

# Narrative Progression Document

	Generic Features	Grammatical Features	Planning and Preparation
EYFS	<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, for example, 'Once upon a time...'</p> <p>Be aware that books have authors; someone is telling the story.</p> <p>Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase.</p> <p>Stories happen in a particular place; identify settings by referring to illustrations and descriptions</p> <p>Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways: Telling stories Writing</p>		
Year 1	<p>Simple narratives and retellings are told/ written in first or third person.</p> <p>Simple narratives 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.</p> <p>Simple narratives use typical characters, settings and events whether imagined or real.</p> <p>'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</p>	<p>Stories are often written in the <b>third person and past tense</b> e.g. Goldilocks ate the porridge; Goldilocks broke the chair;</p> <p>Recounts of personal stories - <b>First person and past tense</b>, e.g. I had tea at my Granny's house on Saturday</p> <p><b>Punctuation</b> - full-stops, capital letters and finger spaces.</p> <p><b>Punctuation</b> - exclamation marks and questions marks to indicate emotions such as surprise or shock or form questions</p> <p><b>Conjunctions</b> -. and ...</p> <p><b>Personal pronoun 'I'</b> to retell personal narratives</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 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>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>
Year 2	<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.</p> <p>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>Stories are often written in the <b>third person and past tense</b> e.g. Goldilocks ate the porridge; Goldilocks broke the chair;</p> <p><b>Punctuation</b> - . A ! ?</p> <p><b>Past progressive form of verbs can be used</b>, e.g. the Billy Goats Gruff were eating</p> <p><b>Punctuation</b> - Apostrophes for possession, apostrophes for contraction, commas to separate lists of characters, ideas and adjectives in expanded noun phrases</p> <p><b>Conjunctions</b> - and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.</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>

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	<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><b>Adjectives</b> - used to aid description and make comparisons</p> <p><b>Noun phrases</b> - to create effective descriptions, e.g. the deep, dark woods.</p> <p><b>Verbs</b> - chosen for effect e.g. walked instead of went</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> <p>Reread completed narratives aloud, for example, to a partner, small group or the teacher.</p>
Year 3	<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), expressive verbs (e.g. shouted/muttered instead of said etc.)</p>	<p>Stories are often written in the <b>third person and past tense</b> e.g. Goldilocks ate the porridge; Goldilocks broke the chair;</p> <p><b>Punctuation</b> - . A ! ? ' for possession and contraction , in list</p> <p><b>Past progressive</b> form of verbs can be used, e.g. the Billy Goats Gruff were eating</p> <p><b>Conjunctions</b> - and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.</p> <p><b>Adjectives</b> - used to aid description and make comparisons</p> <p><b>Expanded Noun phrases</b> - to create effective descriptions, e.g. the deep, dark woods.</p> <p><b>Verbs</b> - chosen for effect e.g. walked instead of went</p> <p><b>Paragraphs</b> - organising the narrative into logical sections</p> <p><b>Adverbs</b> - first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative.</p> <p><b>Prepositions</b> - 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 form</b></p> <p><b>Punctuation</b> - Inverted commas can be used to punctuate direct speech</p> <p><b>Verbs and adverbs</b> should be chosen for effect to show rather than tell how characters feel and behave.</p> <p><b>Cohesion</b> – through use of nouns and pronouns</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> <p>Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</p>

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Year 4	<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><b>Punctuation</b> - . A ! ? ' for possession and contraction , in list, ""</p> <p><b>Past progressive</b> form of verbs can be used, e.g. the Billy Goats Gruff were eating</p> <p><b>Conjunctions</b> - and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.</p> <p><b>Adjectives</b> - used to aid description and make comparisons</p> <p><b>Expanded Noun phrases</b> - to create effective descriptions, e.g. the deep, dark woods.</p> <p><b>Verbs</b> - chosen for effect e.g. walked instead of went</p> <p><b>Paragraphs</b> - organising the narrative into logical sections</p> <p><b>Adverbs</b> - first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative.</p> <p><b>Prepositions</b> - 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 form and past progressive</b></p> <p><b>Verbs and adverbs</b> should be chosen for effect to show rather than tell how characters feel and behave.</p> <p><b>Cohesion</b> – through use of nouns and pronouns</p> <p><b>Standard English</b> - 'we were' instead of 'we was'</p> <p><b>Fronted adverbials</b> - During the night..., in a distant field,</p> <p><b>Adverbials</b> - therefore, however creates cohesion within and across paragraphs.</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 their own thoughts and those of their peers and teachers.</p> <p>Reread completed narratives aloud, e.g. to a partner, small group.</p>
Year 5	<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 non-sequentially (e.g. flashbacks) through the use 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>All of Year 4 grammatical features, plus...</p> <p><b>Modals</b> - suggest degrees of possibility,</p> <p><b>Parenthesis</b> - to add additional information through the use of brackets, dashes or commas</p> <p><b>Layout devices</b> 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...</p> <p><b>Relative clauses</b> can be used to add further information</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>

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			<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> <p>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.</p>
Year 6	<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 non-sequentially (e.g. flashbacks) through the use 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. • Dialogue is used to convey characters' thoughts and to move the narrative forward.</p>	<p>All of Year 4 and 5 grammatical features, plus...</p> <p><b>Informal and Formal speech</b> - by writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal</p> <p><b>Passive voice</b> can be used e.g. it was possible that</p> <p><b>Subjunctive form</b> to hypothesise, e.g. If the children were to get out of this situation</p> <p><b>Past perfect progressive forms</b> can be used to indicate specific points in time e.g. the children had been searching...</p> <p><b>Cohesion</b> across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials.</p> <p><b>Punctuation</b> - Colons, semi-colons and dashes can be used to separate and link ideas.</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> <p>Write narratives using their plans.</p> <p>Show how the main character has developed as a result of the narrative.</p> <p>Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</p> <p>Read their completed narratives to other children.</p>