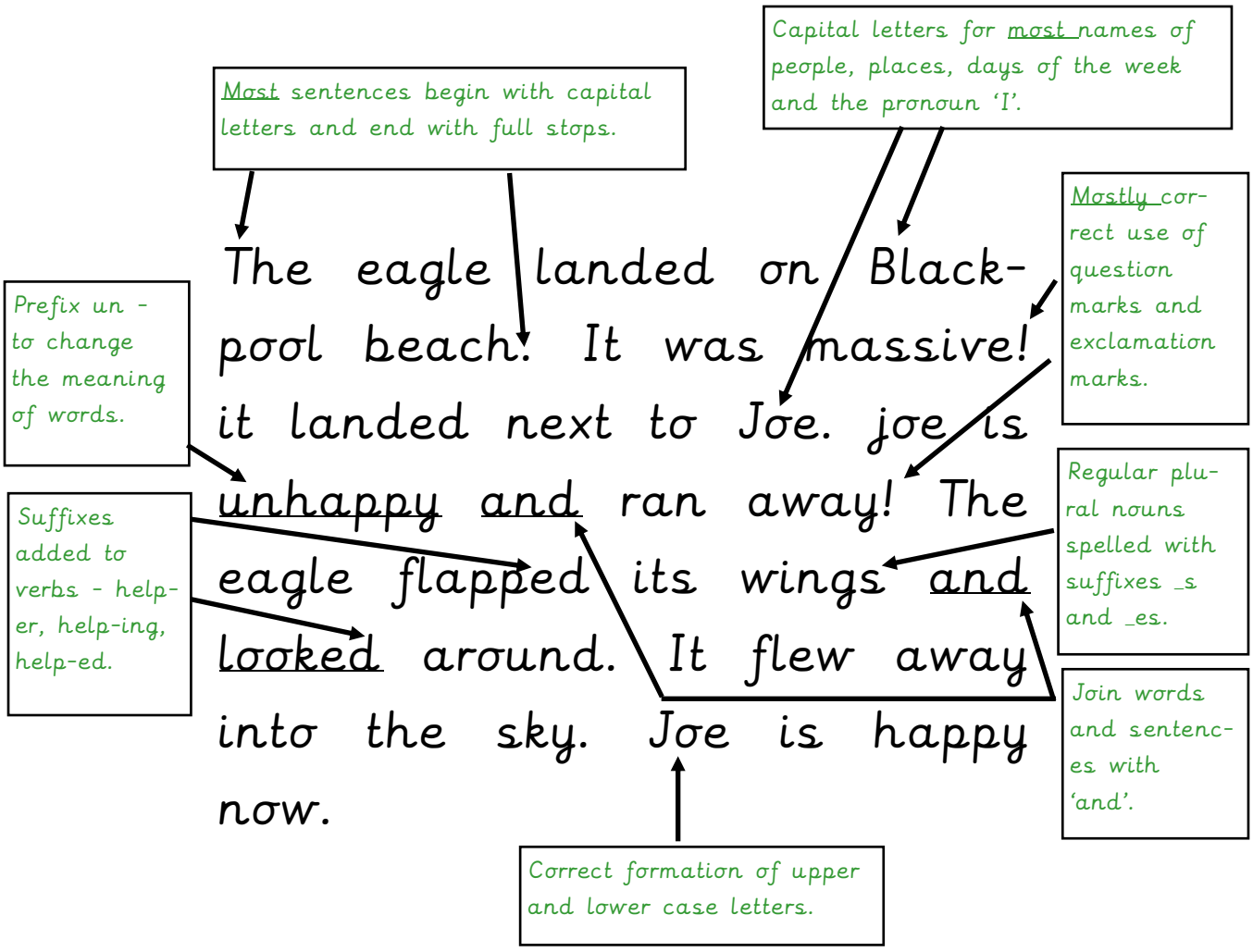
Blessed Edward Bamber
Catholic Multi Academy Trust

Narrative Writing

Examples of writing to demonstrate end of year expectations.

Year 1


Most sentences begin with capital letters and end with full stops.
Capital letters for most names of people, places, days of the week and the pronoun 'I'.
Mostly correct use of question marks and exclamation marks.
Prefix un - to change the meaning of words.
Suffixes added to verbs - help-er, help-ing, help-ed.
Regular plural nouns spelled with suffixes _s and _es.
Join words and sentences with 'and'.
Correct formation of upper and lower case letters.
The eagle landed on Black-pool beach. It was massive! it landed next to Joe. joe is unhappy and ran away! The eagle flapped its wings and looked around. It flew away into the sky. Joe is happy now.

Year 2

Formation of adjectives using suffixes such as: -less, -ful.

Expanded noun phrases.

Sentences begin with capital letters and end with full stops.

Commas used for items in a list.

Use of continuous forms of verbs (e.g. she is drumming, he was walking).

Formation of nouns using suffixes such as: -er, -ness, -or.

Use of possessive apostrophe (singular).

Apostrophes used for contracted forms.

Use of the suffixes -er and -est for comparative adverbs and adjectives.

Sentences extended through subordination (e.g. when, if because, that) and coordination (e.g. and, but, or).

Consistent use of the correct tense.

Correct use of question marks and exclamation marks.

Begin to join letters with correct formation of upper and lower case letters.

Different types of sentences: statements, questions, commands and exclamations.

The powerful eagle landed on Blackpool beach. It was massive! The huge, brown eagle's wings flapped. It began running on the sand and flew away again. The predator flew higher and higher until you couldn't see it anymore because it was hidden by the clouds. The people on the beach were shocked because they'd never seen an eagle on Blackpool beach before!

Year 3

The powerful eagle flew through the sky. It got closer to the beach and slowed down. The eagle's eyes looked at the beach. It swooped down and landed on the wet sand near lots of rubbish, stones and smelly seaweed.

In front of the eagle, brothers Luke and Joe were sat on the sea wall. They were being anti-social with their hoods up. They were hoping nobody would notice them because they were meant to be at school! Luke stared at the eagle, amazed at the size of it! Then he turned to his brother and whispered, "Wow! Joe! Look at that!"

After it had landed the eagle spread its wings showing its brown and white feathers. On one of the wings Joe saw something strange and pointed at it. He thought it was an old piece of paper. He decided he would get closer to get a better view so he jumped off the beach wall and walked over to get nearer to the eagle. Joe waved to his brother and Luke followed him. They could see a piece of rolled up paper tied to the eagle's wing. Then the eagle started to move its right wing like it was shaking it at the boys! "Look! It's like he's showing us there is something on it! What should we do?" asked Luke.

"Hello shall I take that off for you?" Joe asked the bird. Luke had to stop himself from laughing at Joe for being silly and talking to a bird! But the eagle looked up at Joe like it knew what he had said. Joe then undid the string and took the paper off the wing.

They moved away from the eagle and sat down again. "What do you think it is?" Joe said. He undid the string and saw a message inside. When they had read the contents the boys were shocked. They were so scared but knew they had a special job to do.

Commas are **beginning to** follow a subordinate clause that begins a sentence.

Prepositions express time and cause (e.g. during, after, before, because of).

Correct use of the determiners 'a' and 'an'.

Perfect form of verb used to show time and cause (e.g. using the verb 'have' with verbs - I have seen it, I had seen it, I will have seen it).

Handwriting is sufficiently spaced, consistent and joined up when letters should be joined.

Formation of nouns using prefixes such as: super-, anti-, auto-.

Adverbs express time and cause (e.g. then, next, soon, therefore).

Paragraphs begin to group related material. In narrative, creating settings, characters and plot.

Inverted commas used to punctuate direct speech.

Conjunctions express time and cause (e.g. when, so, before, after, because).

Year 4 (page 1)

The enormous bird flew through the sky. It glided slowly as it got closer to the beach. The eagle's eyes shone as they looked around the beach. It swooped right down towards the sea, but then landed on the wet sand.

Paragraphs are organised around a theme.

It was a quiet Tuesday morning. The beach was covered with seaweed, pebbles and litter. There were just a few people around, mostly elderly people out on a morning walk. Brothers Luke and Joe were sat on the sea wall with their hoods up, being anti-social. They were hoping nobody would notice them as they were meant to be at school. Luke stared at the eagle, amazed at the size of the bird! He turned to his brother and whispered, "Wow! Joe! Look at that!"

Use of standard English for verb inflections (e.g. *we ere* instead of *we was*).

Use of fronted adverbials followed by a comma (e.g. Later that day,).

Slowly and carefully, the eagle spread its wings revealing brown and white feathers. On one of the bird's wings, Joe noticed something strange and pointed it out to his brother. "What is that, Luke?" asked Joe, pointing to the end of the bird's right wing. "What? Where are you looking?" replied his brother. Joe slowly slid off the beach wall, he tiptoed across the sand until he was much closer to the bird, then he knelt down next to it.

Pronouns/nouns appropriately chosen to avoid repetition.

Inverted commas used to punctuate direct speech.

Luke was not as brave as Joe, but he decided to follow him onto the sand. Now that he was closer, Joe could see what Luke was pointing at. There was a piece of rolled up paper tied to the eagle's wing! The eagle stood still, looking closely at the two boys. Then it started to move its right wing like it was shaking it at the boys! "Look! It's like he's showing us there is something on his wing! What should we do?" asked Luke.

Commas follow a subordinate clause that begins a sentence.

Joe spoke to the bird, "Hello, I see you have something on your wing. Would you like me to take it off for you?" Luke had to stop himself from laughing at his brother

Year 4 (page 2)

for talking to an eagle! But the eagle looked up at Joe, as though it had understood what he had said. Joe then undid the string and took the paper from the eagle's wing.

The verbs have, has and had develop the past perfect tense (e.g. He has been shopping).

Handwriting is sufficiently spaced, consistent and joined up when letters should be joined.

The beach went really quiet. It felt as though everyone had left, apart from Joe, Luke and the bird. The boys moved away from the eagle and sat down on the beach wall. "I can't believe you've got it!" whispered Luke. Joe looked shocked but pleased. "What do you think it is? It was tied on there with this string." Joe's hands were shaking as he threw the string away and unfolded the piece of paper. They read the contents together. It took them a little while to understand what they had read. Then the brothers' faces filled with worry. They were so scared, but they knew what they must do.

Apostrophes used for singular and plural possession.

Year 5 (page 1)

The majestic creature soared through the sky. It glided effortlessly with its heavy head held high. The bird's beady eyes surveyed the area below. In a flap of wings, the elegant eagle landed on the wet sand.

Luke stared at the creature in front of him, captivated. He was speechless. The size of the bird was so overwhelming that it made the hairs on the back of his neck stand up. After a moment of silence, Luke turned to his brother and whispered, "Wow! Joe! Look at that!"

It was a quiet Tuesday morning in June. The beach was covered with seaweed, pebbles and litter. There were just a few people around, mostly elderly couples on a morning stroll or taking their dog for a walk. Luke and Joe stuck out like a sore thumb because they were the only teenagers there - they were meant to be at school.

The brothers sat on the sea wall and stared at the eagle. Slowly and carefully, the eagle spread its wings as far as possible, revealing feathers in various shades of brown and white. On one of the bird of prey's wings, Joe noticed something strange that did not look like it belonged there. He pointed it out to his brother.

"What is that, Luke?" asked Joe, his finger pointing to the far end of the bird's right wing. "What? Where are you looking?" replied his brother. Joe decided he must investigate further, and slowly slid off the beach wall. He tiptoed across the sand until he was in arms-length of the bird, then he knelt down and pointed at the eagle's right wing.

Luke was not as brave as Joe, nevertheless he cau-

Narratives integrate action and dialogue to advance the action. Setting, character and atmosphere are described.

Nouns or adjectives are converted to verbs with suffixes such as: -ise, -ate, -ify) or prefixes such as: re-, de-, dis-, mis-, over-).

Commas are used to clarify meaning and avoid ambiguity.

Parenthesis is correctly punctuated through use of brackets, dashes and commas.

Use of relative clauses that begin with: who, why, which, whose, where, that or an omitted relative pronoun.

Modal verbs indicate possibility (e.g. should, must, will, might).

Year 5 (page 2)

tiously joined his brother on the sand. Now that he was closer, Joe was able to see what Luke was pointing at. There was a piece of rolled up parchment tied to the creature's wing! The eagle remained still, looking closely at the two boys. Then the strangest thing happened - the eagle started to move its right wing, as though it was shaking it at the boys!

"Look! He's shaking his wing, perhaps he knows there's something on it! What should we do?" asked Luke. Without hesitation, Joe spoke to the bird, "Hello, I see you have something on your wing. Would you like me to take it off for you?" Luke had to stop himself from laughing at the sight of his brother talking to an eagle! However, the eagle's eyes looked up, as though it had understood. Surprisingly, the bird didn't move as Joe carefully undid the string and removed what was tied to its wing.

Just then, the beach fell still and quiet. It felt as though everyone had left the place apart from Joe, Luke and the bird. The boys carefully moved away from the eagle and sat down on the beach wall. As soon as they sat back down, the animal gave a quick flap of its huge wings and then folded them back in by its side. It then stood there, patiently staring at Luke and Joe.

"I can't believe you've got it!" whispered Luke. Joe looked shocked but also pleased with himself. "What do you think it is? It was purposely tied on there with this string." Joe threw the string away, unfolded the piece of paper and the boys read the contents together.

The brothers took a moment to take in what they had read. Then they looked at each other with fear in their eyes. They were so scared, but they knew what they must do.

Consistent and correct tense across a piece of writing.

Adverbs for indication of possibility (e.g. surely, perhaps).

Consistent and correct verb/ subject agreement.

Variety in sentence type and structure to create interest for the reader.

Links across different paragraphs using time adverbials (e.g. later), place (e.g. nearby), number (e.g. secondly).

Within a paragraph, devices aid cohesion (e.g. after that, firstly, then).

Handwriting is consistent and joined up when letters

Year 6 (page 1)

Consistent and correct verb/ subject agreement.

Sleek and majestic, the winged creature soared through the sky. It glided effortlessly, its wings aloft and its heavy head held high. A sharp, pointy beak protruded from the predator's face; its beady eyes glimmered as they surveyed the area below. In a flap of wings, the elegant eagle landed gracefully on the wet sand.

Introductory and concluding sections are apparent and relevant.

Luke had never before seen a creature of such magnificence. He was speechless. The sheer size of the bird was so overwhelming that it made the hairs on the back of his neck stand up. After a moment of silence, Luke turned to his brother and whispered, "Wow! Joe! Look at that!"

Narratives integrate action and dialogue to advance the action. Setting character and atmosphere are described.

It was a quiet Tuesday morning in June; it had rained overnight, but the air was now dry and the sky was blue. The beach was strewn with seaweed, pebbles and thoughtless people's litter. There were just a handful of people on the beach, mostly elderly couples on a morning stroll or taking their dog for a walk. Luke and Joe stuck out like a sore thumb because they were teenagers... they were meant to be at school.

Consistent and correct tense across a piece of writing.

The brothers sat on the sea wall and stared in awe at the creature of the air. Slowly and carefully, the eagle spread its wings, as far as was physically possible, revealing an array of feathers in various shades of brown and white. Within the bird of prey's impressive wing span, Joe noticed something strange...

Expanded noun phrases convey information precisely (e.g. the boy that jumped over the fence is over there).

"What is that, Luke?" asked Joe, his finger pointing to the far end of the bird's right wing. "What? Where are you looking?" replied his brother. Just then, Joe slowly slid off the beach wall and gingerly tiptoed in the direction of the eagle. He stopped, just a couple of feet

Year 6 (page 2)

away, and knelt down, pointing once again at the eagle's right wing. Although the eldest brother, Luke was not as brave nor as daring as Joe; on the other hand, he was nosey, so he sceptically joined his brother on the damp sand.

Use of adverbials for contrast (in contrast, on the other hand), effect (as a result) etc.

Now closer, Joe was able to see what his brother was pointing at... there appeared to be a piece of rolled up parchment tied to the creature's wing.

Use of ellipsis.

The eagle remained still, wings wide open, but its eyes now moved to the young boys in front of it. The bird was staring at them in a very human-like fashion, as though waiting for something. Then the most remarkable thing happened - the eagle started to move its right wing, as though it was shaking it at the boys! Joe and Luke turned and faced each other in amazement. "Look! He's shaking his wing, he knows there's something on it! What should we do?" questioned Luke. Without hesitation, Joe spoke calmly yet cautiously to the bird, "Hello Mr Eagle, I see you have something on your wing... would you like me to take it off for you?" Luke stifled a giggle at the sight of his brother talking to an eagle! This was soon replaced with a sharp intake of breath as Joe began edging closer to the creature.

Hyphenated words used; including to avoid ambiguity (e.g. man-eating shark).

Wider range of devices to link paragraphs used (e.g. repetition of a word or phrase).

Semi colons or dashes mark the boundary between two related but independent clauses (e.g. It's raining; I'm fed up).

The eagle remained still, however its eyes looked almost as though it had understood what the young boy had said to it. Astonishingly, the colossus bird did not move an inch as Joe bravely and delicately undid the string and removed what was tied to the creature's wing.

Use of passive voice to affect presentation of information.

An eery stillness fell over the beach; it felt as though everyone had deserted the place, leaving only Joe, Luke

Year 6 (page 3)

Handwriting is consistent and joined up when letters should be joined.

Formal/ informal vocabulary, speech and language selected appropriately.

and the bird. The truants silently and carefully retreated back in the direction of the beach wall, never breaking eye contact with the eagle. As soon as they sat back down on the wall, the animal gave a quick flap of its huge wings and then folded them back in by its side. It then stood there, patiently staring at the two boys, a look of hope in its eyes.

"Phew! I can't believe you managed to get that without being attacked! Look at the size of the bird!" remarked Luke, in hushed tones. Joe looked shocked but also pleased with himself. "What do you think this is? It was purposely tied on there! Who would tie some paper to an eagle's wing?! Why?" Joe tossed the string to one side and began unfolding the rolled up piece of paper. Luke helped him; together they opened it up flat and read the contents...

Variety in sentence type and structure to create interest for the reader.

Introductory and concluding sections are apparent and relevant.

Joe went pale. A look of horror spread across Luke's young face. The eagle walked towards them both until it was within touching distance, once again. The brothers were petrified, but they knew what they must do... it was crucial that they follow the instructions immediately.

Subjunctive form used for formal writing (e.g. If I were to choose...; School requires that children be punctual).