

Writing Progression in Narrative Texts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> (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. 	<ul style="list-style-type: none"> Stories 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 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. Events are sequenced to create texts that make sense. 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. Question marks used to form questions 	<ul style="list-style-type: none"> The past progressive form of verbs used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her... Apostrophes 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. Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. Question marks used to form questions, including rhetorical questions used to engage the reader. Adjectives including comparative adjectives used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. Noun phrases used to create effective 	<ul style="list-style-type: none"> Paragraphs used 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 used 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? 	<ul style="list-style-type: none"> 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'. Dialogue is used to convey characters' thoughts and to move the narrative forward. Fronted adverbials used accurately with commas e.g. During the night... In a distant field... The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. 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 	<ul style="list-style-type: none"> 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. Opportunities 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 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). 	<ul style="list-style-type: none"> 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 used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. Writers 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 used to indicate specific points in time e.g. the children had been searching... I had been dreaming of

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<ul style="list-style-type: none"> 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. 		<p>descriptions, e.g. the deep, dark woods.</p> <ul style="list-style-type: none"> Commas used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond. Verbs chosen for effect e.g. walked instead of went, grabbed instead of got etc. Use simple alliteration to add description (the slithering snake) 	<p>They have forgotten me...</p> <ul style="list-style-type: none"> Inverted commas used to punctuate direct speech - this allows characters to interact and the story to be developed. Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. Noun phrases 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 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. Begin to show rather than tell, for example, show how a character 	<p>indicate dialogue this allows characters to interact and the story to be developed.</p> <ul style="list-style-type: none"> Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship. Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. Use Show not Tell, for example, show how a character feels by what they say or do. Use similes and metaphors to add description. Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day. 	<ul style="list-style-type: none"> Modal verbs used to suggest degrees of possibility, e.g. They <u>should</u> never have...If they were careful, the children <u>might</u> be able to... Adverbs of possibility used to suggest possibility, e.g. They were <u>probably</u> going to be stuck there all night... they were <u>definitely</u> on the adventure of a lifetime... Parenthesis 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. The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. Relative clauses 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 	<p>riding a unicorn all my life...</p> <ul style="list-style-type: none"> Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Colons, semi-colons and dashes can be used to separate and link ideas. The full range of speech punctuation can be accurately used to indicate dialogue this allows characters to interact and the story to be developed (integrate Dialogue, Action and Description using DAD). Make use of ideas from reading, e.g. using short and long sentences for different effects Build tension in texts by using short sentences, repetition and ellipses. Use similes, metaphors, hyperbole and personification to add description. Layout devices used to provide
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			<p>feels by what they say or do:</p> <ul style="list-style-type: none">• Use <i>simple similes</i> to add description (roared like a lion, as heavy as an elephant)		<p>include the use of commas, brackets and dashes when required:</p> <ul style="list-style-type: none">• Show how the main character has developed as a result of the narrative.• Use <i>similes, metaphors and personification</i> to add description.	<p>additional information and guide the reader: e.g. Chapter 1. How it all began... The story comes to a close..</p>
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