



## East Brent C of E Academy

### Progression in Narrative

<b><u>Narrative Texts in Reception</u></b>		
<b><u>Generic Text Features</u></b>	<b><u>Grammatical Features</u></b>	<b><u>Planning and preparing</u></b>
<ul style="list-style-type: none"> <li>• Simple narratives and retellings are told/ written in first or third person.</li>   <li>• Simple narratives are told/ written in past tense.</li>   <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li>   <li>• Simple narratives use some story language.</li> </ul>	<ul style="list-style-type: none"> <li>• (30-50) Simple mark making related to story work in class.</li>   <li>• (40-60) Begins to use simple story language e.g. <b>Once Upon a time</b> in simple, oral retellings</li>   <li>• (40-60) Writes labels, captions and/or attempts short sentences linked to a shared/learnt story.</li>   <li>• (40-60) Begins to use <b>capital letters, full stops and finger spaces</b>.</li>   <li>• (40-60+) Develops their own narratives orally or innovates known stories.</li>   <li>• (40-60+) Describes the main events in known stories by retelling orally or in writing using <b>third person and past tense</b>.</li>   <li>• (40-60+) Uses key features of narrative in writing e.g. <b>simple openings/endings, characters etc.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Learn stories orally and retell them with actions.</li>   <li>• Introduce story characters/props into provision areas to structure play.</li>   <li>• Tell and retell stories using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</li>   <li>• Make simple innovations to known stories. E.g. change main character.</li>   <li>• Think, say and write sentences to retell a story in their own words or writes their own simple stories.</li> </ul>

## Narrative Texts in Year 1

<b>Generic Text Features</b>	<b>Grammatical Features</b>	<b>Planning and preparing</b>
<ul style="list-style-type: none"> <li>• Simple narratives and retellings are told/ written in first or third person.</li> <li>• Simple narratives are told/ written in past tense.</li> <li>• Events are sequenced to create texts that make sense.</li> <li>• The main participants are human or animal.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>• 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories are often written in the <b>third person and past tense</b> e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.</li> <li>• Personal recounts and retellings often use <b>the first person and past tense</b>, e.g. I had tea at my Granny's house on Saturday; We went to the park after school.</li> <li>• Sentences are demarcated using <b>full-stops, capital letters and finger spaces</b>.</li> <li>• Use of <b>conjunctions</b> e.g. <b>and ...</b> to join ideas and create variety in the sentence structure.</li> <li>• Use of <b>exclamation marks</b> to indicate emotions such as surprise or shock e.g. Help! Oh no!</li> <li>• <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.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn stories orally and retell them with actions.</li> <li>• Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</li> <li>• Listen to/ learn stories and narrative texts that use the features required for the writing.</li> <li>• Use drama to understand to deepen understanding of chosen text.</li> <li>• Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain.</li> <li>• 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.</li> <li>• Make structured plans based on the chosen story by changing characters and key events.</li> <li>• Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc.</li> <li>• Think, say and write sentences to tell the story or narrative in their own words.</li> </ul>

## Narrative Texts in Year 2

Generic Text Features	Grammatical Features	Planning and preparing
<ul style="list-style-type: none"> <li>• Narratives and retellings are told/ written in first or third person.</li> <li>• Narratives and retellings are told/ written in past tense</li> <li>• Events are sequenced to create texts that make sense.</li> <li>• The main participants are human or animal.</li> <li>• Characters are simply developed as either good or bad.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories are often written in the <b>third person and past tense</b> e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed.</li> <li>• <b>The past progressive form of verbs</b> can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her...</li> <li>• <b>Apostrophes</b> can be used for <b>possession</b>, e.g. Granny’s house, baby bear’s bed.</li> <li>• <b>Apostrophes to show contraction</b> can be used, e.g. Goldilocks couldn’t believe her eyes.</li> <li>• <b>Personal retellings</b> 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.</li> <li>• Sentences are demarcated using <b>full-stops, capital letters and finger spaces</b>.</li> <li>• Use of <b>conjunctions e.g. and, so, because, when, if, that, or, but ...</b> to join ideas and enable subordination of ideas.</li> <li>• Use of <b>exclamation marks</b> to indicate emotions such as surprise or shock e.g. Help! Oh no!</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to/learn with actions stories that use the features required for writing.</li> <li>• 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.</li> <li>• Use drama to deepen understanding of focus text.</li> <li>• Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain.</li> <li>• Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc.</li> <li>• Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts.</li> <li>• Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc.</li> <li>• Make use of ideas collected from reading, e.g. using repetition to create an effect.</li> </ul>

	<ul style="list-style-type: none"><li>• <b>Question marks</b> can be used to form questions, including <b>rhetorical questions</b> used to engage the reader.</li><li>• <b>Adjectives</b> including <b>comparative adjectives</b> are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger.</li><li>• <b>Noun phrases</b> can be used to create effective descriptions, e.g. the deep, dark woods.</li><li>• <b>Commas</b> can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond.</li><li>• <b>Verbs should be chosen for effect</b> e.g. walked instead of went, grabbed instead of got etc.</li></ul>	<ul style="list-style-type: none"><li>• Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</li><li>• Think, say and write sentences to tell the story or narrative in their own words.</li><li>• Write narratives using their plans.</li><li>• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li><li>• Reread completed narratives aloud, for example, to a partner, small group or the teacher.</li></ul>
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## Narrative Texts in Year 3

Narrative Texts in Year 3		
<u>Generic Text Features</u>	<u>Grammatical Features</u>	<u>Planning and preparing</u>
<ul style="list-style-type: none"> <li>Narratives and retellings are written in first or third person.</li> <li>Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>Narratives use typical characters, settings and events whether imagined or real.</li> <li>Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>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.)</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> <li><b>Adverbs</b> e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative.</li> <li>The use of <b>conjunctions</b> e.g. <b>when, before, after, while, so, because...</b> enables causation to be included in the narrative.</li> <li>Using <b>prepositions</b> e.g. <b>before, after, during, after, before, in, because of...</b> enables the passage of time to be shown in the narrative and the narrative to be moved on.</li> <li><b>Present perfect form</b> 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...</li> <li><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.</li> <li><b>Inverted commas</b> can be used to punctuate direct speech this allows</li> </ul>	<ul style="list-style-type: none"> <li>Read/learn stories with actions that use the features required for the writing.</li> <li>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.</li> <li>Use drama to deepen understanding of focus text.</li> <li>Use 'boxing up' to understand structure of story.</li> <li>Independently read successful examples of narrative writing and label/magpie effective features.</li> <li>Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts.</li> <li>Make plans that include a limited number of characters and describe a few key details that show something about their personalities.</li> <li>Compose and rehearse sentences or parts of stories orally to check for sense.</li> <li>Recognise and use narrative language e.g. on a cold winter's day, Dear Diary, And after all that... etc.</li> </ul>

	<p>characters to interact and the story to be developed.</p> <ul style="list-style-type: none"><li>• <b>Noun phrases</b> can be used to create effective descriptions, e.g. the deep, dark woods.</li><li>• <b>Verbs and adverbs should be chosen for effect</b> e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</li><li>• <b>Cohesion</b> can be created, and repetition avoided through the use of <b>nouns and pronouns</b> e.g. Sammy and John... they... the boys...</li></ul>	<ul style="list-style-type: none"><li>• Make use of ideas from reading, e.g. using repetition to create an effect.</li><li>• Try to show rather than tell, for example, show how a character feels by what they say or do.</li><li>• Write narratives using their plans.</li><li>• Reread completed narratives aloud, e.g. to a partner, small group.</li><li>• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li></ul>
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## Narrative Texts in Year 4

<u>Generic Text Features</u>	<u>Grammatical Features</u>	<u>Planning and preparing</u>
<ul style="list-style-type: none"> <li>• Narratives and retellings are written in the first or third person.</li> <li>• Narratives and retellings are written in the past tense, occasionally these are told in the present tense.</li> <li>• Events are sequenced to create chronology through the use of adverbials and prepositions</li> <li>• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>• Narratives use typical characters, settings and events whether imagined or real.</li> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> <li>• Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The third person and past tense</b> are used. This can include the <b>past progressive</b> (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</li> <li>• <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'.</li> <li>• <b>Fronted adverbials</b> can be used e.g. During the night..., In a distant field.... These should be punctuated using a comma.</li> <li>• The use of <b>adverbials</b> e.g. therefore, however creates <b>cohesion within and across paragraphs</b>.</li> <li>• <b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns</b> e.g. Sammy and John... they... the boys...</li> <li>• <b>Paragraphs</b> are useful for organising the narrative into logical sections.</li> <li>• <b>Verbs and adverbs should be chosen for effect</b> e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</li> </ul>	<ul style="list-style-type: none"> <li>• Read/learn narrative texts that use the features required for the writing.</li> <li>• 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.</li> <li>• Use drama to deepen understanding of chosen text.</li> <li>• Use 'boxing up' to understand structure of story.</li> <li>• Independently read successful examples of narrative writing and label/magpie effective features.</li> <li>• Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts.</li> <li>• Make plans that include key events, being sure that all the events lead towards the ending.</li> <li>• Plan a limited number of characters and describe a few key details that show something about their personalities.</li> <li>• Make use of ideas from reading, e.g. using adverbial phrases to describe</li> </ul>

	<ul style="list-style-type: none"> <li>• The use of <b>conjunctions</b> e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</li> <li>• Descriptions can be developed through the effective use of <b>expanded noun phrases</b> 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).</li> <li>• <b>The full range of speech punctuation can be used to indicate dialogue</b> this allows characters to interact and the story to be developed.</li> <li>• <b>Apostrophes can be used to indicate plural possession</b> e.g. The girls' names, the children's mother, the aliens' spaceship.</li> </ul>	<p>settings and characters or rhetorical questions to engage the reader.</p> <ul style="list-style-type: none"> <li>• Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.</li> <li>• Try to show rather than tell, for example, show how a character feels by what they say or do.</li> <li>• Write narratives using their plans.</li> <li>• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li> <li>• Reread completed narratives aloud, e.g. to a partner or a small group.</li> </ul>
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