Writing Progression

Purpose: Writing to entertain (Narrative)

Grange Junior School

Examples of text type:

- Stories that use predictable and patterned language
- Traditional and/or folk tales
- Fairy tales
- Stories set in familiar settings
- Retellings of stories heard and read
- Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.) Stories set in historical contexts
- Myths and legend
- Stories with flashbacks
- Stories set in fantasy words
- Stories from different cultures

	Year 2	Year 3	Year 4	Year 5	Year 6
Generic Text Features	• Narratives and retellings are told/ written in first or third person. Narratives and retellings are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. Characters are simply developed as either good or bad.	• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the	• Narratives and retellings are written in the first or third person. • Narratives and retellings are written in the past tense, occasionally these are told in the present tense. • Events are sequenced to create chronology through the use of adverbials and prepositions. • Descriptions, including those of settings, are	• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. • Descriptions of characters, setting, and	• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense. Occasionally, they are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. • Descriptions of characters, setting, and

	• Simple narratives use typical characters, settings and events whether imagined or real. 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.	use of adverbials, e.g. in the deep dark woods… • Narratives use typical characters, settingsand events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move thenarrative forward. • 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 ofsaid etc.)	developed through the use of adverbials, e.g. in the deep dark woods… • Narratives use typical characters, settings and events whether imagined or real. • Dialogue is used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.	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.	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.
Grammatical Features	• Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. • The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her…	• Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. • Adverbs e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative.	• The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we	• The third person and past tense are used. • This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Opportunities also exist for the use of the past perfect e.g. The children had tried…earlier in the day, the goblins had hidden… and Past	• By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and vocabulary appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.

• Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. • Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. • Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. • Sentences are demarcated using full stops, capital letters and finger spaces. • Use of conjunctions e.g. and, so, because, when, if, that, or, but … to join ideas and enable subordination of ideas. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! • Question marks can be used to form questions, including rhetorical questions used to engage the reader. • Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll	• The use of conjunctions e.g. when, before, after, while, so, because…enables causation to be included in the narrative. • Using prepositions e.g. 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. • Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. what has happened to us? What have you done? They have forgotten me… • Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close… etc. • Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.	was', 'we did that' rather than 'we done that'. • Fronted adverbials can be used e.g. During the night…, In a distant field…. These should be punctuated using a comma. • The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the boys… • Paragraphs are useful for organising the narrative into logical sections. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • The use of conjunctions e.g. when, before, after, while, so, because…enables	perfect progressive forms e.g. the children had been searching… they had been hoping to find the treasure since they started on the quest … • Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). • Modals can be used to suggest degrees of possibility, e.g. They should never have…If they were careful, the children might be able to… • Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night…, they were definitely on the adventure of a lifetime… • Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in play	• The passive voice can be used e.g. it was possible that…, the map was given to the children by…, more ingredients were added to the potion etc. • Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation…, if only there were a way to solve this problem…, I wished I were somewhere else…etc. • Past perfect progressive forms can be used to indicate specific points in time, e.g. the children had been searching… I had been dreaming of riding a unicorn all my life… • Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.

	was big but the eldest Billy Goat Gruff was bigger. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. • Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond. • Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.	• Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the boys…	causation to be included in the narrative. • Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). • The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. • Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship.	script or commas – Paul, on the other hand, was considered trustworthy. • Layout devices 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… • Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,…The treasure, which had been buried in a chest… this should include the use of commas when required.	• Colons, semi-colons and dashes can be used to separate and link ideas.
Planning and Preparation	• Listen to/learn with actions stories that use the features required for writing. • 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.	• Read/learn stories with actions that use the features required for the writing. • 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	• Read/learn narrative texts that use the features required for the writing. • 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.	• Read narrative texts that use the features required for the writing. • 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	• Read narrative texts that use the features required for the writing. • 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

• Use drama to deepen understanding of focus text. • Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. • Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Make use of ideas collected from reading, e.g. using repetition to create an effect.	satisfy the audience and purpose. • Use drama to deepen understanding of focus text. • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities. • Compose and rehearse sentences or parts of stories orally to check for sense. • Recognise and use narrative language e.g. on a cold winter's day, Dear Diary, And after all that… etc. • Make use of ideas from reading, e.g. using	• Use drama to deepen understanding of chosen text. • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Recognise and use narrative language e.g. On a cold Winter's day,	satisfy the audience and purpose. • Use drama to deepen understanding of chosen text. • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.	satisfy the audience and purpose. • Use drama to deepen understanding of chosen text. • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using short and long sentences for different effects. • Try to show rather than tell, for example, show

			repetition to create an effect.	Dear Diary, And after all that… etc.	Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that… etc.	how a character feels by what they say or do.
			• Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Reread completed narratives aloud, e.g. to a partner, small group. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.	• Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, e.g. to a partner or a small group.	• Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Show how the main character has developed as a result of the narrative. • 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.	• Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day. • Write narratives using their plans. • Show how the main character has developed as a result of the narrative. • 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.