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| **Progression in Narrative Texts** |
| **Purpose** |
| Can be defined simply as to tell a story that entertains the reader. |
| **Common examples of the text type** |
| * Stories that use predictable and patterned language * Traditional and/or folk tales * Fairy tales * Stories set in familiar settings * Retellings of stories heard and read * Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.) * Stories set in historical contexts * Myths and legend * Stories with flashbacks * Stories set in fantasy words * Stories from different cultures |



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| **Narrative texts in Reception** | | |
| **Generic Text Features** | **Grammatical Features** | **Planning and Preparing** |
| * Simple narratives and retellings are told/ written in first or third person. * Simple narratives are told/ written in past tense. * Simple narratives use typical characters, settings and events whether imagined or real. * Simple narratives use some story language. | * (30-50) Simple mark making related to story work in class. * (40-60) Begins to use simple story language **e.g. Once Upon a time** in simple, oral retellings * (40-60) Writes labels, captions and/or attempts short sentences linked to a shared/learnt story. * (40-60) Begins to use **capital letters, full stops and finger spaces.** * (40-60+) Develops their own narratives orally or innovates known stories. * (40-60+) Describes the main events in known stories by retelling orally or in writing using **third person and past tense.** * (40-60+) Uses key features of narrative in writing e.g. **simple openings/endings, characters etc.** | * Learn stories orally and retell them with actions. * Introduce story characters/props into provision areas to structure play. * Tell and retell stories using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. * Make simple innovations to known stories. E.g. change main character. * Think, say and write sentences to retell a story in their own words or writes their own simple stories. |

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| **Narrative texts in Year 1** | | |
| **Generic text features** | **Grammatical features** | **Planning and preparation** |
| * Simple narratives and retellings are told/ written in first or third person. * Simple narratives are told/ written in past tense. * Events are sequenced to create texts that make sense. * The main participants are human or animal. * Simple narratives use typical characters, settings and events whether imagined or real. * ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. | * Stories are often written in the **third person and past tense** e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed. * Personal recounts and retellings often use **the first person and past tense**, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school. * Sentences are demarcated using **full- stops, capital letters and finger spaces.** * Use of **conjunctions e.g. and …** to join ideas and create variety in the sentence structure. * Use of **exclamation marks** to indicate emotions such as surprise or shock e.g. Help! Oh no! * **Question marks** can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. | * Learn stories orally and retell them with actions. * Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. * Listen to/ learn stories and narrative texts that use the features required for the writing. * Use drama to understand to deepen understanding of chosen text. * Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. * Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral…) so that plans are shaped to satisfy the audience and purpose. * Make structured plans based on the chosen story by changing characters and key events. * Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc. * Think, say and write sentences to tell the story or narrative in their own words. |

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| **Narrative texts in Year 2** | | |
| **Generic text features** | **Grammatical features** | **Planning and preparation** |
| * Narratives and retellings are told/ written in first or third person. * Narratives and retellings are told/ written in past tense * Events are sequenced to create texts that make sense. * The main participants are human or animal. * Characters are simply developed as either good or bad. * Simple narratives use typical characters, settings and events whether imagined or real. * Language choices help create realistic- sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. | * Stories are often written in the **third person and past tense** e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed. * **The past progressive form of verbs** can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her… * **Apostrophes** can be used **for possession,**   e.g. Granny’s house, baby bear’s bed.   * **Apostrophes to show contraction** can be used, e.g. Goldilocks couldn’t believe her eyes. * **Personal retellings** often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school. * Sentences are demarcated using **full- stops, capital letters and finger spaces.** * Use of **conjunctions e.g. and, so, because, when, if, that, or, but** … to join ideas and enable subordination of ideas. * Use of **exclamation marks** to indicate emotions such as surprise or shock e.g. Help! Oh no! | * Listen to/learn with actions stories that use the features required for writing. * Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. * Use drama to deepen understanding of focus text. * Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. * Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc. * Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. * Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc. * Make use of ideas collected from reading, e.g. using repetition to create an effect. |

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|  | * **Question marks** can be used to form questions, including **rhetorical questions** used to engage the reader. * **Adjectives** including **comparative adjectives** are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. * **Noun phrases** can be used to create effective descriptions, e.g. the deep, dark woods. * **Commas** can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond. * **Verbs should be chosen for effect** e.g. walked instead of went, grabbed instead of got etc. | * Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. * Think, say and write sentences to tell the story or narrative in their own words. * Write narratives using their plans. * Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. * Reread completed narratives aloud, for example, to a partner, small group or the teacher. |

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| **Narrative texts in Year 3** | | |
| **Generic text features** | **Grammatical features** | **Planning and preparation** |
| * Narratives and retellings are written in first or third person. * Narratives and retellings are written in past tense, occasionally these are told in the present tense. * Events are sequenced to create chronological plots through the use of adverbials and prepositions. * Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… * Narratives use typical characters, settings and events whether imagined or real. * Dialogue begins to be used to convey characters’ thoughts and to move the narrative forward. * Language choices help create realistic- sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) | * **Paragraphs** are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. * **Adverbs** e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative. * The use of **conjunctions e.g. when, before, after, while, so, because…**enables causation to be included in the narrative. * Using **prepositions e.g. before, after, during, after, before, in, because of…** enables the passage of time to be shown in the narrative and the narrative to be moved on. * **Present perfect form** of verbs can be used within dialogue or a character’s thoughts, e.g. what has happened to us? What have you done? They have forgotten me… * **Headings and subheadings** can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close… etc. * **Inverted commas** can be used to punctuate direct speech this allows | * Read/learn stories with actions that use the features required for the writing. * Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. * Use drama to deepen understanding of focus text. * Use ‘boxing up’ to understand structure of story. * Independently read successful examples of narrative writing and label/magpie effective features. * Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. * Make plans that include a limited number of characters and describe a few key details that show something about their personalities. * Compose and rehearse sentences or parts of stories orally to check for sense. * Recognise and use narrative language   e.g. on a cold winter’s day, Dear Diary, And after all that… etc. |

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|  | characters to interact and the story to be developed.   * **Noun phrases** can be used to create effective descriptions, e.g. the deep, dark woods. * **Verbs and adverbs should be chosen for effect** e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. * **Cohesion** can be created, and repetition avoided through the use of **nouns and pronouns** e.g. Sammy and John… they… the boys… | * Make use of ideas from reading, e.g. using repetition to create an effect. * Try to show rather than tell, for example, show how a character feels by what they say or do. * Write narratives using their plans. * Reread completed narratives aloud, e.g. to a partner, small group. * Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. |

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| **Narrative texts in Year 4** | | |
| **Generic text features** | **Grammatical features** | **Planning and preparation** |
| * Narratives and retellings are written in the first or third person. * Narratives and retellings are written in the past tense, occasionally these are told in the present tense. * Events are sequenced to create chronology through the use of adverbials and prepositions * Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… * Narratives use typical characters, settings and events whether imagined or real. * Dialogue is used to convey characters’ thoughts and to move the narrative forward. * Language choices help create realistic- sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. | * **The third person** and **past tense** are used. This can include the **past progressive** (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). * **Standard English** forms of verb inflections are used instead of local spoken forms, e.g. ‘we were’ instead of ‘we was’, ‘we did that’ rather than ‘we done that’. * **Fronted adverbials** can be used e.g. During the night…, In a distant field…. These should be punctuated using a comma. * The use of **adverbials** e.g. therefore, however creates **cohesion within and across paragraphs.** * **Cohesion** can also be created, and repetition avoided through the use of **nouns and pronouns** e.g. Sammy and John… they… the boys… * **Paragraphs** are useful for organising the narrative into logical sections. * **Verbs and adverbs should be chosen for effect** e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. | * Read/learn narrative texts that use the features required for the writing. * Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. * Use drama to deepen understanding of chosen text. * Use ‘boxing up’ to understand structure of story. * Independently read successful examples of narrative writing and label/magpie effective features. * Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. * Make plans that include key events, being sure that all the events lead towards the ending. * Plan a limited number of characters and describe a few key details that show something about their personalities. * Make use of ideas from reading, e.g. using adverbial phrases to describe |

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|  | * The use of **conjunctions** e.g. when, before, after, while, so, because…enables causation to be included in the narrative. * Descriptions can be developed through the effective use of **expanded noun phrases** e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). * **The full range of speech punctuation can be used to indicate dialogue** this allows characters to interact and the story to be developed. * **Apostrophes can be used to indicate plural possession** e.g. The girls’ names, the children’s mother, the aliens’ spaceship. | settings and characters or rhetorical questions to engage the reader.   * Recognise and use narrative language   e.g. On a cold Winter’s day, Dear Diary, And after all that… etc.   * Try to show rather than tell, for example, show how a character feels by what they say or do. * Write narratives using their plans. * Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. * Reread completed narratives aloud, e.g. to a partner or a small group. |

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| **Narrative texts in Year 5** | | |
| **Generic text features** | **Grammatical features** | **Planning and preparation** |
| * Narratives and retellings are written in first or third person. * Narratives and retellings are written in past tense, occasionally these are told in the present tense. * Narratives are told sequentially and non- sequentially (e.g. flashbacks) through the use adverbials and prepositions. * Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. * Dialogue is used to convey characters’ thoughts and to move the narrative forward. | * The **third person** and **past tense** are used. * This can include the **past progressive** (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). * Opportunities also exist for the use of the **past perfect** e.g. The children had tried…earlier in the day, the goblins had hidden… and **Past perfect progressive** forms e.g. the children had been searching… they had been hoping to find the treasure since they started on the quest … * **Adverbials** can be used e.g. therefore, however to create **cohesion within and across paragraphs.** These adverbials can take the form of time (later), place (nearby), and numbers (secondly). * **Modals can be used to suggest degrees of possibility**, e.g. They should never have...If they were careful, the children might be able to… * **Adverbs of possibility** can be used to suggest possibility, e.g. They were probably going to be stuck there all night…, they were definitely on the adventure of a lifetime… | * Read narrative texts that use the features required for the writing. * Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. * Use drama to deepen understanding of chosen text. * Use ‘boxing up’ to understand structure of story. * Independently read successful examples of narrative writing and label/magpie effective features. * Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. * Make plans that include key events, being sure that all the events lead towards the ending. * Plan a limited number of characters and describe a few key details that show something about their personalities. |

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|  | * **Parenthesis** can be used to add additional information through the use of **brackets, dashes or commas** e.g. using brackets for stage instructions in play script or commas – Paul, on the other hand, was considered trustworthy. * **Layout devices** can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began…, The story comes to a close… * **Relative clauses** can be used to add further information, e.g. the witch, who was ugly and green,…The treasure, which had been buried in a chest… this should include the use of commas when required. | * Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. * Recognise and use narrative language   e.g. On a cold Winter’s day, Dear Diary, And after all that… etc.   * Try to show rather than tell, for example, show how a character feels by what they say or do. * Write narratives using their plans. * Show how the main character has developed as a result of the narrative. * Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. * Read their completed narratives to other children. |

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| **Narrative texts in Year 6** | | |
| **Generic text features** | **Grammatical features** | **Planning and preparation** |
| * Narratives and retellings are written in first or third person. * Narratives and retellings are written in past tense. Occasionally, they are told in the present tense. * Narratives are told sequentially and non- sequentially (e.g. flashbacks) through the use adverbials and prepositions. * Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language. * Dialogue is used to convey characters’ thoughts and to move the narrative forward. | * By writing for a specified audience and with a particular purpose in mind, the writer can choose between **vocabulary typical of informal speech** and vocabulary appropriate for **formal speech** e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. * The **passive voice** can be used e.g. it was possible that…, the map was given to the children by…, more ingredients were added to the potion etc. * Writers may use conditional forms such as the **subjunctive form** to hypothesise,   e.g. If the children were to get out of this situation…, if only there were a way to solve this problem…, I wished I were somewhere else…etc.   * **Past perfect progressive** forms can be used to indicate specific points in time   e.g. the children had been searching… I had been dreaming of riding a unicorn all my life…   * Create **cohesion across paragraphs** using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. * **Colons, semi-colons and dashes** can be used to separate and link ideas. | * Read narrative texts that use the features required for the writing. * Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral…) so that plans are shaped to satisfy the audience and purpose. * Use drama to deepen understanding of chosen text. * Use ‘boxing up’ to understand structure of story. * Independently read successful examples of narrative writing and label/magpie effective features. * Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. * Make plans that include key events, being sure that all the events lead towards the ending. * Plan a limited number of characters and describe a few key details that show something about their personalities. |

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|  |  | * Make use of ideas from reading, e.g. using short and long sentences for different effects. * Try to show rather than tell, for example, show how a character feels by what they say or do. * Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day. * Write narratives using their plans. * Show how the main character has developed as a result of the narrative. * Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. * Read their completed narratives to other children. |