



Narrative writing progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	<ul style="list-style-type: none"> - Orally re-telling of well known stories/tales 	<ul style="list-style-type: none"> - Re-telling of known stories/fairy tales (beginning, middle and end) using key vocab (once upon a time...) - Diary entry extract 	<ul style="list-style-type: none"> - Re-telling story openings of known stories with one element changing - Re-telling story endings of known stories with one element changing - Diary in role 	<ul style="list-style-type: none"> - Re-telling short story with dialogue (focusing on sequence of opening, build up, climax and resolution) changing one or two elements) 	<ul style="list-style-type: none"> - Re-telling story detailing settings, characters and themes and including new alternate endings/new setting/character 	<ul style="list-style-type: none"> - Story using ideas from variety of stories and themes covered - Including and focusing on action scene, suspense and different viewpoints 	<ul style="list-style-type: none"> - Creating story drawing on all knowledge and experience throughout each year group - Including flashbacks
Setting description	<ul style="list-style-type: none"> - Labelling and simple sentences describing settings - Role play 	<ul style="list-style-type: none"> - Simple sentences describing character with the addition of where they are/live 	<ul style="list-style-type: none"> - Setting description using ideas from the story 	<ul style="list-style-type: none"> - Setting descriptions using ideas from the story and drawing on own experience - Focusing on what could be seen or heard 	<ul style="list-style-type: none"> - Setting description embedded in the story to set the scene - Using all senses to describe in detail 	<ul style="list-style-type: none"> - Setting descriptions to change the scene throughout the story 	<ul style="list-style-type: none"> - Setting descriptions to change/compare the mood and influence the plot as well as impact the reader
Character description	<ul style="list-style-type: none"> - Role on the wall (shared writing) 	<ul style="list-style-type: none"> - Role on the wall - Labelling sentences about key character - Character profile using describing sentences 	<ul style="list-style-type: none"> - Character descriptions using role on the wall focusing on describing appearance, likes, dislikes and feelings 	<ul style="list-style-type: none"> - Character descriptions in the short story - Focusing on details linking to narrative 	<ul style="list-style-type: none"> - Character descriptions in story creating mystery to intrigue reader 	<ul style="list-style-type: none"> - Character descriptions and portrayal linking to plot changes and cause effect to the reader 	<ul style="list-style-type: none"> - Character portrayal throughout the story to have an impact on the reader – evoking like/dislike/sympathy from the reader towards the character and move the story on.
Text features	<ul style="list-style-type: none"> - Chronological order 	<ul style="list-style-type: none"> - Chronological order/time sequenced using past tense 	<ul style="list-style-type: none"> - Beginning to explore the difference between past and present tense and how this could be used in narrative - Beginning to use paragraphs 	<ul style="list-style-type: none"> - Independently using past and present tense throughout the narrative to have an impact on plot in paragraphs 	<ul style="list-style-type: none"> - Detailed paragraphs beginning to explore different types of past tense - Providing opportunities for children to begin to use these in their narrative 	<ul style="list-style-type: none"> - Beginning to use a range of tenses throughout narratives to impact the plot and sequencing 	<ul style="list-style-type: none"> - Using a range of tenses throughout narrative to show a change in time of events (flashbacks etc)

Literary features		<ul style="list-style-type: none">- Adjectives	<ul style="list-style-type: none">- Similes- Synonyms	<ul style="list-style-type: none">- Metaphor- Speech	<ul style="list-style-type: none">- Selection of vocabulary for effect- Show not tell	<ul style="list-style-type: none">- Personification- Short sentences for suspense	<ul style="list-style-type: none">- Pathetic fallacy
Grammar and sentences	<ul style="list-style-type: none">- Simple sentences	<ul style="list-style-type: none">- Noun phrases- Simple adjective noun phrase/sentences- Using 'and' to link sentences	<ul style="list-style-type: none">- Variety of co-ordinating (or, and, but) conjunctions- Beginning to use subordination (when, because, if, that)- Expanded noun phrases- Adverbs- Exclamation sentences	<ul style="list-style-type: none">- Subordinating clauses (when, if, because, although)- Pronouns to avoid repetition- Adverbs of time, place, manner- Fronted adverbials- Use of determiners 'a' and 'an'	<ul style="list-style-type: none">- Opening sentences with subordinate clauses- Present perfect verbs (has and have) and past perfect (had)	<ul style="list-style-type: none">- Adverbs of frequency- Subordinate clauses to add detail in a variety of positions of the narrative- Relative clauses using relative pronouns who, which, that	<ul style="list-style-type: none">- Relative clauses, omitting the relative pronoun
Adverbials and conjunctions used		<ul style="list-style-type: none">- Then, next, after- And	<ul style="list-style-type: none">- The next day, suddenly, out of nowhere- And, but, so, or, when, because, if, that	<ul style="list-style-type: none">- Meanwhile, carefully, shockingly, without a thought, when- When, if, because, although	<ul style="list-style-type: none">- As the birds sang their first song of the day, as the sun was setting (fronted adverbial phrases for how, where and when)	<ul style="list-style-type: none">- With an almost silent whisper, whilst time was ticking away, taking great care, under the treetops, nearby- Although, as, whilst, whereas, however, if, even though, because, until, since	<ul style="list-style-type: none">- Within moments, within the blink of an eye, before another word could be uttered
Punctuation	<ul style="list-style-type: none">- Finger spaces- Capital letters- Full stops	<ul style="list-style-type: none">- Use of the pronoun I- Capital letters for proper nouns	<ul style="list-style-type: none">- Commas in a list- Apostrophes for contraction and singular possession	<ul style="list-style-type: none">- Commas after fronted adverbials- Apostrophes for possession and plural nouns- Inverted commas for direct speech	<ul style="list-style-type: none">- Starting a speech sentence with the reported clause using a comma	<ul style="list-style-type: none">- Commas for clauses to avoid ambiguity- Brackets, dashes or commas to indicate parenthesis- Using semi-colons, colons and dashes between independent clauses	<ul style="list-style-type: none">- Ellipsis