

St John the Divine CoE Primary School - Progression in Text Types – Narrative

Purpose	Text Types
<p>Writing to tell a story - entertain and inform</p> <ul style="list-style-type: none"> ● To tell a story or share knowledge of the past ● To celebrate and praise ● To amuse or entertain through word play ● To reflect or share <p>Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.</p> <p>Writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving</p>	<ul style="list-style-type: none"> ● Stories with familiar language ● Fairy stories ● Traditional Tales ● Myths, Legends and Fables ● Stories that raise issues ● Fantasy Stories ● Horror / Thriller / Science Fiction

	Progression	Grammar	Notes on Content (see exemplification docs for full guidance)
EYFS	<ul style="list-style-type: none"> ● Listen to stories being told and read. Know when a story has begun and ended ● Recognise simple, repeatable story structures and some typical story language; for example, Once upon a time... ● Be aware that books have authors – someone else is telling the story ● Know that stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in a story by joining in e.g. with repeated phrases ● Understand that a story is set in a particular place – identify settings by referring to illustrations and descriptions ● Turn stories into plays using puppets and toys, costumes and props ● Imagine and create roles ● Re-tell narratives using patterns from listening and reading ● Experiment with story language by using familiar words and phrases in re-telling and play 	<ul style="list-style-type: none"> ● Share a story, with events in order, with some detail ● Show awareness of the listener ● Nouns and verbs used with increasing accuracy ● When writing recognises capital letters and full stops 	<p>Oral retelling of events using time words and past tense</p> <p>Simple sentences recounting the story spoken and then written</p>

Year One	<ul style="list-style-type: none"> • Simple narratives and retellings are told/ written in first or third person. • Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. <p>Planning and Preparation</p> <ul style="list-style-type: none"> • Listen with sustained concentration to stories and 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 identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings purpose. • Talk about how authors create interest or excitement in a story • Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings • Recognise the main characters and typical characteristics, for example, good and bad characters in traditional tales • Identify the goal or motivation of the main character and how it moves the plot on • Notice how dialogue is presented in text and begin to use different voices for particular characters when reading aloud • Know that settings can be familiar or unfamiliar, based on real life or fantasy. Respond to stories read by making links with own experiences • Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc. • Make plans and props based on the story or narrative that has been shared. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Include the main events in sequence, focusing on who is in the event, where it takes place and what happens in each event 	<ul style="list-style-type: none"> • Stories are 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. • Personal recounts and 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, finger spaces. • Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. • 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, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf • Introduction to question marks and exclamation marks to demarcate sentences • Sequencing sentences to form short narratives, e.g. Super Daisy is brave. Super Daisy saved the Earth. She should get a prize. • Joining words and join clauses using ‘and’. For example, use ‘and’ to begin exploring thinking further, e.g. I would give the toy back and say sorry to the little girl. • Use of the personal pronoun I to retell personal narratives, e.g. I went to the park yesterday 	<p>Writing to include:</p> <ul style="list-style-type: none"> • Use patterns and language from familiar stories • Write complete stories with a clear beginning, middle and end • A simple setting description • Use of story language • Ideas grouped together in chronological order • Problem and simple resolution
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	<ul style="list-style-type: none">• Think, say and write sentences to tell the story or narrative in their own words. Reread the completed narrative aloud, for example, to a partner, small group or the teacher.		
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- 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. They are simply developed as either good or bad characters.
- 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.

Planning and preparation

- Listen to stories and 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.
- Identify the sequence: opening – something happens – events resolve the situation - ending
- Recognise and use 'story language' e.g. **Once upon a time, later that day, happily ever after etc.**
- Understand that we know what characters are like from **what they do and say** as well as their appearance; make predictions about how a character might behave; notice that characters change during a story; understand that the way a character speaks reflects their personality
- Know that settings are created using descriptive words and phrases; particular types of story can have typical settings – use this to predict the events of a story based on the setting described in the opening
- Begin to understand elements of an author's style e.g. **stories about the same character or related themes**
- Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. Include relevant detail to sustain the listener's interest
- Tell own real and imagined stories exploring character's feelings and situations using improvisation
- Make use of ideas from reading, e.g. **using repetition to create an effect.**

- Stories written in the third person, past tense e.g. **Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.**
- Past progressive form of verbs e.g. **the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her...**
- Apostrophes for possession, e.g. **Granny's house, baby bear's bed.**
- Apostrophes to show contraction 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.**
- 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!** and to form exclamative sentences, e.g. **How amazing was that! What an incredible sight!**
- Question marks 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 was big but the eldest Billy Goat Gruff was bigger.**
- Noun phrases create effective descriptions, e.g. **the deep, dark woods.**
- Commas used to separate lists of characters, ideas and adjectives in expanded noun phrases.
- Verbs chosen for effect e.g. **walked instead of went, grabbed instead of got etc.**
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Subject verb agreement within sentences and throughout writing
- Use of apostrophes for contraction and possessive apostrophe for singular nouns
- Subordination (using when, if, that, because) and co-ordination (using or, and, but) For example, use 'because' to extend reasoning e.g. **I think that the wolf is naughty because he scares the little pigs.**
- Correct choice and consistent use of present tense and past tense throughout writing e.g. discussions are written in the simple present tense

Writing to include:

- Complete stories, with sustained logical series of events
- Sentences written in chronological order
- Characters and settings described in detail
- Paragraphing for a change of time or place
- Trigger event followed by a series of events and a conclusion
- Past tense and 3^d person consistently
- Phrases from story language used to add interest

<ul style="list-style-type: none"> • Make plans and props based on the story or narrative that has been shared. • Write narratives using their plans. • Think, say and write sentences to tell the story or narrative in their own words. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, for example, to a partner, small group or the teacher. 	<ul style="list-style-type: none"> • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. For example, children generate questions for discussions following reading e.g. Should the boy give the toy back? • Expanded noun phrases for description and specification [for example: the blue butterfly, plain flour, the man in the moon]. Use noun phrases to generalise e.g. some people, everyone in the class, all the boys, most of the girls 	
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Year Three	<ul style="list-style-type: none"> • 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 use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative 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 of said etc.) <p>Planning and preparation</p> <ul style="list-style-type: none"> • Read stories and 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. • Consolidate understanding of sequential story structure – identify common, formal elements in story opening and endings and typical features of particular types of story • Know that settings are used to create atmosphere – look at examples of scene changes that move the plot on, relieve or build tension • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. • Note that authors make decisions about how the plot will develop and use different techniques to provoke the reader • Recognise the difference between 1st and 3rd person accounts • Identify examples of a character telling the story in the 1st person – make deductions about a characters' feelings, behaviour and relationships based on descriptions and their actions in the story, identify and make judgments based on a character's actions, demonstrate empathy or offer an alternative solution to a problem • Make use of ideas from reading, e.g. using repetition to create an effect. 	<ul style="list-style-type: none"> • Paragraphs organise 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... for denoting shifts in time and for structuring the narrative. • Conjunctions e.g. when, before, after, while, so, because... enables causation to be included in the narrative. • 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 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 used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc. • Inverted commas used to punctuate direct speech this allows characters to interact and the story to be developed. • Noun phrases create effective descriptions, e.g. the deep, dark woods. • Verbs and adverbs chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • Cohesion created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... • Expressing time, place and cause <ul style="list-style-type: none"> ○ using conjunctions [for example: when, before, after, while, so, because] e.g. We should have a swimming pool so we can learn to swim. ○ adverbs [for example: then, next, soon, therefore] e.g. Then we could swim every day. ○ prepositions [for example: before, after, during, in, because of] e.g. We could swim in the pool during the summer • Introduction to paragraphs as a way to group related material. For example: 	<p>Writing to include:</p> <ul style="list-style-type: none"> • Complete stories with a full sequence of events in narrative order • Include a dilemma or conflict and resolution • Write an opening paragraph and further paragraphs for each stage of the story • Time and place referenced at the start of each sentence • Characters are introduced and who, what, where, when, why are established • Conventions of dialogue – some dialogue that shows the relationship between characters • Story flows well and raises doubt and suspense • There is a clear complication and events, which are paragraphed through • Cohesion throughout • 1st or 3rd person used consistently
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<ul style="list-style-type: none"> ● Tell stories based on own experience and oral versions of familiar stories – include dialogue to set the scene and present characters, vary voice and intonation to create effect and sustain interest, sequence events clearly and have a definitive ending ● Make plans that include a limited number of characters and describe a few key details that show something about their personalities. ● Write narratives using their plans. ● Show rather than tell, for example, show how a character feels by what they say or do. ● Compose and rehearse sentences or parts of stories orally to check for sense ● 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. 	<ul style="list-style-type: none"> ○ write an introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot. ○ group arguments for, and arguments against, in separate paragraphs ● Headings and sub-headings to aid presentation e.g. use headings to present arguments for and arguments against ● Correct use of simple present, present progressive and present perfect 	
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Year Four	<ul style="list-style-type: none"> • 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 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. <p>Planning and Preparation</p> <ul style="list-style-type: none"> • 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 satisfy the audience and purpose. • Know that authors' set up dilemmas in stories and devises a solution – make judgments about the success of a narrative e.g., do you agree with the way that the problem was solved? • Understand that an author creates a character and all their traits to provoke a response form the reader e.g. sympathy • Develop understanding of story structure - recognise the stages of a story: introduction, build up, climax or conflict, resolution, ending • Know that chronology does not always run smoothly e.g. some events are skimmed over, overs are told in more depth • Identify the use of figurative and expressive language to build a fuller pictures of a character – look at the way key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether behavior was predictable or unexpected • Explore the relationships between characters, what they say and what they do – do they always reveal what they are thinking? • Know that authors can create entire imaginary worlds – look for evidence of small details that are used to evoke time, place and mood – look for evidence of how characters behave in different settings 	<ul style="list-style-type: none"> • As for Y3 plus: • 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 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. <i>therefore, however</i> 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 organising the narrative into logical sections. • Verbs and adverbs chosen for effect e.g. shouted/muttered instead of <i>said</i>; angrily/quietly etc. to show rather than tell how characters feel and behave. • Conjunctions e.g. when, before, after, while, so, because... enables causation to be included in the narrative. • Effective use of expanded noun phrases e.g. <i>the big blue bird</i> (expanded with adjectives); <i>oak tree</i> (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). • The full range of speech punctuation used to indicate dialogue – presents characters interacting and allows the story to be developed. • Apostrophes used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'most people with a reasonable knowledge of the subject...', 'all dogs with a history of violence...', 'some children in the class...' • Use of paragraphs to organise ideas around a theme e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action/personal stance, summarising reasons in a final paragraph • Appropriate choice of pronoun or noun (including synonyms) within and across sentences to aid cohesion and avoid repetition e.g. Many dog- 	<p>Writing to include:</p> <ul style="list-style-type: none"> • Planning • Clear stages in telling: opening, build-up, problem, climax or conflict, resolution • Paragraphs used to sequence and extend • Range of ways to introduce and connect paragraphs • Detail to build character description and evoke a response • Settings brought to life through the use of adjectives, figurative language to evoke time, place and mood
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<ul style="list-style-type: none"> ● Make plans that include key events, being sure that all the events lead towards the ending. Write narratives using plans ● 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, Dear Diary, And after all that... etc. ● Show rather than tell, for example, show how a character feels by what they say or do. ● 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, small group. 	<p><i>owners argue that...they go on to state that...these animal lovers also make the point that...</i></p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year Five</p>	<ul style="list-style-type: none"> • 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 nonsequentially (e.g. flashbacks) through the use of adverbials and prepositions. • Descriptions of characters, setting, and 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. <p>Planning and Preparation</p> <ul style="list-style-type: none"> • 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 satisfy the audience and purpose. • Recognise that story structure can vary in different types of story and that plots can have high and low points – notice structure in extended narratives can be repeated with several episodes building up to the conflict • Know that authors write in a particular styles and may have a particular audience in mind – discuss the author's perspective on events and characters e.g. the consequences of a character's mistakes – do they get a second chance? • Know that an author's perspective and narrative viewpoint is not always the same – note who is telling the story, whether the author addresses the reader directly – check whether the viewpoint shifts during the story • Know that different types of story have different settings and that they can be based in different times or places, e.g. Historical fiction – Look for evidence of different that will affect the way the character develops or the plot unfolds • Look for evidence of characters changing during a story and discuss possible reasons e.g. in response to particular experiences over time, what it shows about the character and whether the change met or challenged the reader's expectations • Recognise that characters may have different perspectives on events in the story – look for evidence in differences in patterns of relationships, customs, attitudes and beliefs by noting the way that characters speak, act and interact 	<ul style="list-style-type: none"> • 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 for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past 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 used e.g. therefore, however to create cohesion within and across paragraphs. adverbials take the form of time (later), place (nearby), and numbers (secondly). • Modals 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 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 used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a play script. • Layout devices provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close... • Relative clauses 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. • Devices to build cohesion within a paragraph and across paragraphs. For example: <ul style="list-style-type: none"> ○ Build on the range of connecting adverbs/adverbials used in year 4 to present further justification of a point of view e.g. moreover, besides which, additionally, similarly. ○ Use a range of conjunctions to link ideas e.g. Although this could be said of most dog-owners, others are less considerate. ○ Use pronouns and synonyms to avoid repetition e.g. Mobile phones should be banned from primary schools. These devices are now commonplace among children and they are becoming a nuisance. ○ Use repetition for effect e.g. We must consult teachers, consult carers and, above all, consult children. • Indicating degrees of possibility using adverbs [for example: definitely, perhaps, surely, undoubtedly] and modal verbs [for example: should, 	<p>Writing to include:</p> <ul style="list-style-type: none"> • Experiments with different ways of opening a story (action, description, dialogue) • The addition of scenes, characters or dialogue • The development of characters by showing the reader what they say and do and how they feel and react at different points in the story • Organize complex narratives into several paragraphs within the story structure • The portrayal of events happening simultaneously • Extended ways to link paragraphs to ensure cohesion using adverbs and adverbial phrases • Adapt narratives for audience and relating to purpose • Use of a consistent narrative voice
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<ul style="list-style-type: none"> ● Make plans that include key events, being sure that all the events lead towards the ending. Write narratives using their plans. ● 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, Dear Diary, And after all that... etc. ● Show rather than tell, for example, show how a character feels by what they say or do. ● 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 	<p>might, ought to, must, will] to help express a personal opinion in the final paragraph e.g. We should probably consider whether... / Perhaps I could remind you that...</p> <ul style="list-style-type: none"> ● Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. follow generic statements with more specific examples e.g. There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that... 	
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Year Six	<ul style="list-style-type: none"> • 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 nonsequentially (e.g. flashbacks) through the use of adverbials and prepositions. • Descriptions of characters, setting, and 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 <p>Planning and Preparation</p> <ul style="list-style-type: none"> • 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 satisfy the audience and purpose. • Note elements of an author's style – identify commonality and then make comparisons between books – consider how style is influenced by the time written and intended audience • Recognise that the narrator of a story can change and be manipulated e.g. a different character takes over the story telling, the story has two narrators – talk about the effect that this has on the reader's response • Identify the story structure typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways e.g. stories within stories, flashbacks, revelations • Analyses the paragraph structure in different types of story and note how links are made – make judgements in response to story endings e.g. whether it was believable, whether dilemmas were resolved satisfactory • Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody • Recognise that authors use dialogue in different parts of the story to: e.g. explain the plot, show character and relationships, convey mood or create humour • When considering setting, discuss how and why scenes change and how they impact the characters and events • Recognise that authors choose and use language carefully to influence the readers view of a place or situation 	<ul style="list-style-type: none"> • As for Y5 plus: • Write for a specified audience and with a particular purpose in mind - choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. • passive used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. • 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 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... • Colons, semi-colons and dashes used to separate and link ideas. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, organisational features, pronouns, nouns and adverbials. For example, build and use a range of connecting adverbs to move between opposing views, e.g. on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition. Use repetition or ellipses for effect. • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. end with a summary paragraph, using consistently punctuated bullet points to present recommendations • Use of the semi-colon, colon and dash to mark the boundary between independent clauses. For example, use colons to: <ul style="list-style-type: none"> ○ introduce questions for discussion e.g. The pressing issue now is this: what should happen to....? ○ introduce a quotation to support a viewpoint e.g. Supporters of this view often refer to the well-known proverb: 'Treat others as you would wish to be treated'. ○ to prepare the reader for a revelation of the author's opinion in the final paragraph e.g. The final conclusion is therefore clear in my mind: animal testing must be banned immediately 	<p>Writing to include:</p> <ul style="list-style-type: none"> • Stories to explore different types of narrative – present engaging narratives for the audience • the use of paragraphs to vary pace and emphasis • Variety of sentence lengths chosen for effect • A range of techniques for introducing characters and develop characterisation • Dialogue to move the story on or reveal new information • Settings created by: using expressive or figurative language; describing how it makes the character feel; adding details of sights or sounds • Vary narrative structure when writing complete stories e.g. start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives • Use the paragraph structure of non-linear narratives as a model for own writing
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<ul style="list-style-type: none">● <i>Make plans that include key events, being sure that all the events lead towards the ending. Write narratives using their plans.</i>● <i>Plan a limited number of characters and describe a few key details that show something about their personalities</i>● <i>Make use of ideas from reading, e.g. using short and long sentences for different effects.</i>● <i>Try to show rather than tell, for example, show how a character feels by what they say or do.</i>● <i>Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.</i>● <i>Show how the main character has developed as a result of the narrative.</i>● <i>Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</i>● <i>Read their completed narratives to other children</i>		
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