

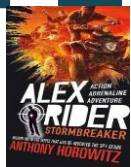
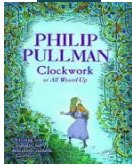
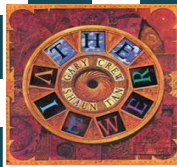
### CREATING STORIES

- Plan and tell stories to explore different styles of narrative that are engaging for an audience
- Plan quickly and effectively the plot, characters and structures of own narrative writing
- Use paragraphs to vary pace and emphasis. Vary sentence length for particular effect
- Introduce characters in various ways and develop characterisation
- Use dialogue at key points to move the story on or to reveal new information
- Create setting using expressive or figurative language; describe how it makes the character feel; adding detail of sights and sounds
- Vary narrative structure when writing complete stories

### READ AND ANALYSIS

- Identify structures typical of particular fiction genre; recognise that narrative structure can include stories within stories, flashbacks, revelations
- Retell stories with appropriate intonation to reflect their understanding
- Analyse paragraph structure
- Look at elements of author style to identify common elements and make comparisons between books
- explore how style is influenced based on the time they were written and the intended audience
- Identify stock characters in particular settings and look for evidence of characters that challenge stereotypes and surprise the reader
- Discuss how scenes change and how they affect the characters and events
- Recognise language that authors use to influence the reader's view of a place or situation

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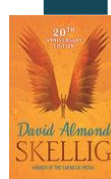
### READ AND ANALYSIS

- Recognise that story structure can vary in different types of story and that plots can have high and low points.
- Retell stories with appropriate intonation to reflect their understanding
- Identify how extended story structures can be repeated with several episodes of build up and resolution
- Analyse the use of stories without a simple linear – parallel narratives, time slip
- Identify authorial style and intent. Discuss authors perspective on events and characters
- Look at how characters change during a story and discuss possible reasons

### CREATING STORIES

- Plan and tell stories to explore narrative viewpoint – retell a familiar story from the point of view of another character
- Experiments with different ways to open stories; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say or do and how they feel and react at different points in the story
- Plan and write complete stories. Organise complex narratives over several paragraphs
- Use adverbs and adverbial phrases to create cohesion between paragraphs
- Adapt writing for a particular audience

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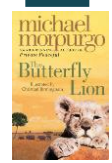
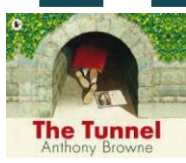
### CREATING STORIES

- Plan and tell own versions of stories
- Plan complete stories with introduction, build-up, climax or conflict – resolution and ending
- Write extended narratives using different ways to connect paragraphs – *Some time later..... Inside the castle.....*
- use detailed character description and evoke readers response
- Develop setting using adjectives and figurative language to evoke time, place and mood

### READ AND ANALYSIS

- Develop further understanding of story structure. Explore how some elements might be skimmed over and others are told in depth
- Develop awareness that the author makes choices about the dilemmas and solutions within a story
- Understand that authors create characters to provoke a response in the reader
- Identify use of figurative language to build a fuller picture of characters
- Look at how characters respond to a situation, was it predictable or unexpected
- Explore how authors use small details to create time, place and mood.
- Find evidence of how characters behave in different settings
- Identify themes and conventions within a range of books

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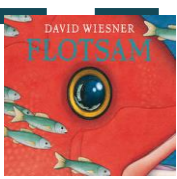
### READ AND ANALYSIS

- Identify common, formal elements in story openings and endings
- Recognise that authors make decisions about how the plot will develop and use different techniques to provoke the readers' interest – *how a character speaks, difference between 1<sup>st</sup> and 3<sup>rd</sup> person accounts.*
- Use examples of characters telling a story in the 1<sup>st</sup> person. Make deductions about characters feelings behaviours and relationships. Find examples of stereotypical characters
- Explore how settings are used to create atmosphere
- Identify themes and conventions within a range of books

### CREATING STORIES

- Tell stories based on own experiences and oral versions of familiar stories
- Include dialogue to set the scene and present character
- Sequences events clearly with a definitive ending
- Sustain readers interest
- Write complete stories with a full sequence of events. Include dilemma, conflict and resolution
- Sequence story in to paragraphs
- Use 1<sup>st</sup> or 3<sup>rd</sup> person consistently
- Include dialogue to show relationships between characters.

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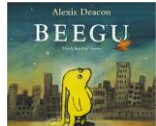
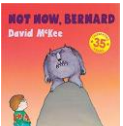
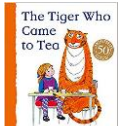
### CREATING STORIES

- Re-tell familiar stories using narrative structure. Include detail to sustain readers interest.
- Explore characters feelings and situation in role play
- Imitate stories by borrowing and adapting structures
- Write complete stories using sustained, logical sequence of events, past tense and 3<sup>rd</sup> person, include settings and create characters
- Use phrases borrowed from stories

### READ AND ANALYSIS

- Identify sequence – opening/build up, problem, resolution and ending
- Identify time conjunctives and how they signal the passing of time
- Make deductions about why events take place and look at sequence of character actions and their consequences
- Begin to understand particular authors style
- Infer what characters are like from their actions and appearance. Use this to make predictions
- Understand the use of descriptive words and phrases to create settings

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**2**



### READ AND ANALYSIS

- Identify beginning, middle and end
- Make predictions about story endings
- Recall main events
- Talk about the choices the author made to create interest
- Discuss significance of title and events
- Recognise main characters and typical characterisations
- Identify familiar and unfamiliar settings – based these on own experiences and identify story language

### CREATING STORIES

- Re-tell familiar stories and recount event. Focus on main character, sequence, setting and story language – *then, next*
- Re-tell stories in small word and role play
- Use patterns of language from familiar stories in their own writing
- Story structure – beginning, middle and end

YEAR  
**1**



### CREATING STORIES

- Retell stories using small world and role play
- Imagine and re-create roles in familiar stories
- Re-tell narratives using patterns from listening and reading
- Tell a story based on a main character
- Experiment with story language by re-using familiar words and phrases to retell their own and in play
- Attempt own writing for various purposes using features of stories.

### READ AND ANALYSIS

- Listen to stories being told and read
- Identify repetitive story structures – *Once upon a time.....*
- Be aware that books have authors
- Identify and describe characters based on their appearance
- Identify settings using illustrations and descriptions

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### LANGUAGE FEATURES – narrative text are often (but not always):

- written in simple present tense
- use connectives that signal time, for example, *then, next, several months later*
- use causal conjunctions, for example *because, so, this causes*
- These will vary in different narrative genres, but can be summarised as:
- can be presented in oral or written form or with images and words on screen
- told/ written in first or third person
- told/ written in past tense (and occasionally in the present)
- chronological

- main participants are human or animal with contrasting qualities ['good' and 'bad']
- use of typical characters, settings and events (depending on genre)
- connectives that signal time, e.g. early that morning, later on, once
- connectives used to shift attention, e.g. meanwhile, at that very moment
- connectives used to inject suspense, e.g. suddenly, without warning
- connectives to move the setting for episodes, e.g. on the other side of the forest, back at home
- dialogue, in differing tenses
- verbs used to describe actions, thoughts and feelings
- language effects used to create impact on reader, e.g. adverbs, adjectives, precise nouns, expressive verbs, metaphors, similes etc.

### PROGRESSION –

- reading and listening to a wide range of stories
- storytelling
- oral rehearsal before writing
- teacher modelling and scribing preceding children's independent attempts
- at different points in the composing, reading the writing aloud to a partner and revising it on the basis of having read it aloud
- increased understanding by the children of particular aspects of narrative, for example, characterisation and dialogue, and control of the form, for example, writing sustained narratives
- divided into chapters or using techniques to engage the reader
- increased independence in children's ability to plan and write their own stories