

Narrative (Covering the full range of genre writing - myths and legends, fairytales, stories from other cultures)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Oracy to support comprehension and writing</p> <p>Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles</p> <p>re-tell narratives using patterns from listening and reading</p> <p>tell a story about a central character</p> <p>experiment with story language by using familiar words and phrases from stories in re-telling and play</p> <p>Writing Composition</p> <p>Begin to write words and sentences linked to story retelling and their own narratives, orally rehearsing and memorising these before</p>	<p>Oracy to support comprehension and writing</p> <p>Use some familiar story telling language when retelling stories, repeating phrases and patterns from stories read to them</p> <p>Orally sequence events from stories using joining words such as next, then, after that which has been modelled by the teacher</p> <p>Act out stories, using drama to show key characteristics</p> <p>Use simple hot seating techniques in role of central characters</p>	<p>Oracy to support comprehension and writing</p> <p>Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest</p> <p>Tell own real and imagined stories;</p> <p>Dramatise parts of own stories for class.</p> <p>Read aloud with appropriate intonation to make the meaning clear (readers’ theatre)</p> <p>Writing composition</p> <p>Plan and write own stories with a logical sequence of events, using complete sentences grouped</p>	<p>Oracy to support comprehension and writing</p> <p>Plan and tell stories, varying voice and intonation to create effects and sustain interest.</p> <p>Role play include dialogue to set the scene and present characters</p> <p>Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary.</p> <p>Explore moral dilemmas for characters using drama</p> <p>Read aloud sections of their own stories adopting a readers’ theatre approach,</p>	<p>Oracy to support comprehension and writing</p> <p>Work in role to ‘interview’ story characters.</p> <p>Use improvisation to explore alternative actions and outcomes to a particular issue.</p> <p>Explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character</p> <p>Act out stories, using expression and tone to help depict the different story types and intended impact (e.g. low quiet voice to build tension)</p> <p>Writing composition</p> <p>Write in role as a character from a story.</p>	<p>Oracy to support comprehension and writing</p> <p>Use improvisation and role-play to explore different characters’ points of view.</p> <p>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>Writing composition</p> <p>Plan and write complete stories</p> <p>Organise more complex chronological narratives into several paragraph units relating to story structure</p> <p>Adapt for narratives that do not have linear chronology, e.g. parallel narratives. (e.g.) portray</p>	<p>Oracy to support comprehension and writing</p> <p>Use improvisation and role play to explore typical characters, setting and events in a particular fiction genre.</p> <p>Tell short stories in a particular genre to engage and entertain an audience.</p> <p>Writing composition</p> <p>Plan and write an extended story. Enhance the effectiveness of writing as well as accuracy.</p> <p>Use paragraphs to vary pace and emphasis.</p> <p>Describe a setting by referring to all the senses</p>

<p>attempting to write them.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. once upon a time</p>	<p>Writing composition</p> <p>Write own version of a familiar story using a series of sentences to sequence events</p> <p>Use patterns and language from familiar stories in own writing</p> <p>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>Grammar focus</p> <p>How words can combine to make sentences Joining words and joining clauses using and</p>	<p>together to tell the different parts of the story.</p> <p>Include descriptions of characters and setting and some dialogue.</p> <p>Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p> <p>Grammar focus</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>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,</p>	<p>editing words to create the desired expression</p> <p>Writing composition</p> <p>Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time.</p> <p>Include description of a typical setting and characters.</p> <p>Use written dialogue to move the plot on.</p> <p>Consolidate vocabulary and grasp of sentence structure, considering the use of adjectives, adverbs and precise verbs to create the desired impact.</p> <p>Grammatical focus</p> <p>Expressing time, place and cause using conjunctions [for example, when,</p>	<p>Plan and write a longer story where the central character faces a problem that needs to be resolved.</p> <p>Use a clear story structure.</p> <p>Use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...</p> <p>Develop settings using adjectives and figurative language to evoke time, place and mood.</p> <p>Include character descriptions designed to provoke sympathy or dislike in the reader</p> <p>Monitor whether their writing makes sense.</p> <p>Consider the impact their words have on the reader and edit to more precisely create the desired impact.</p>	<p>events happening simultaneously (Meanwhile...);</p> <p>Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases;</p> <p>Experiment with the order of chapters or paragraphs to achieve different effects.</p> <p>Try varying pace by using direct and reported speech.</p> <p>Use dialogue to build character.</p> <p>Grammar focus</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs</p>	<p>Vary sentence length to achieve a particular effect</p> <p>Use a variety of techniques to introduce characters and develop characterisation</p> <p>Use dialogue at key points to move the story on or reveal new information.</p> <p>Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning.</p> <p>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</p> <p>Create mood and atmosphere by describing a character's response to a particular setting</p>
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	<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>	<p>exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>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]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p> <p>Apostrophes to mark singular possession in nouns [e.g. the girl's name]</p>	<p>before, after, while, so, because], adverbs for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material Introduction to inverted commas to punctuate direct speech</p>	<p>Grammar focus</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>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!"]</p> <p>Apostrophes to mark plural possession [for</p>	<p>[for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p> <p>Vary the pace of narrative writing by using sentences of different length and direct or reported speech.</p>	<p>Use changes of scene to move the plot on or to create a break in the action</p> <p>Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others.</p> <p>Understand nuances in vocabulary choice</p> <p>Grammatical focus</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]</p> <p>Linking ideas across paragraphs using a wider range of cohesive</p>
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		Use adjectives and adverbs to add interest, appropriate to the story type and desired impact on the reader.		example, the girl's name, the girls' names] Use of commas after fronted adverbials		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, The sky darkened; shadows crept between the trees] Well selected use of parentheses, such as dashes, for dramatic effect
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