children's response to particular characters. Investigate direct and reported speech.</p>	<p>Experiment with different ways to open a story, e.g dialogue, an important event. Plan and write a complete short story with an interesting story opening.</p> <p>Organise into paragraphs for build-up, climax or conflict, resolution and ending. Use language to create a particular comic or dramatic effect. Use a range of conjunctions to introduce scenes and link events.</p>	<ul style="list-style-type: none"> • modals • Punctuation for parenthesis • Commas for clarity • Cohesive devices across paragraphs • Re-visit tenses
	<p>Compare the structure and features of different versions of the same story, e.g re-telling from different times or countries, adaptations for</p>	<p>Plan and tell stories orally. Demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase.</p>	

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	<p>different age-groups. Note repeated patterns of events – climax-resolution in extended narratives. Identify the audience that the author had in mind for a particular story.</p> <p>Explore how narration relates to events.</p> <p>Look for evidence of characters changing during a story and discuss possible reasons, what it shows about the character and whether the change met or challenged children’s expectations.</p> <p>Review features of typical settings for different types of traditional story. Identify examples of effective description which evoke time or place.</p>	<p>Try adapting oral story-telling for a different audience, e.g younger children. Reflect on the changes.</p> <p>Plan and write a complete short story aimed at a specific audience, e.g a new version of a traditional tale for a younger audience.</p> <p>Organise into paragraphs. Adapt sentence length and vocabulary to meet the needs of the reader.</p>	
	<p>Analyse the structure of more complex narratives, e.g two parallel narrative threads. Look at the way that the author signals a change in the narration and discuss the effect of seeing the story from different points of view.</p> <p>Make inferences about the perspective of the author from what is written and implied. Explore ways to change the narrative viewpoint.</p> <p>Recognise that characters may have different perspectives on the story and explore different points of view. Review ways to vary pace by using direct or reported speech at different points in a story.</p> <p>Look at the author’s use of language, e.g literal and figurative language when describing settings.</p>	<p>Use improvisation and role-play to explore different characters’ points of view. Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain the listener.</p> <p>Plan and re-write a familiar story from an alternative point of view. Try varying pace by using direct and reported speech. Vary sentence length and include examples of complex sentences. Use a range of conjunctions effectively to create links and indicate changes in time or place.</p>	
	<p>Analyse the structure of complex narrative with non-linear chronology. Look at the way that the author signals changes in time and place, reality to unreality e.g paragraphs, conjunctions etc.</p> <p>Look for evidence of the author’s perspective and examples of them addressing the reader directly.</p>	<p>Write in the style of a particular author to complete a section of a story, add dialogue or a new chapter.</p> <p>Plan and write a longer story with a more complex structure, e.g parallel narratives. Experiment with the order of chapters or</p>	

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	<p>Look at characters' appearance, actions and relationships in older literature and make deductions about differences in patterns of relationships and attitudes in comparison to children's own experience. Look at examples of dialogue and degrees of formality and consider what this shows about relationships.</p> <p>Consider the time and place where a 'classic' story is set and look for evidence of differences that will effect the way that characters behave or the plot unfolds.</p>	<p>paragraphs to achieve different effects. Use dialogue to build character. Check for consistency in narrative voice when telling each part of the story.</p>	
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Year 5 story:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Sequence of plot may be disrupted for effect e.g flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g repetition for effect</p> <p>Paragraphs varies in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g it crept into the woods.</p>	<p>Sentence length variation e.g short and long</p> <p>Active and passive voice used deliberately to heighten engagement. E.g the ring was removed from the drawer.</p> <p>Wide range of subordinate conjunctions e.g whilst, until, despite</p> <p>Embedded subordinate clauses are used for economy or emphasis</p>	<p>Year 5 ambitious vocabulary used</p>	<p><u>Noun</u> Locate and identify expanded noun phrases</p> <p><u>Verbs</u> Use modal verbs Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p>	<p>Consolidate all previous learning</p> <p>Brackets Dashes Colons Semi colons</p>

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	<p>Figurative language used to build description (sometimes clichéd) e.g the crowd charged like bulls.</p> <p>Repetition is used for effect e..g the boys ran and ran until they could run no more</p>		<p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbial Comma after fronted adverbials Adverbials of time, place and number</p>	
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Year group	Listening to and reading stories: Story structure; Viewpoint; narrator; character & dialogue; Setting	Creating stories: Telling stories Writing	Grammar (to include revision from previous year groups)
6	<p>Compare the structure and features of a story with its film or TV adaptation.</p> <p>Look for different ways that information is revealed or events are presented, e.g dreams, flashbacks, and letters.</p> <p>Consider when a story was first published and discuss the audience that the author had in mind, e.g children reading a classic text published in the last century. Recognise that the narrative viewpoint can be changed when adapting for film. Discuss the effect that this has on the story and the reader's viewer's response.</p> <p>Compare the way characters are portrayed in stories and film versions matched what children had imagined when readings. Analyse dialogue at</p>	<p>Transform narrative writing into a script and perform as a short dramatised scene.</p> <p>Plan and write a short story, e.g modern re-telling of classic play. Plan the plot, characters and structure quickly and effectively. Describe a setting by referring to all the senses. Vary sentence length to achieve particular effects. Use dialogue at key points to move the story on or reveal new information.</p>	<ul style="list-style-type: none"> • colons • Semi-colons • Hyphens (support description) • Passive vs active • ellipses

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	<p>particular points in a story and summarise its purpose e.g to explain plot, show character or relationships etc.</p> <p>Compare settings in stories and film. Analyse changes of scene in stories, films and plays, discuss their timing and the effect on characters and events.</p>		
	<p>Identify story structures typical to particular fiction genres and explore differences in paragraph organisation and conjunctions. Review more complex narrative structures and those with non-linear chronology.</p> <p>Consider how style is influenced by the intended audience and consider author's use of language. Identify ways to manipulate narrative viewpoint, e.g by having a different character taking over the story-telling, and discuss the effect of this.</p> <p>Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes. Analyse examples of dialogue that are typical of a particular genre.</p> <p>Analyse the author's use of language to evoke a sense of time and place and identify particular techniques such as using expressive of figurative language, describing a character's response, adding details of sights and sounds.</p>	<p>Use improvisation and role play to explore typical characters, setting and events in a particular fiction genre. Tell short stories in a particular genre to engage and entertain an audience.</p> <p>Plan and write a short story with non-linear chronology, e.g using flashbacks. Arrange paragraphs carefully and use a range of conjunctions to signal that the narrative is moving back or forward in time.</p> <p>Plan and write a complete story in a particular genre. Select features of narrative structure typical of the genre e.g starting an adventure story with a dramatic event and then providing background information. Create a typical setting and characters for genre using expressive language and building up small details.</p> <p>Plan and write a parody of a familiar story in a particular genre.</p> <p>Manipulate typical characters, settings and events to surprise and amuse the reader.</p>	
	<p>Compare stories by the same author or on the same theme and make judgements in response to story endings, e.g whether it was believable, whether dilemmas</p>	<p>Plan and write an extended story. Use techniques learned from reading e.g create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or</p>	

Progression in Narrative

	<p>Identify common elements of an author's style and then make comparisons between books. Consider response to narrative voice when evaluating a book e.g sympathising with the narrator's point of view, agreeing or disagreeing with their judgements about other characters.</p> <p>Express opinions about favourite characters and discuss what makes them appealing. Compare and contrast different responses to the same character.</p>	<p>to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others.</p>	
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Year 6 story:

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>	<p>Viewpoint is well controlled and precise e.g Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify. E.g insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose</p> <p>Fronted adverbials used to clarify writer's position e.g As a consequence of his selfish actions...</p>	<p>Year 6 ambitious vocabulary used.</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify Convert adjectives in verbs using suffixes; ate, ise, ify</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Progression in Narrative

	<p>Figurative language used to build up description e.g everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly e.g In the messy scramble for the bag.</p>		<p><u>Tense</u> Change tense according to features of the genre</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials</p>	
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