

## Progression in Narrative writing



### **Purpose:**

The purpose of a narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. Stories are vital because they are a way of understanding the world, a way of explaining the world to ourselves. Small children will often tell stories as they play. They tell the tale of their play as it is happening. They thread aspects of their own life together and mingle this with what they are learning from stories that they have been read or told. Story is a fundamental way of communicating and comprehending the world.

Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginary worlds which can help us understand ourselves and the things around us and take us beyond our own experience.

Narrative is central to learning and as such it is an essential ingredient for the development of writing at Aldborough Primary School.

### **Narrative texts in Year 1 : National Curriculum Statutory requirements:**

#### **Writing composition**

##### **Pupils should be taught to: write sentences by:**

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  
discussing what they have written with the teacher or other pupils  
reading aloud their writing clearly enough to be heard by their peers and the teacher.

#### **Writing – vocabulary, grammar and punctuation**

##### **Pupils should be taught to: develop their understanding of the concepts set out**

**in English Appendix 2 by:** leaving spaces between words joining words and join clauses using and  
beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  
using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'  
learning the grammar for year 1 in English Appendix 2 using the grammatical terminology in English Appendix 2 in discussing their writing.

Generic text features	Grammatical features	Planning and preparation
<p>Simple narratives are told in first/third person</p> <p>Simple narratives are told/written in past tense</p> <p>Events are sequenced to create texts which make sense</p> <p>The main participants are human or animal</p> <p>Simple narratives use typical characters, settings and events whether imagined or real</p>	<p>Stories are often written in the <b>third person</b> and <b>past tense</b> e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed.</p> <p>Personal recounts and retellings often use the <b>first person</b> and <b>past tense</b>, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school.</p> <p>Sentences are demarcated using <b>full-stops, capital letters</b> and <b>finger spaces</b>.</p> <p>Use of <b>conjunctions</b> e.g. and ... to join ideas and create variety in the sentence structure</p>	<p>Listen to stories and narrative texts that use the features required for the writing.</p> <p>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.</p> <p>Make plans and props based on the story or narrative that has been shared.</p> <p>Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc.</p>

### Year 1 contd

Generic text features	Grammatical features	Planning and preparation
<p>‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</p>	<p>Use of <b>exclamation marks</b> to indicate emotions such as surprise or shock e.g. Help! Oh no!</p> <p><b>Question marks</b> can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? said the wolf.</p> <p>Use of the personal pronoun “I” to retell personal narratives eg I went to the park yesterday.</p>	<p>Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</p> <p>Think, say and write sentences to tell the story or narrative in their own words.</p>

**Narrative texts in Year 2 : National Curriculum Statutory requirements:**

**Writing composition**

**Pupils should be taught to:**

**develop positive attitudes towards and stamina for writing by:** writing narratives about personal experiences and those of others (real and fictional)

writing about real events writing poetry writing for different purposes **consider what they are going to write before**

**beginning by:**

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 **make simple additions, revisions and corrections to their own writing by:**

evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) reading aloud what they have written with appropriate intonation to make the meaning clear.

**Statutory requirements-vocabulary, grammar and punctuation**

**Pupils should be taught to: develop their understanding of the concepts set**

**out in English Appendix 2 by:** learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) **learn how to use:** sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify (for example, the blue butterfly) the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Generic text features	Grammatical features	Planning and preparation
<p>Narratives and retellings are told/ written in first or third person</p> <p>Narratives and retellings are told/ written in past tense</p> <p>Events are sequenced to create texts that make sense.</p> <p>The main participants are human or animal. They are simply developed as either good or bad characters.</p> <p>Simple narratives use typical characters, settings and events whether imagined or real.</p> <p>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</p>	<p>Stories are often written in the <b>third person</b> and <b>past tense</b> e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed.</p> <p>The <b>past progressive</b> form of verbs can be used, e.g. the Billy Goats Gruff <u>were eating</u>, Rapunzel <u>was hoping</u> someone would come and rescue her...</p> <p><b>Apostrophes can be used for possession</b>, e.g. Granny’s house, baby bear’s bed.</p> <p><b>Apostrophes to show contraction</b> can be used, e.g. Goldilocks couldn’t believe her eyes.</p> <p>Personal retellings often use the <b>first person</b> and <b>past tense</b>, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school.</p> <p>Sentences are demarcated using <b>full-stops, capital letters</b> and <b>finger spaces</b>.</p> <p>Use of <b>conjunctions</b> e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.</p> <p>Use of <b>exclamation marks</b> to indicate emotions such as surprise or shock e.g. Help! Oh no! and</p>	<p>Listen to stories and narrative texts that use the features required for the writing.</p> <p>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.</p> <p>Make plans and props based on the story or narrative that has been shared.</p> <p>Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc.</p> <p>Make use of ideas from reading, e.g. using repetition to create an effect.</p> <p>Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</p> <p>Think, say and write sentences to tell the story or narrative in their own words.</p> <p>Write narratives using their plans.</p> <p>Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</p>

## Generic text features

## Grammatical features

## Planning and preparation

to form **exclamative sentences**, e.g. How amazing was that!, What an incredible sight!

**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.

**Verbs should be chosen for effect** e.g. walked instead of went, grabbed instead of got etc.

Reread completed narratives aloud, for example, to a partner, small group or the teacher.

**Narrative texts in Year 3: National Curriculum Statutory requirements:**

**Writing composition**

**Pupils should be taught to:**

**plan their writing by:** 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

**draft and write by:** 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  
in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

**evaluate and edit by:** 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

**proof-read for spelling and punctuation errors 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.

**Writing – vocabulary, grammar and punctuation**

**Pupils should be taught to:**

**develop their understanding of the concepts set out in English Appendix 2 by:**  
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  
using the present perfect form of verbs in contrast to the past tense  
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  
using conjunctions, adverbs and prepositions to express time and cause  
using fronted adverbials learning the grammar for years 3 and 4 in English

**Appendix 2 indicate grammatical and other features by:**

using commas after fronted adverbials  
indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Generic text features	Grammatical features	Planning and preparation
<p>Narratives and retellings are written in first or third person.</p> <p>Narratives and retellings are written in past tense, occasionally these are told in the present tense.</p> <p>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</p> <p>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</p> <p>Narratives use typical characters, settings and events whether imagined or real.</p> <p>Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</p> <p>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),</p> <p>expressive verbs (e.g. shouted/muttered instead of said etc.)</p>	<p><b>Paragraphs</b> 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.</p> <p><b>Adverbs</b> e.g. first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative.</p> <p>The use of <b>conjunctions</b> e.g. when, before, after, while, so, because... enables causation to be included in the narrative.</p> <p>Using <b>prepositions</b> 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.</p> <p><b>Present perfect</b> 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...</p> <p><b>Headings and subheadings</b> can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc.</p> <p><b>Inverted commas can be used to punctuate direct speech</b> which allows characters to interact and the story to be developed.</p> <p><b>Noun phrases</b> can be used to create effective descriptions, e.g. the deep, dark woods.</p>	<p>Read stories and narrative texts that use the features required for the writing.</p> <p>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.</p> <p>Make plans that include a limited number of characters and describe a few key details that show something about their personalities.</p> <p>Compose and rehearse sentences or parts of stories orally to check for sense.</p> <p>Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.</p> <p>Make use of ideas from reading, e.g. using repetition to create an effect.</p> <p>Try to show rather than tell, for example, show how a character feels by what they say or do.</p> <p>Write narratives using their plans.</p> <p>Reread completed narratives aloud, e.g. to a partner, small group.</p>

Year 3 contd

**Generic text features**

**Grammatical features**

**Planning and preparation**

**Verbs and adverbs should be chosen for effect** eg 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...

Edit, proofread and amend their writing based on  
their own thoughts and those of their peers and  
teachers.

**Narrative texts in Year 4 National Curriculum Statutory requirements:**

**Writing composition**

**Children should be taught to:**

**plan their writing by:** 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

**draft and write by:** 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 in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

**evaluate and edit by:** 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 **proof-read for spelling and punctuation errors**

**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.

**Writing – vocabulary, grammar and punctuation**

**Pupils should be taught to:**

**develop their understanding of the concepts set out in English Appendix 2 by:** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2

**indicate grammatical and other features by:** using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Generic text features	Grammatical features	Planning and preparation
<p>Narratives and retellings are written in the first or third person.</p> <p>Narratives and retellings are written in the past tense, occasionally these are told in the present tense.</p> <p>Events are sequenced to create chronology through the use of adverbials and prepositions</p> <p>Descriptions, including those of settings, are developed through the use of adverbials, e.g.in the deep dark woods...</p> <p>Narratives use typical characters, settings and events whether imagined or real.</p> <p>Dialogue is used to convey characters' thoughts and to move the narrative forward.</p> <p>Language choices help create realistic sounding narratives. e.g. adverbs, adjectives,precise nouns, expressive verbs and figurative language etc.</p>	<p>The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating), <b>Present perfect</b> (e.g. What have you done?).</p> <p><b>Standard English</b> 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'.</p> <p><b>Fronted adverbials</b> can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma.</p> <p>The use of <b>adverbials</b> e.g. therefore, however creates <b>cohesion within and across paragraphs.</b></p> <p><b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns e.g. Sammy and John... they... the boys...</b></p> <p><b>Paragraphs</b> are useful for organising the narrative into logical sections.</p> <p><b>Verbs and adverbs should be chosen for effect e.g.</b> shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</p> <p>The use of <b>conjunctions</b> e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</p>	<p>Read narrative texts that use the features required for the writing.</p> <p>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.</p> <p>Make plans that include key events, being sure that all the events lead towards the ending.</p> <p>Plan a limited number of characters and describe a few key details that show something about their personalities.</p> <p>Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.</p> <p>Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.</p> <p>Try to show rather than tell, for example, show how a character feels by what they say or do.</p> <p>Write narratives using their plans.</p>

		<p>Edit, proofread and amend their writing based on</p>
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Year 4 contd

**Generic text features**

**Grammatical features**

**Planning and preparation**

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.

their own thoughts and those of their peers and teachers.

Reread completed narratives aloud, e.g. to a partner, small group.

**Writing composition**

**Pupils should be taught to: plan their writing by:** 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 **draft and write by:** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) **evaluate and edit by:** 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

proof-reading for spelling and punctuation errors performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

**Writing – vocabulary, grammar and punctuation**

**Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:** recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2

**indicate grammatical and other features by:** using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list punctuating bullet points consistently using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. (non-statutory) Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Generic text features	Grammatical features	Planning and preparation
<p>Narratives and retellings are written in first or third person.</p> <p>Narratives and retellings are written in past tense, occasionally these are told in the present tense.</p> <p>Narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use of adverbials and prepositions</p> <p>Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</p> <p>Dialogue is used to convey characters' thoughts and to move the narrative forward.</p>	<p>The <b>first/third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff <u>were eating</u>), <b>Present perfect</b> (e.g. What have you done?).</p> <p>Opportunities also exist for the use of the <b>past perfect</b> e.g. The children <u>had tried</u>...earlier in the day, the goblins <u>had hidden</u>... and <b>Past perfect progressive</b> forms e.g. the children <u>had been searching</u>... they <u>had been hoping</u> to find the treasure since they started on the quest ...</p> <p><b>Adverbials</b> can be used e.g. therefore, however to create <b>cohesion within and across paragraphs</b>. These adverbials can take the form of time (later), place (nearby), and numbers (secondly)</p> <p><b>Modals can be used to suggest degrees of possibility</b>, e.g. They <u>should</u> never have...If they were careful, the children <u>might</u> be able to...</p> <p><b>Adverbs of possibility</b> can be used 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...</p> <p><b>Parenthesis</b> can be used to add additional information through the use of <b>brackets, dashes or commas</b> e.g. using brackets for stage instructions in a playscript.</p>	<p>Read narrative texts that use the features required for the writing.</p> <p>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.</p> <p>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.</p> <p>Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader</p> <p>Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.</p> <p>Try to show rather than tell, for example, show how a character feels by what they say or do.</p> <p>Write narratives using their plans.</p> <p>Show how the main character has developed as a result of the narrative.</p>

Year 5 contd

**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.

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.

Writing compositionPupils should be taught to:

**plan their writing by:** 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

considering how authors have developed characters and settings in what pupils have read, listened to or seen performed **draft and write by:** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) **evaluate and edit by:** 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

proof-reading for spelling and punctuation errors performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuationPupils should be taught to:

**develop their understanding of the concepts set out in English Appendix 2 by:** recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 **indicate grammatical and other features by:** using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list punctuating bullet points consistently

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

(non-statutory) Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Generic text features	Grammatical features	Planning and preparation
<p>Narratives and retellings are written in first or third person.</p> <p>Narratives and retellings are written in past tense, occasionally these are told in the present tense.</p> <p>Narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use of adverbials and prepositions</p> <p>Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</p> <p>Dialogue is used to convey characters' thoughts and to move the narrative forward.</p>	<p>By writing for a specified audience and with a particular purpose in mind, the writer can choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b> e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.</p> <p><b>The passive voice</b> 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.</p> <p>Writers may use conditional forms such as the <b>subjunctive form</b> 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.</p> <p><b>Past perfect progressive</b> forms can be used to indicate specific points in time e.g. the children</p>	<p>Read narrative texts that use the features required for the writing.</p> <p>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.</p> <p>Make plans that include key events, being sure that all the events lead towards the ending.</p> <p>Plan a limited number of characters and describe a few key details that show something about their personalities.</p> <p>Make use of ideas from reading, e.g. using short and long sentences for different effects.</p> <p>Try to show rather than tell, for example, show how a character feels by what they say or do.</p> <p>Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.</p>

Year 6 contd

**Generic text features**

**Grammatical features**

**Planning and preparation**

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. Choose to use repetition or ellipses for effect.

**Colons, semi-colons and dashes** can be used to separate and link ideas.

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.

**Common forms of narrative text:**

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.)

Modifying well-known stories (changing a character; amending the ending; changing the setting etc.) Stories set in historical contexts

Myths and legends

Stories with flashbacks

Stories set in fantasy worlds

Stories from different cultures

Science fiction stories

Adventure stories

Mystery stories Scary stories

Narratives retold from another perspective (e.g. from the point of view of a different character) Stories with morals or fables Stories with dilemmas

Stories told as playscripts

Telling a story from a first-person narrative (e.g. diaries and letters)