

Writing Progression Text Level: Narrative (story writing)

Year group/ Age	Reading objectives from EYFS/ NC linked to Narrative	Language features linked to sentence level and story language	Types of narrative to be covered/ possible ways to innovate stories
Reception expected	<p><i>Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</i></p> <p><i>Children answer 'how' and 'why' questions about their experiences and in response to stories or events</i></p> <p><i>Children develop their own narratives and explanations by connecting ideas or events.</i></p> <p><i>Children demonstrate understanding when talking with others about what they have read</i></p>	<p>Story language: Once upon a time.... Early one morning.... And... Then... Next.... Until.... But.... So.... Finally.....</p> <p>Sentence level: Sentence construction using finger spaces, full stops and capital letters Mainly simple sentences using simple coordinating conjunctions <i>And, but</i> <i>The old man pulled and pulled but the turnip would not budge</i> Some oral use of ly openers <i>Luckily/ Unfortunately</i> <i>Unfortunately the Gingerbread man ran out of the house!</i> Some use of adjectives e.g <i>old, little, big, small, quiet</i> Begin to orally use similes using 'like'</p>	<p>Planning process: Story mapping with props and dressing up clothes (multi-sensory approach)</p> <p>Children mainly imitate stories read - move on to innovation - summer term</p> <p>Innovation ideas: <i>Substitution:</i> simple changes, e.g. character, place, objects <i>Alteration:</i> basic change of ending/ consequences for character</p>
Year 1 expected	<p><i>Children listen to and discuss a wide range of stories and non-fiction at a level beyond that at which they can read independently</i></p> <p><i>Children can link what they read or hear read to their own experiences</i></p> <p><i>Children become very familiar with key stories, fairy stories and traditional tales, retelling</i></p>	<p>Story language: Once upon a time.... One day - Early one morning.... First... Next... Until.... Then.... And...so...but...because....if.....when... Now... By the next morning..... If.....</p>	<p>Planning process: Story / mapping with props and dressing up clothes (multi-sensory approach)</p> <p>Children in year 1 - mainly imitate stories then innovate ideas. Would not move on to invent unless working on year 2 curriculum</p>

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	<p><i>them and considering their particular characteristics</i> <i>Children recognise and join in with predictable phrases when reading</i> <i>Children begin to predict what might happen on the basis of what has been read so far</i></p>	<p>At that moment - suddenly - to his/her amazement.... After/ after that.... Soon/ as soon as... In the end - Finally.... Happily ever after</p> <p>Sentence level: Sentence construction using finger spaces, full stops, capital letters, exclamation and question marks Description with adjectives - some use of 2A sentences <i>A lean cat/ The old lady had long, bony fingers</i> Use of alliteration <i>Dangerous dragon, slimy snakes</i> Similes using as and like <i>As tall as a house/ red like a radish</i> Adverbs <i>Luckily, unfortunately, suddenly, immediately, sadly</i> Use of ing openers <i>Felling happy, the snake slithered off</i> Use of conjunctions but, because and Begin to use some subordinating conjunctions - if, so, when</p>	<p>Innovation ideas: <i>Substitution:</i> simple changes, e.g. character, place, objects <i>Addition:</i> adding in descriptive details to character or settings; add new events following in a set pattern; embellish sentences <i>Alteration:</i> occasional alteration in middle that has alternative consequences; change ending</p>
<p>Year 2 expected</p>	<p>Children listen to, discuss and express views about a wide range of stories and non-fiction at a level beyond that at which they can read independently Children discuss the sequence of events in books and how items of information are related Children become increasingly familiar with and retell a wider range of stories</p>	<p>Story language: Once upon a time.... One day - Early one morning.... First... Next... Until.... Then.... And...so...but...because....if.....when... Now... By the next morning..... If.... At that moment - suddenly - to his/her amazement....</p>	<p>Planning process: Story / mapping with props and dressing up clothes (multi-sensory approach)</p> <p>Children in year 2 - innovate stories moving onto invention of own stories. Innovation ideas: <i>Substitution:</i> simple changes, e.g. character, place, objects <i>Addition:</i> adding in descriptive details to character or setting;</p>

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	<p>Children recognise simple recurring literary language in stories</p> <p>Children discuss their favourite words and phrases</p> <p>Children explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>However/ although....</p> <p>After/ after that....</p> <p>Soon/ as soon as...</p> <p>In the end - Finally.... Happily ever after</p> <p>At last....</p> <p>Luckily/ Fortunately....</p> <p>Sentence level:</p> <p>Sentence construction using finger spaces, full stops, capital letters, exclamation, question marks and commas in lists</p> <p><i>Begin to introduce speech marks if ready</i></p> <p>Ly starters <i>usually, eventually, finally, carefully, slowly</i></p> <p>Adjectives/ adverbs for description (2A, list sentences)</p> <p><i>Snow fell gently and covered the cottage in the wood.</i></p> <p><i>It was a long, dark lane.</i></p> <p><i>He was tall, dark, handsome and polite.</i></p> <p>Alliteration</p> <p><i>Wicked Witch/ Slimy Slugs</i></p> <p>Similes</p> <p><i>....like sizzling sausages</i></p> <p><i>....hot like fire</i></p> <p>Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</p> <p><i>When the sun began to set, the timid animals crept out from their hiding places</i></p> <p><i>Because Chang felt sorry for the fish, he helped to release it.</i></p>	<p>add new events or characters; embellish sentences add dialogue (if ready)</p> <p><i>Alteration:</i> occasional alteration in middle that has alternative consequences; change ending; alter a characters disposition and change setting</p> <p><i>Change of view:</i> retell a part of the story from a characters view</p>
<p>Year 3 expected</p>	<p>Children listen to and discuss a wide range of fiction</p> <p>Children read books and stories that are structured in different</p>	<p>Consolidate Story language from KS1</p> <p>Introduce:</p> <p>Immediately...</p> <p>While/ meanwhile....</p> <p>Later.....</p>	<p>Planning process:</p> <p>Story mapping</p> <p>Types of narrative to be covered:</p> <p><i>Cumulative stories</i></p>

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<p>ways and read for a range of purposes Children increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Children identify themes and conventions in a wide range of stories/ books Children discuss words and phrases that capture the reader's interest and imagination Children discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Children compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures In narratives children investigate creating settings, characters and plot</p>	<p>When..... Whenever.... Without warning..... Eventually.....</p> <p>Extend a range of sentences with more than one clause by using a wider range of subordinating conjunctions, including <i>when, if, because, although, whilst</i></p> <p>Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave...</i></p> <p>Use of prepositional phrases to place the action <i>On the mat.....behind the tree..... In the air.... In front of...</i></p> <p>Consolidate use of coordinating conjunctions <i>And/or/but/so/for/nor/yet</i> <i>The man stood outside, for it was a beautiful day</i></p> <p>'ing' clause as a sentence openers e.g. <i>Grunting, the pig lay down in the hay.</i></p> <p>Drop in a relative clause using <i>who/whom/which/whose</i> <i>The girl, whom I remember, had a long black hair</i> <i>The boy, whose name is George, thinks he is very brave</i></p> <p>Sentence of 3 description <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening sunlight.</i> <i>The Rainbow dragon was covered in many different coloured scales, had enormous, red eyes and swam on the surface of the water</i></p> <p>Boastful language</p>	<p><i>Character flaw</i> <i>'Found' story</i> <i>'How' Myths</i> Children in year 3 - innovate stories and move onto invention of own stories. Innovation ideas: <i>Substitution:</i> simple changes, e.g. character, place, objects <i>Addition:</i> adding in descriptive details to character or setting; add new events or characters; embellish sentences add dialogue <i>Alteration:</i> occasional alteration in middle that has alternative consequences; change ending; alter a characters disposition and change setting Use of characterisation - how are characters feeling <i>Change of view:</i> retell a part of the story form a characters view <i>Recycling the plot:</i> reusing the underlying plot and theme but in a totally different context</p>
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		<p><i>e.g magnificent, unbelievable, exciting!</i> Dialogue with powerful verbs <i>e.g. "Hello," she whispered.</i></p>	
<p>Year 4 expected</p>	<p>Children listen to and discuss a wide range of fiction Children read books and stories that are structured in different ways and read for a range of purposes Children increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Children identify themes and conventions in a wide range of stories/ books Children discuss words and phrases that capture the reader's interest and imagination Children discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Children compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures In narratives children investigate creating settings, characters and plot</p>	<p>Consolidate Story language from KS1 and year 3</p> <p>Continue to elaborate alternative story language e.g. <i>Early one frosty morning.....</i></p> <p>Fronted adverbials Begin to investigate fronted adverbials as sentence openers <i>A few days ago, we discovered a hidden box</i> <i>In a strange way, he looked at me</i></p> <p>Use of long and short sentences Long to enhance description Short to move events on quickly <i>e.g. It was midnight. It's great fun.</i></p> <p>Starting sentences with a simile e.g <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Investigate use of relative, embedded and drop clauses</p> <p><i>The man, <u>who was a sailor</u>, was waiting in the queue.</i> <i>The snarling beast, <u>whose breath smelled like rotting eggs</u>, roared with all his might.</i> <i>The pirate, <u>with his cutlass clenched in his teeth</u>, swung on to the ship.</i> <i>The giant, <u>howling with rage</u>, raced after Jack.</i></p> <p>'ed' clauses as starters</p>	<p>Children in year 4 - innovate stories through development of sentence level work, moving onto invention of own stories. Innovation ideas: <i>Substitution:</i> simple changes, e.g. character, place, objects <i>Addition:</i> adding in descriptive details to character or setting; add new events or characters; embellish sentences add dialogue <i>Alteration:</i> occasional alteration in middle that has alternative consequences; change ending; alter a characters disposition and change setting <i>Use of characterisation</i> - how are characters feeling <i>Change of view:</i> retell a part of the story from a characters view <i>Recycling the plot:</i> reusing the underlying plot and theme but in a totally different context</p>

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		<p><i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman Soldier collapsed at the post</i> Expanded 'ing' clauses as starters <i>Grinning menacingly, he slipped the treasure into his rucksack</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves</i></p> <p>Drop in 'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair</i> <i>The tornado, sweeping across the city, destroyed the houses</i></p> <p>Sentence of 3 action <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i></p> <p>Dialogue - verb + adverb <i>"Hello," she whispered, shyly</i></p>	
<p>Year 5 expected</p>	<p>Children continue to read and discuss an increasingly wide range of fiction Children read books and stories that are structured in different ways and read for a range of purposes Children increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, <i>fiction from our literary heritage</i>, and books from other cultures and traditions</p>	<p>Consolidate sentence level work from year 4 alongside</p> <p>Focus on dashes and commas for parenthesis e.g dashes <i>His most treasured possession- the football Eddie had given to him - drifted away across the turbulent sea.</i></p> <p><i>The yacht was steering out of control - something was wrong</i></p> <p>Use of expanded 'ed' clauses as starters <i>Encouraged by the bright weather, Jane set out for a long walk</i> <i>Terrified by the dragon, George fell to his knees</i></p>	<p>Children in year 5 - innovate stories through development of sentence level work moving onto invention of own stories</p> <p>Innovation ideas: <i>Substitution:</i> simple changes, e.g. character, place, objects <i>Addition:</i> adding in descriptive details to character or setting; add new events or characters; embellish sentences add dialogue <i>Alteration:</i> occasional alteration in middle that has alternative consequences; change ending;</p>

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	<p>Children identify and discuss themes and conventions in and across a wide range of writing</p> <p>Children make comparisons within and across books and stories</p> <p>Children identify how language, structure and presentation contribute to meaning</p> <p>Children discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in 'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i></p> <p>Move sentence chunks around for different effects <i>The siren echoed loudly...through the streets....at midnight</i></p> <p>Dialogue - speech + verb + action <i>"Stop!" he shouted, picking up the stick and running after the thief</i></p> <p>Indicate degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely) <i>Surely there wasn't something behind the door.</i></p> <p>Introduce metaphors, personification and onomatopoeia e.g. <i>A blanket of darkness shrouded the city.</i> e.g. <i>Silence held its breath</i> e.g. <i>A colossal wave engulfed the boat as the rain spat on the terrorising sea</i> e.g. <i>The pirate belched after devouring a mountain of chicken drumstick</i></p>	<p>alter a character's disposition and change setting</p> <p>Use of characterisation - how are characters feeling</p> <p><i>Change of view:</i> retell a part of the story from a character's view</p> <p><i>Recycling the plot:</i> reusing the underlying plot and theme but in a totally different context</p> <p>Focus on re-inventing parts of the story through development of figurative language/ advanced sentence level work</p>
<p>Year 6 expected</p>	<p>Children continue to read and discuss an increasingly wide range of fiction</p> <p>Children read books and stories that are structured in different</p>	<p>Consolidate Story language from KS1 and year 3</p> <p>Consolidate sentence level work from year 5 alongside</p>	<p>Children in year 6 - innovate stories through development of sentence level work moving onto invention of own stories.</p>

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	<p>ways and read for a range of purposes Children increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, <i>fiction from our literary heritage</i>, and books from other cultures and traditions Children identify and discuss themes and conventions in and across a wide range of writing Children make comparisons within and across books and stories Children identify how language, structure and presentation contribute to meaning Children discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Use of colon to introduction lists It is important to remember a colon introduces a list only when the list is attached to a completed main clause: <i>eg On our farm we grow three crops: wheat, corn and soya beans.</i></p> <p>Use semi colons to break up clauses of equal importance <i>Chris was baking a cake; Claire was tidying up Something was there; something was lurking; something was looking. Something amazing was on the horizon; something I had never seen before.</i></p> <p>Use a colon to separate two clauses where the second part explains the point just being made <i>Frog was feeling very full: he had eaten 23 flies I was exhausted: I hadn't slept for more than two hours</i></p> <p>Use of empty words <i>e.g. Someone, somewhere was out to get him</i></p> <p>Active and passive verbs used to create effect and to affect presentation and information <i>Active: Tom accidentally dropped the glass Passive: The glass was accidentally dropped by Tom</i></p> <p>Continue to develop and build in literary features to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>Use a range of technique to involve the reader - comments, questions, observations</p>	<p>Innovation ideas: <i>Substitution:</i> character, place, objects <i>Addition:</i> adding in descriptive details to character or setting; add new events or characters; embellish sentences add dialogue <i>Alteration:</i> occasional alteration in middle that has alternative consequences; change ending; alter a characters disposition and change setting; alter beginning Use of characterisation - how are characters feeling <i>Change of view:</i> retell a part of the story form a characters view <i>Recycling the plot:</i> reusing the underlying plot and theme but in a totally different context</p> <p>Invention ideas: Re use known plots/ story structures learned to create own tales.</p> <p>Focus on re-inventing parts of the story through development of figurative language/ advanced sentence level work</p>
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