

## Progression in narrative within each year

The expectation is that children will make progress within each year in various aspects of reading and writing as they move through about four units of work on narrative texts. Each unit will introduce new opportunities for learning and development in particular areas, e.g. structure, setting. Meanwhile, children will be practising and consolidating their skills and understanding in all the other areas.

	<b>Listening to and reading stories:</b> <b>Story structure; Viewpoint: author; narrator</b> <b>Character &amp; dialogue; Setting</b>	<b>Creating stories:</b> <b>Telling stories</b> <b>Writing</b>
<b>Year 1</b>	Consolidate understanding that stories have characters, settings and events. Identify the main events.	Recount own experiences orally. Use simple sentences to recount own experiences in writing.
	Recognise patterns in texts, (e.g.) repeated phrases and refrains. Recognise story language. Notice familiar and unfamiliar settings.	Innovate on patterns from a familiar story orally and in writing.
	Recognise the beginning, middle and end in stories. Recognise typical phrases for story openings and endings. Recognise typical characters; recognise dialogue Notice features of typical settings.	Re-tell a familiar story in sequence and including some story language. Write own version of a familiar story using a series of sentences to sequence events.
	Make predictions about events and endings or about how characters will behave.	Write own story with a linear structure; beginning, middle and end; good and bad characters.
<b>Year 2</b>	Consolidate understanding of basic story structure: beginning, middle and end and notice the way that events are linked. Learn about characters by looking at what they say and do.	Plan and tell a story based on own experience. Write story based on own experience with a linear structure; beginning, middle and end.
	Analyse the sequence of events in different stories using the structure: opening, something happens, events to sort it out, ending. Identify words and phrases used to link events. Predict endings. Identify common themes in traditional tales. Identify typical settings and make predictions about events that are likely to happen.	Re-tell a familiar story with events in sequence and including some dialogue and formal story language. Write own story in the style of a traditional tale, using typical settings, characters and events. Use past tense and temporal connectives.
	Identify elements of an author's style, e.g. familiar characters or settings. Explore characterisation by looking at descriptions and actions and responding imaginatively. Make predictions about character's actions and look for evidence of change as a result of events.	Improvise and rehearse new dialogue between familiar characters. Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending. Describe characters and include dialogue. Use third person and past tense.
	Sustain interest in a longer narrative. Make predictions during reading. Track a character through a story and see how they change. Analyse pieces of dialogue for what it shows about characters. Look at the verbs used for speech and work out how characters are feeling.	Dramatise parts of own stories for class. Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use 3 <sup>rd</sup> person and past tense consistently. Include descriptions of characters and setting and some dialogue.

<b>Year 3</b>	<p>Identify common features and themes in stories with familiar settings; analyse plots and suggest reasons for actions and events.</p> <p>Identify with characters and make links with own experience when making judgements about their actions.</p> <p>Compare settings in different stories and analyse words/phrases used for description.</p>	<p>Plan and write stories based on own experience using the structure (opening, dilemma/ conflict / problem, resolution, ending) to organise into paragraphs and ensure that sequence is clear. Use 1<sup>st</sup> person and past tense consistently.</p>
	<p>Discuss the role of the narrator in stories/play-scripts. Take part in dramatised readings.</p> <p>Identify conventions for punctuation and presentation of dialogue.</p> <p>Discuss what it reveals about characters' feelings, motives and relationships.</p>	<p>Role play dialogue between characters.</p> <p>Compose new dialogue for characters using conventions for speech.</p>
	<p>Identify common features and themes in different types of traditional story: fables, myths, legends, fairy and folk tales. Analyse and compare plot structure and identify formal elements in story openings and endings. Identify the range of connectives used to link events and change scenes.</p> <p>Recognise stock characters in particular types of story and typical settings.</p>	<p>Plan and tell stories varying voice and intonation to create effects and sustain interest.</p> <p>Plan &amp; write familiar whole stories altering &amp; describing characters or setting. Use a structured sequence of events in paragraphs. Use complete sentences in 3<sup>rd</sup> person and past tense. Use story language, dialogue &amp; ""</p>
	<p>Investigate common features/ structure/typical themes in adventure and mystery stories. Identify the most exciting part of the story and plotting other events around it. Analyse the use of language to set scenes, build tension or create suspense.</p> <p>Discuss the author's techniques, e.g. using cliff-hangers at the end of chapters. Read and compare books by the same author and express a personal response, commenting on elements of style.</p> <p>Explore a moral dilemma for a character and demonstrate empathy when making judgements about their actions.</p> <p>Comment on the effect of scene changes</p>	<p>Plan stories orally; explore moral dilemmas for characters using drama.</p> <p>Write adventure stories that have a problem and resolution and are organised into paragraphs and/or chapters with connectives to signal time, sequence or place. Include description of a typical adventure setting and characters. Use written dialogue to move the plot on.</p>

<p><b>Year 4</b></p>	<p>Recognise stages in a story, identify the introduction, build-up, conflict and resolution. Notice how the passing of time is conveyed &amp; key words/phrases used to introduce paragraphs/chapters. Identify events in more detail and those that are skimmed over. Express responses to particular characters and identify techniques used by the author to persuade the reader to feel sympathy or dislike.</p> <p>Recognise the way historical settings effects characters' appearance, actions and relationships. Comment on differences between what characters say/what they do. Make deductions about the feelings/motives that might lay behind their words.</p> <p>Look at the way that a historical setting is created using small details and longer descriptions. Note similarities and differences with children's own experiences.</p>	<p>Plan, tell and write short stories set in the past. Include descriptive detail to evoke the historical setting and make it more vivid. Sequence events clearly and show how one event leads to another. Use a range of connectives to show changes in time and place.</p>
	<p>Review the structure and features of adventure stories. Identify examples of figurative and expressive language to build a fuller picture of a character. Discuss characters' behaviour and the extent to which it is changed by the imaginary world. Identify and discuss the narrative voice.</p> <p>Collect evidence from stories to build up a picture of an imagined world. Note examples of descriptive language, talk about the mood or atmosphere they create and make predictions about how characters will behave in such a place.</p>	<p>Use drama to explore consequences of introducing new characters. Plan and write a longer adventure story set in an imagined world. Organise into chapters using the structure: introduction, build-up, climax or conflict, resolution. Include details of the setting, using figurative and expressive language to evoke mood and atmosphere.</p>
	<p>Review the structure and features of different types of story, (e.g.) traditional tales, contemporary stories in the context of reading stories from other cultures. Discuss the customs and beliefs of the culture that a story is from and the way that this effects characters' behaviour and actions. Make predictions about actions and consequences and discuss whether they behaved in expected or unexpected ways. Make deductions about characters' motives and feelings.</p> <p>Look at the way that descriptive language and small details are used to build an impression of an unfamiliar place. Make predictions about how characters will behave in such a setting.</p>	<p>Work in role to 'interview' story characters. Re-tell a traditional tale from another culture using techniques to entertain the audience, e.g. gestures, repetition, traditional story openings and endings. Note responses to texts in a reading journal.</p>
	<p>Analyse the structure and chronology of a story. Comment on the time covered in the story as a whole and discuss why some events are presented in more detail whilst others are skimmed over. Discuss the decisions that the author has made in setting up issues for the characters and choosing how to resolve them. Comment on the success of the writing and whether children agree or disagree with the way that the problem was solved. Look for evidence of a distinctive voice for the narrator and any comments they make on the events.</p> <p>Look at the way key characters respond to a dilemma, make deductions about their motives and feelings. Explore alternative outcomes to the main issue. Analyse dialogue. Judge the extent to which characters reveal their true feelings/motives.</p>	<p>Use improvisation to explore alternative actions and outcomes to a particular issue. Write in role as a character from a story. Plan and write a longer story where the central character faces a dilemma that needs to be resolved. Use a clear story structure and organise into chapters. Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail.</p>

<p><b>Year 5</b></p>	<p>Map out texts showing development and structure and identify high and low points, links between sections, paragraphs and chapters. Compare in different stories.</p> <p>Explore aspects of an author's style by comparing themes, settings and characters in different stories. Look for evidence of narrative viewpoint</p> <p>Review different ways to build and present a character, (e.g.) using dialogue, action or description and discuss children's response to particular characters. Investigate direct and reported speech.</p>	<p>Experiment with different ways to open a story, e.g. dialogue, an important event.</p> <p>Plan and write a complete short story with an interesting story opening.</p> <p>Organise into paragraphs for build-up, climax or conflict, resolution and ending. Use language to create a particular comic or dramatic effect. Use a range of connectives to introduce scenes/ link events.</p>
	<p>Compare the structure and features of different versions of the same story, e.g. re-tellings from different times or countries, adaptations for different age-groups. Note repeated patterns of events – climax- resolution in extended narratives.</p> <p>Identify the audience that the author had in mind for a particular story. Explore how narration relates to events.</p> <p>Look for evidence of characters changing during a story and discuss possible reasons, what it shows about the character and whether the change met or challenged children's expectations.</p> <p>Review features of typical settings for different types of traditional story. Identify examples of effective description which evoke time or place.</p>	<p>Plan and tell stories orally. Demonstrate awareness of audience using techniques such as recap, repetition of a catchphrase. Adapt oral story-telling for a different audience. Reflect on changes.</p> <p>Plan and write a complete short story aimed at a specific audience, e.g. a new version of a traditional tale for a younger audience. Organise into paragraphs. Adapt sentence length and vocabulary to meet the needs of the reader.</p>
	<p>Analyse the structure of more complex narratives, e.g. two parallel narrative threads. Look at the way that the author signals a change in the narration and discuss the effect of seeing the story from different points of view.</p> <p>Make inferences about the perspective of the author from what is written and what is implied. Explore ways to change the narrative viewpoint.</p> <p>Recognise that characters may have different perspectives on the story and explore different points of view. Review ways to vary pace by using direct or reported speech at different points in a story.</p> <p>Look at the author's use of language, (e.g.) literal and figurative language when describing settings.</p>	<p>Use improvisation and role-play to explore different characters' points of view. Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain the listener.</p> <p>Plan and re-write a familiar story from an alternative point of view. Try varying pace by using direct and reported speech. Vary sentence length and include examples of complex sentences. Use a range of connectives effectively to create links and indicate changes in time or place.</p>
	<p>Analyse the structure of complex narrative with non-linear chronology. Look at the way that the author signals changes in time and place, reality to unreality, e.g. paragraphs, connectives etc.</p> <p>Find evidence of author's perspective and ways of addressing the reader directly.</p> <p>Look at characters' appearance, actions and relationships in older literature and make deductions about differences in patterns of relationships and attitudes in comparison to children's own experience. Look at examples of dialogue and degrees of formality and consider what this shows about relationships.</p> <p>Consider the time and place where a 'classic' story is set and look for evidence of differences that will effect the way that characters behave or the plot unfolds.</p>	<p>Write in the style of a particular author to complete a section of a story, add dialogue or a new chapter.</p> <p>Plan and write a longer story with a more complex structure, e.g. parallel narratives. Experiment with the order of chapters or paragraphs to achieve different effects. Use dialogue to build character. Check for consistency in narrative voice when telling each part of the story.</p>

<p><b>Year 6</b></p>	<p>Compare the structure and features of a story with its film or TV adaptation. Look for different ways that information is revealed or events are presented, eg. dreams, flashbacks, letters.</p> <p>Consider when a story was first published and discuss the audience that the author had in mind. Recognise that the narrative viewpoint can be changed when adapting for film. Discuss the effect that this has on the story and the reader's/ viewer's response.</p> <p>Compare the way characters are portrayed in stories and film versions and comment on whether the film version matched what children had imagined when reading. Analyse dialogue at particular points in a story and summarise its purpose, (e.g.) to explain plot, show character or relationships etc.</p> <p>Compare settings in stories and film. Analyse changes of scene in stories, films and plays, discuss their timing and the effect on characters and events.</p> <p>Identify story structures typical to particular fiction genres and explore differences in paragraph organisation and connectives. Review more complex narrative structures and those with non-linear chronology.</p> <p>Consider how style is influenced by the intended audience and consider author's use of language. Identify ways to manipulate narrative viewpoint, e.g. by having a different character taking over the story-telling, and discuss the effect of this.</p> <p>Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes. Analyse examples of dialogue that are typical of a particular genre.</p> <p>Analyse the author's use of language to evoke a sense of time and place and identify particular techniques such as using expressive or figurative language, describing a character's response, adding details of sights and sounds.</p>	<p>Transform narrative writing into a script and perform as a short dramatised scene.</p> <p>Plan and write a short story, e.g. modern re-telling of a classic play. Plan the plot, characters and structure quickly and effectively. Describe a setting by referring to all the senses. Vary sentence length to achieve particular effects and include complex sentences where appropriate. Use dialogue at key points to move the story on or reveal new information.</p> <p>Use improvisation and role play to explore typical characters, setting and events in a particular fiction genre. Tell short stories in a particular genre to engage and entertain an audience.</p> <p>Plan &amp; write a short story with non-linear chronology, eg. flashbacks. Arrange paragraphs carefully &amp; use a range of connectives to signal that the narrative is moving back or forward in time.</p> <p>Plan and write a complete story in a particular genre. Select features of narrative structure typical of the genre. Create a typical setting and characters for the genre. Use expressive language &amp; build up details.</p> <p>Plan and write a parody of a familiar story, manipulate typical characters, settings and events to surprise and amuse the reader.</p>
	<p>Compare stories by the same author or on the same theme and make judgements in response to story endings, e.g. whether it was believable, whether dilemmas were resolved satisfactorily.</p> <p>Identify common elements of an author's style and then make comparisons between books. Consider response to narrative voice when evaluating a book, e.g. sympathising with the narrator's point of view; agreeing or disagreeing with their judgements about other characters.</p> <p>Express opinions about favourite characters and discuss what makes them appealing. Compare and contrast different responses to the same character.</p>	<p>Plan and write an extended story. Use techniques learned from reading, e.g. create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others</p>



Year	Strands 2, 5, 6 & 7 Reading Poetry	Strands 1 & 6 Performing Poetry	Strands 8, 9, 10, 11, 12 Creating Poetry
R	<p>Subject matter and theme Language use, style Pattern</p>	<p>Use of voice Presentation</p>	<p>Original playfulness with language and ideas Detailed recreation of closely observed experience Using different patterns</p>
Year 1	<p>Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns.</p>	<p>Join in with class rhymes and poems. Copy actions.</p>	<p>Enjoy making up funny sentences and playing with words. Look carefully at experiences and choose words to describe. Make word collections or use simple repeating patterns.</p>
Year 2	<p>Discuss own response and what the poem is about. Talk about favourite words or parts of a poem. Notice the poem's pattern.</p>	<p>Perform in unison, following the rhythm and keeping time. Imitate and invent actions.</p>	<p>Invent impossible ideas, e.g. magical wishes. Observe details of first hand experiences using the senses and describe. List words and phrases or use a repeating pattern or line.</p>
Year 3	<p>Talk about own views, the subject matter and possible meanings. Comment on which words have most effect, noticing alliteration. Discuss simple poetry patterns.</p>	<p>Perform individually or together; speak clearly and audibly. Use actions and sound effects to add to the poem's meaning.</p>	<p>Experiment with alliteration to create humorous and surprising combinations. Make adventurous word choices to describe closely observed experiences. Create a pattern or shape on the page; use simple repeating phrases or lines as models.</p>
Year 4	<p>Describe the effect a poem has and suggest possible interpretations. Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes. Explain the pattern of different simple forms.</p>	<p>Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect. Use actions, voices, sound effects and musical patterns to add to a performance.</p>	<p>Invent new similes and experiment with word play. Use powerful nouns, adjectives and verbs; experiment with alliteration. Write free verse; borrow or create a repeating pattern.</p>
Year 4	<p>Describe poem's impact and explain own interpretation by referring to the poem. Comment on the use of similes and expressive language to create images, sound effects and atmosphere. Discuss the poem's form and suggest the effect on the reader.</p>	<p>Vary volume, pace and use appropriate expression when performing. Use actions, sound effects, musical patterns and images to enhance a poem's meaning.</p>	<p>Use language playfully to exaggerate or pretend. Use similes to build images and identify clichés in own writing. Write free verse; use a repeating pattern; experiment with simple forms.</p>

<p>Year 5</p>	<p>Discuss poet's possible viewpoint, explain and justify own response and interpretation. Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; explore imagery including metaphor and personification. Compare different forms and describe impact.</p>	<p>Vary pitch, pace, volume, expression and use pauses to create impact. Use actions, sound effects, musical patterns, images and dramatic interpretation.</p>	<p>Invent nonsense words and situations and experiment with unexpected word combinations. Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing. Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour.</p>
<p>Year 6</p>	<p>Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes. Explain the impact of figurative and expressive language, including metaphor. Comment on poems' structures and how these influence meaning.</p>	<p>Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form. Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT.</p>	<p>Use language imaginatively to create surreal, surprising, amusing and inventive poetry. Use simple metaphors and personification to create poems based on real or imagined experience. Select pattern or form to match meaning and own voice.</p>