



# Progression in Narrative Writing

	Oral Storytelling	Writing Composition	Grammar
<b>N</b>	<ul style="list-style-type: none"> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Listens to stories with increasing attention and recall.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	
<b>R</b>	<p>Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Attempt own writing for various purposes, using features of different forms, including stories. Attempts to write own texts that show understanding of features typically found in books read .e.g. Dear Black beard, you are very mean./The wicked witch was bad. Retells aspects of well – known stories e.g. Once upon a time. / I'll puff and I'll puff.</p> <ul style="list-style-type: none"> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul>	<p>Begins to break the flow of speech into words</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. <b>once upon a time</b></p>
<b>Y1</b>	<p>Innovate on patterns from a familiar story orally including some story language. Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives</p>	<p>Write own version of a familiar story using a series of sentences to sequence events. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events.</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>



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<p><b>Y2</b></p>	<p>Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; Dramatise parts of own stories for class. Read aloud with appropriate intonation to make the meaning clear.</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. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)            Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]            How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command            Correct choice and consistent use of present tense and past tense throughout writing            Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]            Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences            Commas to separate items in a list            Apostrophes to mark where letters are missing in spelling            Apostrophes to mark singular possession in nouns [e.g. the girl's name]</p>
<p><b>Y3</b></p>	<p>Plan and tell stories, varying voice and intonation to create effects and sustain interest. Role play include dialogue to set the scene and present characters; Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. Explore moral dilemmas for characters using drama</p>	<p>Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. Include description of a typical setting and characters. Use written dialogue to move the plot on. Consolidate vocabulary and grasp of sentence structure.</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]            Introduction to paragraphs as a way to group related material            Introduction to inverted commas to punctuate direct speech</p>
<p><b>Y4</b></p>	<p>Work in role to 'interview' story characters. Use improvisation to explore alternative actions and outcomes to a particular issue. Explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.</p>	<p>Write in role as a character from a story. Plan and write a longer story where the central character faces a problem that needs to be resolved. Use a clear story</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher</p>



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		<p>structure. Use different ways to introduce or connect paragraphs, ( e.g.) Sometime later..., Suddenly..., Inside the castle...; develop settings using adjectives and figurative language to evoke time, place and mood. Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. Monitor whether their writing makes sense.</p>	<p>expanded to: the strict maths teacher with curly hair)          Fronted adverbials [for example, Later that day, I heard the bad news.]          Use of paragraphs to organise ideas around a theme          Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition          Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]          Apostrophes to mark plural possession [for example, the girl's name, the girls' names]          Use of commas after fronted adverbials</p>
<p><b>Y5</b></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 and engage the listener.</p>	<p>Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, e.g. parallel narratives. (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; Experiment with the order of chapters or paragraphs to achieve different effects. Try varying pace by using direct and reported speech. Use dialogue to build character. Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Check for consistency in narrative voice when telling each part of the story.</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun          Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]          Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]          Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] or tense choices [for example, he had seen her before]          dashes or commas to indicate parenthesis          Use of commas to clarify meaning or avoid ambiguity</p>



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<p><b>Y6</b></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 an extended story. Enhance the effectiveness of writing as well as accuracy. Use paragraphs to vary pace and emphasis. Describe a setting by referring to all the senses; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. Use techniques learned from reading, e.g. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or 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</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
<p><b>Beyond</b></p>	<p>Explore the techniques and devices that writers use to develop character, viewpoint, and voice. Writing choices should extend beyond a simple choice between first and third person narration and include a range of narrative voices (e.g. (first-, second- and third-person narration and stream of consciousness – a form of first-person narration). Use of multiple narration to offer contrasting accounts of the same event or to drive the plot at alternate intervals would provide high levels of challenge in terms of sustaining and moving between viewpoints and in planning carefully so that plotlines remain credible and cohesion is achieved across different strands of narration. Alternatively, use of an omniscient narrator may provide commentary (judgment, rationale, sympathy etc.) on a central character and their actions/choices/situation. In exploring narrative voice, build on earlier work on plot, setting and characterisation. Use figurative language with increasing confidence, precision and originality. Create imagery in places that is detailed and evocative and avoids cliché (where appropriate). Some imagery may recur across a narrative (iconography of particular genres, refrains in dialogue or motifs). Vocabulary choices are consistent with the theme and mood of the writing.</p>		<p>Apply growing knowledge of vocabulary and grammar in writing. Recognise that non-finite clauses are those which do not contain a subject + verb: they contain an infinite verb with or without to, a verb + ing or a verb + ed. For example: □ Diving to the ground, James narrowly escaped the first round of fire. : verb + ing □ Overwhelmed by the kindness, Marie's gaze toured the room taking in every last detail. verb + ed</p>



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Experiment with form in terms of chronology (reverse chronology, cyclical structures, shifts in time and space in science fiction/fantasy) or by manipulating sentence or paragraph structures in surprising/unconventional ways.

To make it safe, Tina would have to test it before the big day: but who would volunteer?: To + infinitive.

Refine expressions so that redundant words and phrases are kept to a minimum. (e.g. overuse of adjectives and adverbs); revises longer sentences and considers whether impact is enhanced e.g. He grabbed the gun vs. He quickly grabbed the gun.