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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.
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