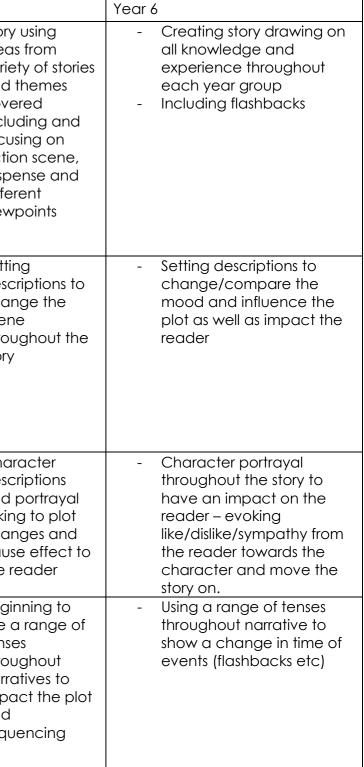


## Narrative writing progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
Narrative	- Orally re- telling of well known stories/tales	<ul> <li>Re-telling of known stories/fairy tales (beginning, middle and end)using key vocab (once upon a time)</li> <li>Diary entry extract</li> </ul>	<ul> <li>Re-telling story openings of known stories with one element changing</li> <li>Re-telling story endings of known stories with one element changing</li> <li>Diary in role</li> </ul>	<ul> <li>Re-telling short story with dialogue (focusing on sequence of opening, build up, climax and resolution) changing one or two elements)</li> </ul>	- Re-telling story detailing settings, characters and themes and including new alternate endings/new setting/character	- Story idea: varie and cove - Inclu focu: actic suspe differ view
Setting description	<ul> <li>Labelling and simple sentences describing settings</li> <li>Role play</li> </ul>	- Simple sentences describing character with the addition of where they are/live	- Setting description using ideas from the story	<ul> <li>Setting descriptions using ideas from the story and drawing on own experience</li> <li>Focusing on what could be seen or heard</li> </ul>	<ul> <li>Setting description embedded in the story to set the scene</li> <li>Using all senses to describe in detail</li> </ul>	- Settir desc char scen throu story
Character description	- Role on the wall (shared writing)	<ul> <li>Role on the wall</li> <li>Labelling sentences about key character</li> <li>Character profile using describing sentences</li> </ul>	- Character descriptions using role on the wall focusing on describing appearance, likes, dislikes and feelings	<ul> <li>Character descriptions in the short story</li> <li>Focusing on details linking to narrative</li> </ul>	- Character descriptions in story creating mystery to intrigue reader	- Char desc and linkin char caus the re
Text features	- Chronological order	<ul> <li>Chronological order/time sequenced using past tense</li> </ul>	<ul> <li>Beginning to explore the difference between past and present tense and how this could be used in narrative</li> <li>Beginning to use paragraphs</li> </ul>	- Independently using past and present tense throughout the narrative to have an impact on plot in paragraphs	<ul> <li>Detailed paragraphs beginning to explore different types of past tense</li> <li>Providing opportunities for children to begin to use these in their narrative</li> </ul>	- Begir use o tense throu narro impo and sequ



Literary features		- Adjectives	- Similes - Synonyms	- Metaphor - Speech	<ul> <li>Selection of vocabulary for effect</li> <li>Show not tell</li> </ul>	<ul> <li>Personification</li> <li>Short sentences for suspense</li> </ul>	- Pathetic fallacy
Grammar and sentences	- Simple sentences	<ul> <li>Noun phrases</li> <li>Simple adjective noun phrase/sentences</li> <li>Using 'and' to link sentences</li> </ul>	<ul> <li>Variety of co- ordinating (or, and, but)conjunctions</li> <li>Beginning to use subordination (when, because, if, that)</li> <li>Expanded noun phrases</li> <li>Adverbs</li> <li>Exclamation sentences</li> </ul>	<ul> <li>Subordinating clauses (when, if, because, although)</li> <li>Pronouns to avoid repetition</li> <li>Adverbs of time, place, manner</li> <li>Fronted adverbials</li> <li>Use of determiners 'a' and 'an'</li> </ul>	<ul> <li>Opening sentences with subordinate clauses</li> <li>Present perfect verbs (has and have) and past perfect (had)</li> </ul>	<ul> <li>Adverbs of frequency</li> <li>Subordinate clauses to add detail in a variety of positions of the narrative</li> <li>Relative clauses using relative pronouns who, which, that</li> </ul>	- Relative clauses, omitting the relative pronoun
Adverbials and conjunctions used		- Then, next, after - And	<ul> <li>The next day, suddenly, out of nowhere</li> <li>And, but, so, or, when, because, if, that</li> </ul>	<ul> <li>Meanwhile, carefully, shockingly, without a thought, when</li> <li>When, if, because, although</li> </ul>	<ul> <li>As the birds sang their first song of the day, as the sun was setting (fronted adverbial phrases for how, where and when)</li> </ul>	<ul> <li>With an almost silent whisper, whilst time was ticking away, taking great care, under the treetops, nearby</li> <li>Although, as, whilst, whereas, however, if, even though, because, until, since</li> </ul>	<ul> <li>Within moments, within the blink of an eye, before another word could be uttered</li> </ul>
Punctuation	<ul> <li>Finger spaces</li> <li>Capital letters</li> <li>Full stops</li> </ul>	<ul> <li>Use of the pronoun I</li> <li>Capital letters for proper nouns</li> </ul>	<ul> <li>Commas in a list</li> <li>Apostrophes for contraction and singular possession</li> </ul>	<ul> <li>Commas after fronted adverbials</li> <li>Apostrophes for possession and plural nouns</li> <li>Inverted commas for direct speech</li> </ul>	- Starting a speech sentence with the reported clause using a comma	<ul> <li>Commas for clauses to avoid ambiguity</li> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Using semi- colons, colons and dashes between independent clauses</li> </ul>	- Ellipsis