



Narrative Writing Whole School Progression Document



Lent Rise School – English coordinators: S. Boxall, S. North and H. Springford

<p>NATIONAL CURRICULUM</p> <p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.</p> <p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by</p>	<p><u>EYFS</u></p> <p><u>Key Stage 1:</u></p> <p>In Year 1, pupils should be taught to:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read their writing aloud, clearly enough to be heard by their peers and the teacher <p>In Year 2, pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing for different purposes <p>consider what they are going to write before beginning by:</p>	<p><u>Key Stage 2:</u></p> <p>In Years 3 and 4, pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 - organising paragraphs around a theme - in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>In Years 5 and 6, pupils should be taught to:</p>
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<p>equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.</p>		<ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmospheres and integrating dialogue to convey characters and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
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Listening to and reading a range of stories

	EY	Y1	Y2	Y3	Y4	Y5	Y6
Story Structure	<p>Listen to stories being told and read</p> <p>Know when a story has begun and ended</p> <p>Recognise simple repeatable story structures and some typical story language, e.g. Once upon a time</p>	<p>Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings</p> <p>Recall the main events</p>	<p>Identify the sequence: opening → something happens → events to sort it out → ending</p> <p>Identify temporal conjunctions and talk about how they are used to signal the passing of time</p> <p>Make deductions about why events take place in a particular order by looking at character's actions and their consequences</p>	<p>Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story</p> <p>Notice common themes, similar key incidents and typical phrases or expressions</p> <p>Note the use of language or music or camera angle to set scenes, build tension, and create suspense</p>	<p>Develop understanding of story structure - recognise the stages of a story: introduction → build-up → climax or conflict → resolution</p> <p>Appreciate that chronology does not always run smoothly, e.g. some events are skimmed over, others are told in more depth, there may be flashbacks</p>	<p>Recognise that story structure can vary in different types of story</p> <p>Notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story</p> <p>Analyse more complex narrative structures and narratives that do not have a simple linear chronology, e.g. parallel narratives, jumps forwards/backwards in time</p>	<p>Identify story structures typical to particular fiction genres</p> <p>Recognise that narrative structure can be adapted and events revealed in different ways, e.g. stories within stories, flashbacks, revelations</p> <p>Analyse the paragraph structure in different types of stories and note how links are made</p> <p>Make judgements in response to story endings, e.g. whether it was believable, whether dilemmas were resolved satisfactorily</p>
Author's Viewpoint	Be aware that books have authors	Listen with sustained	Begin to understand elements of an	Recognise that authors make	Develop awareness that	Understand that authors have	Look at elements of an author's style to

		<p>concentration and then talk about how the author created interest or excitement in the story</p>	<p>author's style, e.g. books about the same character or common themes</p>	<p>decisions about how the plot will develop and use different techniques to provoke reader's reactions</p>	<p>the author sets up dilemmas in the story and devises a solution</p> <p>Make judgements about the success of the narrative, e.g. Do you agree with the way that the problem was solved?</p> <p>Understand that the author or director creates characters to provoke a response in the reader, e.g. sympathy, dislike</p>	<p>particular styles and may have a particular audience in mind</p> <p>Discuss the author's perspective on events and characters, e.g. the consequences of a character's mistakes – do they get a second chance?</p>	<p>identify common elements and then make comparisons between books</p> <p>Consider how style is influenced by the time when and the place where they wrote, and the intended audience</p>
<p>Narrator's viewpoint</p>	<p>Be aware that someone is telling the story</p>	<p>Know that the voice telling the story is called the narrator</p>		<p>Notice the difference between 1st and 3rd person accounts</p> <p>Take part in dramatised readings using different voices for the narrator and main characters</p>	<p>Discuss whether the narrator has a distinctive voice in the story</p>	<p>Notice the author's perspective and the narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly etc</p> <p>Check whether the viewpoint changes at all</p>	<p>Recognise that the narrator can change and be manipulated, e.g. a different character takes over the storytelling, the story has 2 narrators etc</p> <p>Talk about the effect that this has on the story and the reader's response</p>

						during the story; explore how the narration relates to events	
Character	<p>Know that stories are about characters</p> <p>Identify and describe their appearance referring to names and illustrations</p>	<p>Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales</p> <p>Identify the goal or motive of the main character and talk about how it moves the plot on</p>	<p>Understand that we know what characters are like from what they do and say as well as their appearance</p> <p>Make predictions about how they might behave; notice that characters can change during the course of the story</p>	<p>Identify examples of a character telling the story in the first person</p> <p>Make deductions about character's feelings, behaviour and relationships based on descriptions and their actions in the story</p> <p>Identify examples of stereotypical characters</p> <p>Make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem</p>	<p>Identify the use of figurative and expressive language to build a fuller picture of a character</p> <p>Look at the way that key characters respond to a dilemma and make deductions about their motives and feelings. Discuss whether their behaviour was predictable or unexpected</p>	<p>Look for evidence of characters changing during a story and discuss possible reasons, e.g. in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader's expectations</p> <p>Recognise that characters may have different perspectives on events in the story</p> <p>Look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking</p>	<p>Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. in parody</p>


						at the way characters act and speak and interact in older literature	
Dialogue	Notice when characters are speaking in the story by joining in, e.g. with a repeated phrase	Notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud	Notice that the way that characters speak reflects their personality Recognise that the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked	Analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue	Explore the relationship between what characters say and what they do – do they always reveal what they are thinking?		Recognise that authors can use dialogue at certain points in a story to: explain plot; show character and relationships; convey mood or create humour
Setting	Know that stories happen in a particular place Identify settings by referring to illustrations and descriptions	Recognise that settings can be familiar or unfamiliar and based on real life or fantasy Respond by making links with own experience Identify language used to describe imaginary settings	Understand that settings are created using descriptive words and phrases Recognise that particular types of story can have typical settings, and use this understanding to predict the events of a story based on the setting described in the story opening	Recognise that settings are used to create atmosphere Look at examples of scene changes that move the plot on, relieve or build up the tension	Understand that authors can create entire imaginary worlds Look for evidence of small details that are used to evoke time, place and mood Look for evidence of the way that characters behave in different settings	Different types of story can have typical settings Real-life stories can be based in different times or places, e.g. historical fiction Look for evidence of differences in setting that will affect the way that characters behave or the plot unfolds	Different episodes (in story and on film) can take place in different settings Discuss why and how the scene changes are made and how they affect the characters and events Recognise that authors use language carefully to influence the reader's view of a place or situation



Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways

	EY	Y1	Y2	Y3	Y4	Y5	Y6
Telling stories	<p>Turn stories into play using puppets, toys, costumes and props, and imagine and re-create roles using these</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>Re-tell familiar stories and recount events</p> <p>Include main events in sequence, focusing on who is in the event, where events take place and what happens in each event</p> <p>Use story language, sentence patterns and sequencing words to organise events, e.g. then, next etc</p> <p>Recite stories, supported by story boxes, pictures etc</p> <p>Act out stories and portray characters and their motives</p>	<p>Re-tell familiar stories using the narrative structure and dialogue from the text</p> <p>Include relevant details and sustain the listener's interest</p> <p>Tell own real and imagined stories</p> <p>Explore characters' feelings and situations using improvisation</p> <p>Dramatise parts of own or familiar stories and perform to class or group</p>	<p>Tell stories based on own experience and oral versions of familiar stories</p> <p>Include dialogue to set the scene and present characters</p> <p>Vary voice and intonation to create effects and sustain interest</p> <p>Sequence events clearly and have a definite ending</p> <p>Explore relationships and situations through drama</p>	<p>Plan and tell own versions of stories</p> <p>Tell effectively, e.g. using gestures, repetition, traditional story openings and endings</p> <p>Explore dilemmas using drama techniques, e.g. improvise alternative courses of action for a character</p>	<p>Plan and tell stories to explore narrative viewpoint, e.g. re-tell a familiar story from the point of view of another character</p> <p>Demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour</p> <p>Use spoken language imaginatively to entertain and engage the listener</p>	<p>Plan and tell stories to explore different styles of narrative</p> <p>Present engaging narratives for an audience</p>
Writing	<p>Attempt own writing for various purposes, using features of different forms, including stories</p>	<p>Use patterns and language from familiar stories in own writing</p> <p>Write complete stories with a</p>	<p>Imitate familiar stories by borrowing and adapting structures</p> <p>Write complete stories with a</p>	<p>Write complete stories with a full sequence of events in narrative order</p>	<p>Plan complete stories by identifying stages in the telling: introduction → build-up → climax</p>	<p>Develop aspects of story writing: experiment with different ways to open the story; add scenes, characters or</p>	<p>Effectively plan the plot, characters and structure of own narrative writing</p>

		<p>simple structure: beginning, middle and end</p> <p>Decide where it is set and use ideas from reading for some incidents and events</p>	<p>sustained, logical sequence of events</p> <p>Use past tense and 3rd person consistently</p> <p>Include setting</p> <p>Create characters, e.g. by adapting ideas about typical story characters</p> <p>Include some dialogue</p> <p>Use phrases drawn from story language to add interest, e.g. she couldn't believe her eyes</p>	<p>Include a dilemma or conflict and resolution</p> <p>Write an opening paragraph and further paragraphs for each stage of the story</p> <p>Use either first or third person consistently</p> <p>Use conventions for written dialogue and include some dialogue that shows the relationship between two characters</p>	<p>or conflict resolution</p> <p>Use paragraphs to organise and sequence the narrative</p> <p>Use different ways to introduce or connect paragraphs, e.g. Sometime later..., Suddenly..., inside the castle...</p> <p>Use details to build character descriptions and evoke a response</p> <p>Develop settings using adjectives and figurative language to evoke time, place and mood</p>	<p>dialogue to a familiar story</p> <p>Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story</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. portray events happening simultaneously (Meanwhile...)</p> <p>Extend ways to link paragraphs</p>	<p>Use paragraphs to vary pace and emphasis</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>Create a setting by:</p> <ul style="list-style-type: none"> - using expressive or figurative language - describing how it makes the character feel - adding detail of sights and sounds <p>Vary narrative structure when writing complete stories, e.g. start with a dramatic event and then provide background information</p>
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						<p>in cohesive narrative using adverbs and adverbial phrases</p> <p>Adapt writing for a particular audience</p> <p>Aim for consistency in character and style</p>	<p>Use two narrators to tell the story from different perspectives</p> <p>Use the paragraph structure of non-linear narratives as a model for own writing</p> <p>Plan and write an extended narrative</p>
	Planning, Drafting and Editing			<u>Purpose:</u> To develop the skills and stamina to effectively communicate thoughts, ideas and emotions			
	EY	Y1	Y2	Y3	Y4	Y5	Y6
	<p><u>Planning</u> Say aloud what they are going to write about</p> <p><u>Drafting</u> Compose a sentence orally before they write it</p> <p><u>Evaluating and Editing</u> Discuss what they have written with the teacher and other pupils</p>	<p><u>Planning</u> Jot down key words and new vocabulary</p> <p>Say aloud what they are going to write about</p> <p><u>Drafting</u> Compose a sentence orally before they write it</p> <p><u>Evaluating and Editing</u> Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the</p>	<p><u>Planning</u> Plan or say aloud what they are going to write</p> <p>Write down ideas/key words including new vocabulary</p> <p><u>Drafting</u> Encapsulate what they want to say sentence by sentence</p> <p>Write narratives about personal experiences and those of others</p> <p><u>Evaluating and Editing</u> Evaluate their writing with the teacher and other pupils</p>	<p><u>Planning</u> Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar</p> <p><u>Drafting</u> Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Create settings, characters and plots</p> <p><u>Evaluating and Editing</u> Assess the effectiveness of their own and other's writing suggesting improvements</p>	<p><u>Planning</u> Identify the audience and purpose of the writing and select the appropriate form</p> <p>Note and develop initial ideas, drawing on reading and research, where necessary</p> <p><u>Drafting</u> Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</p> <p>Precis longer passages</p> <p>Use a range of devise to build cohesion within and between paragraphs</p> <p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Evaluating and Editing</u></p>		

		<p>teacher and other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Re-read to check that their writing makes sentence and that verbs to indicate time are used correctly and consistently</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written so that the meaning is clear</p>	<p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure that consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and very agreement when using singular and plural</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>
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