



## English Curriculum Progression in Narrative

### Generic text structure

This can be expressed simply as:

- opening that usually includes a setting and introduces characters
- a series of events that build up
- complication(s)
- resulting events
- resolution and ending

Although this structure is evident in many stories, it can be adapted, modified or expanded. Children will hear and read many different stories and will gain an understanding of the ways that authors vary narrative structure, for example; using time shifts or starting the story with an exciting incident and then 'back-tracking'. They will learn that stories in a particular genre tend to have distinctive structures, e.g. adventure stories often have a series of 'cliff-hangers' before the final resolution. Children's growing awareness of more complex narrative structures in the stories they read or listen to is likely to be ahead of their development as writers. The aim is for them to internalise the basic structure and use it to organise their creative ideas when writing their own, original stories, rather than being constrained by having to imitate a particular style of story.

### Language features

These will vary in different narrative genres, but can be summarised as:

- can be presented in oral or written form or with images and words on screen
- told/ written in first or third person
- told/ written in past tense (and occasionally in the present)
- chronological
- main participants are human or animal with contrasting qualities ['good' and 'bad']
- use of typical characters, settings and events (depending on genre)
- connectives that signal time, e.g. *early that morning, later on, once*
- connectives used to shift attention, e.g. *meanwhile, at that very moment*
- connectives used to inject suspense, e.g. *suddenly, without warning*
- connectives to move the setting for episodes, e.g. *on the other side of the forest, back at home*
- dialogue, in differing tenses
- verbs used to describe actions, thoughts and feelings
- language effects used to create impact on reader, e.g. adverbs, adjectives, precise nouns, expressive verbs, metaphors, similes etc.

### Knowledge for the writer:

- decide the intended impact of the story on the reader
- plan before writing, be sure of key events and ensure that all the events lead towards the ending
- tell and re-tell the story orally before writing and rehearse sentences orally whilst writing
- try to visualise the story whilst writing
- plan a limited number of characters and describe a few key details that show something about their personalities
- try to show rather than tell, for example, show how a character feels by what they say or do

- use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day
- make use of ideas from reading, for example, using a question to draw the reader in or using repetition to create an effect
- at the end, show how the main character has changed as a result of the narrative
- reread the completed story aloud, for example, to a small group

Progression in narrative		
	<b>Story structure</b> <b>Viewpoint: author; narrator</b> <b>Character &amp; dialogue</b> <b>Setting</b>	<b>Telling stories</b> <b>Writing</b>
F/S	<ul style="list-style-type: none"> <li>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...'</li> <li>Be aware that books have authors; someone is telling the story.</li> <li>Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase.</li> <li>Stories happen in a particular place; identify settings by referring to illustrations and descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play.</li> <li>Attempt own writing for various purposes, using features of different forms, including stories.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events.</li> <li>Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator.</li> <li>Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud.</li> <li>Settings can be familiar or unfamiliar and based on real-life or fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings.</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) <i>then, next</i> etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.</li> <li>Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</li> </ul>

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.</li> <li>• Begin to understand elements of an author's style, e.g. books about the same character or common themes;</li> <li>• Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. <i>sighed, shouted, joked</i>.</li> <li>• Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.</li> <li>• Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3<sup>rd</sup> person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) <i>she couldn't believe her eyes</i>.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense.</li> <li>• Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1<sup>st</sup> and 3<sup>rd</sup> person accounts; take part in dramatised readings using different voices for the narrator and main characters.</li> <li>• Identify examples of a character telling the story in the 1<sup>st</sup> person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue.</li> <li>• Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama.</li> <li>• Write 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; use either 1<sup>st</sup> or 3<sup>rd</sup> person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.</li> </ul>

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth.</li> <li>• Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) <i>do you agree with the way that the problem was solved?</i> Understand that the author or director creates characters to provoke a response in the reader, (e.g.) <i>sympathy, dislike</i>; discuss whether the narrator has a distinctive 'voice' in the story.</li> <li>• Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking?</li> <li>• 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 the way that characters behave in different settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.</li> <li>• Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, ( e.g.) <i>Some time later..., Suddenly..., Inside the castle...</i>; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, 'time slip'.</li> <li>• Authors have particular styles and may have a particular audience in mind; discuss the author's perspective on events and characters, (e.g.) <i>the consequences of a character's mistakes – do they get a second chance?</i>; author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events.</li> <li>• Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) <i>in response to particular experiences or over time</i>, 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 of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature.</li> <li>• Different types of story can have typical settings. Real-life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will effect the way that characters behave or the plot unfolds.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and tell stories to explore narrative viewpoint, ( e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener.</li> <li>• Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (<i>Meanwhile...</i>); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.</li> </ul>

<p><b>Year</b> <b>6</b></p>	<ul style="list-style-type: none"> <li>• Identify story structures 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; analyse 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 satisfactorily.</li> <li>• Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) <i>a different character takes over the story-telling, the story has 2 narrators</i> – talk about the effect that this has on the story and the reader's response.</li> <li>• Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. <i>in parody</i>; recognise that authors can use dialogue at certain points in a story to, (e.g.) <i>explain plot, show character and relationships, convey mood or create humour</i>.</li> <li>• Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events; recognise that authors use language carefully to influence the reader's view of a place or situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.</li> <li>• Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) <i>start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives</i>; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.</li> </ul>
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	<p><b>Progression in narrative within each year</b></p> <p>The expectation is that children will make progress within each year in various aspects of reading and writing as they move through about four units of work on narrative texts. Each unit will introduce new opportunities for learning and development in particular areas, e.g. structure, setting. Meanwhile, children will be practising and consolidating their skills and understanding in all the other areas.</p>	
	<p><b>Listening to and reading stories:</b>  Story structure; Viewpoint: author; narrator  Character &amp; dialogue; Setting</p>	<p><b>Creating stories:</b>  Telling stories  Writing</p>
Year 1	<p>Consolidate understanding that stories have characters, settings and events. Identify the main events.</p>	<p>Recount own experiences orally.  Use simple sentences to recount own experiences in writing.</p>
	<p>Recognise patterns in texts,( e.g.) repeated phrases and refrains. Recognise story language.  Notice familiar and unfamiliar settings.</p>	<p>Innovate on patterns from a familiar story orally and in writing.</p>
	<p>Recognise the beginning, middle and end in stories. Recognise typical phrases for story openings and endings.  Recognise typical characters; recognise dialogue  Notice features of typical settings.</p>	<p>Re-tell a familiar story in sequence and including some story language.  Write own version of a familiar story using a series of sentences to sequence events.</p>
	<p>Make predictions about events and endings or about how characters will behave.</p>	<p>Write own story with a linear structure; beginning, middle and end; good and bad characters.</p>
Year 2	<p>Consolidate understanding of basic story structure: beginning, middle and end and notice the way that events are linked.  Learn about characters by looking at what they say and do.</p>	<p>Plan and tell a story based on own experience.  Write story based on own experience with a linear structure; beginning, middle and end.</p>
	<p>Analyse the sequence of events in different stories using the structure: opening, something happens, events to sort it out, ending. Identify words and phrases used to link events. Predict endings.  Identify common themes in traditional tales.  Identify typical settings and make predictions about events that are likely to happen.</p>	<p>Re-tell a familiar story with events in sequence and including some dialogue and formal story language.  Write own story in the style of a traditional tale, using typical settings, characters and events. Use past tense and temporal connectives.</p>
	<p>Identify elements of an author's style, e.g. familiar characters or settings.  Explore characterisation by looking at descriptions and actions and responding imaginatively.  Make predictions about character's actions and look for evidence of change as a result of events.</p>	<p>Improvise and rehearse new dialogue between familiar characters.  Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending. Describe characters and include dialogue. Use third person and past tense.</p>
	<p>Sustain interest in a longer narrative. Make predictions during reading.  Track a character through a story and see how they change. Analyse pieces of dialogue for what it shows about characters. Look at the verbs used for speech and work out how characters are feeling.</p>	<p>Dramatise parts of own stories for class.  Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use 3<sup>rd</sup> person and past tense consistently. Include descriptions of characters and setting and some dialogue.</p>

Year 3	<p>Identify common features and themes in stories with familiar settings; analyse plots and suggest reasons for actions and events.</p> <p>Identify with characters and make links with own experience when making judgements about their actions.</p> <p>Compare settings in different stories and analyse words and phrases used for description.</p>	<p>Plan and write stories based on own experience using the structure (opening, dilemma/ conflict / problem, resolution, ending) to organise into paragraphs for each stage of the story and ensure that sequence is clear. Use 1<sup>st</sup> person and past tense consistently.</p>
	<p>Discuss the role of the narrator in stories and play-scripts. Take part in dramatised readings.</p> <p>Identify conventions for punctuation and presentation of dialogue. Discuss what it reveals about characters' feelings, motives and relationships.</p>	<p>Role play dialogue between characters.</p> <p>Compose new dialogue for characters using conventions for punctuating and presenting speech.</p>
	<p>Identify common features and themes in different types of traditional story: fables, myths, legends, fairy and folk tales. Analyse and compare plot structure and identify formal elements in story openings and endings. Identify the range of connectives used to link events and change scenes.</p> <p>Recognise stock characters in particular types of story and typical settings.</p>	<p>Plan and tell stories, (e.g.) own version of a fable, varying voice and intonation to create effects and sustain interest.</p> <p>Plan and write complete stories using a familiar plot and altering characters or setting. Include a structured sequence of events organised into paragraphs. Describe new characters or settings. Use complete sentences in 3<sup>rd</sup> person and past tense. Include examples of patterned story language and dialogue with speech marks.</p>
	<p>Investigate common features, structure and typical themes in adventure and mystery stories. Analyse structure by identifying the most exciting part of the story and plotting other events around it. Analyse the use of language to set scenes, build tension or create suspense.</p> <p>Discuss the author's techniques, e.g. using cliff-hangers at the end of chapters. Read and compare books by the same author and express a personal response, commenting on elements of style.</p> <p>Explore a moral dilemma for a character and demonstrate empathy when making judgements about their actions.</p> <p>Comment on the effect of scene changes, e.g. moving from a safe to a dangerous place to build tension.</p>	<p>Plan stories orally; explore moral dilemmas for characters using drama.</p> <p>Write adventure stories that have a problem and resolution and are organised into paragraphs and/or chapters with connectives to signal time, sequence or place. Include description of a typical adventure setting and characters. Use written dialogue to move the plot on.</p>

<p>Year 4</p>	<p>Recognise the stages in a story and identify the introduction, build-up, climax or conflict and resolution. Notice how the passing of time is conveyed and key words and phrases used to introduce paragraphs or chapters. Identify the events that are presented in more detail and those that are skimmed over.</p> <p>Express responses to particular characters and identify techniques used by the author to persuade the reader to feel sympathy or dislike.</p> <p>Recognise the way that the historical setting affects characters' appearance, actions and relationships. Comment on differences between what characters say and what they do. Make deductions about the feelings and motives that might lay behind their words.</p> <p>Look at the way that a historical setting is created using small details and longer descriptions. Note similarities and differences with children's own experiences.</p>	<p>Plan, tell and write short stories set in the past. Include descriptive detail to evoke the historical setting and make it more vivid. Sequence events clearly and show how one event leads to another. Use a range of connectives to show changes in time and place.</p>
	<p>Review the structure and features of adventure stories.</p> <p>Identify examples of figurative and expressive language to build a fuller picture of a character. Discuss characters' behaviour and the extent to which it is changed by the imaginary world. Identify and discuss the narrative voice.</p> <p>Collect evidence from stories to build up a picture of an imagined world. Note examples of descriptive language, talk about the mood or atmosphere they create and make predictions about how characters will behave in such a place.</p>	<p>Use drama to explore consequences of introducing new characters to a particular setting. Plan and write a longer adventure story set in an imagined world. Organise into chapters using the structure: introduction, build-up, climax or conflict, resolution. Include details of the setting, using figurative and expressive language to evoke mood and atmosphere.</p>
	<p>Review the structure and features of different types of story, (e.g.) traditional tales, contemporary stories in the context of reading stories from other cultures.</p> <p>Discuss the customs and beliefs of the culture that a story is from and the way that this affects characters' behaviour and actions. Make predictions about actions and consequences and discuss whether they behaved in expected or unexpected ways. Make deductions about characters' motives and feelings.</p> <p>Look at the way that descriptive language and small details are used to build an impression of an unfamiliar place. Make predictions about how characters will behave in such a setting.</p>	<p>Work in role to 'interview' story characters.</p> <p>Re-tell a traditional tale from another culture using techniques to entertain the audience, e.g. gestures, repetition, traditional story openings and endings.</p> <p>Note responses to texts in a reading journal.</p>
	<p>Analyse the structure and chronology of a story. Comment on the time covered in the story as a whole and discuss why some events are presented in more detail whilst others are skimmed over.</p> <p>Discuss the decisions that the author has made in setting up issues for the characters and choosing how to resolve them. Comment on the success of the writing and whether children agree or disagree with the way that the problem was solved. Look for evidence of a distinctive voice for the narrator and any comments they make on the events in the story.</p> <p>Look at the way that key characters respond to a dilemma and make deductions about their motives and feelings. Explore alternative outcomes to the main issue. Analyse dialogue and make judgements about the extent to which characters reveal their true feelings or motives.</p>	<p>Use improvisation to explore alternative actions and outcomes to a particular issue.</p> <p>Write in role as a character from a story.</p> <p>Plan and write a longer story where the central character faces a dilemma that needs to be resolved. Use a clear story structure and organise into chapters. Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail.</p>

<p><b>Year 5</b></p>	<p>Map out texts showing development and structure and identify high and low points, links between sections, paragraphs and chapters. Compare in different stories.</p> <p>Explore aspects of an author's style by comparing themes, settings and characters in different stories. Look for evidence of narrative viewpoint</p> <p>Review different ways to build and present a character, (e.g.) using dialogue, action or description and discuss children's response to particular characters. Investigate direct and reported speech.</p>	<p>Experiment with different ways to open a story, e.g. dialogue, an important event. Plan and write a complete short story with an interesting story opening. Organise into paragraphs for build-up, climax or conflict, resolution and ending. Use language to create a particular comic or dramatic effect. Use a range of connectives to introduce scenes and link events.</p>
	<p>Compare the structure and features of different versions of the same story, e.g. re-tellings from different times or countries, adaptations for different age-groups. Note repeated patterns of events – climax- resolution in extended narratives.</p> <p>Identify the audience that the author had in mind for a particular story. Explore how narration relates to events.</p> <p>Look for evidence of characters changing during a story and discuss possible reasons, what it shows about the character and whether the change met or challenged children's expectations.</p> <p>Review features of typical settings for different types of traditional story. Identify examples of effective description which evoke time or place.</p>	<p>Plan and tell stories orally. Demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase. Try adapting oral story-telling for a different audience, e.g. younger children. Reflect on the changes.</p> <p>Plan and write a complete short story aimed at a specific audience, e.g. a new version of a traditional tale for a younger audience. Organise into paragraphs. Adapt sentence length and vocabulary to meet the needs of the reader.</p>
	<p>Analyse the structure of more complex narratives, e.g. two parallel narrative threads. Look at the way that the author signals a change in the narration and discuss the effect of seeing the story from different points of view.</p> <p>Make inferences about the perspective of the author from what is written and what is implied. Explore ways to change the narrative viewpoint.</p> <p>Recognise that characters may have different perspectives on the story and explore different points of view. Review ways to vary pace by using direct or reported speech at different points in a story.</p> <p>Look at the author's use of language, (e.g.) literal and figurative language when describing settings.</p>	<p>Use improvisation and role-play to explore different characters' points of view. Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain the listener.</p> <p>Plan and re-write a familiar story from an alternative point of view. Try varying pace by using direct and reported speech. Vary sentence length and include examples of complex sentences. Use a range of connectives effectively to create links and indicate changes in time or place.</p>
	<p>Analyse the structure of complex narrative with non-linear chronology. Look at the way that the author signals changes in time and place, reality to unreality, e.g. paragraphs, connectives etc.</p> <p>Look for evidence of the author's perspective and examples of them addressing the reader directly.</p> <p>Look at characters' appearance, actions and relationships in older literature and make deductions about differences in patterns of relationships and attitudes in comparison to children's own experience. Look at examples of dialogue and degrees of formality and consider what this shows about relationships.</p> <p>Consider the time and place where a 'classic' story is set and look for evidence of differences that will effect the way that characters behave or the plot unfolds.</p>	<p>Write in the style of a particular author to complete a section of a story, add dialogue or a new chapter.</p> <p>Plan and write a longer story with a more complex structure, e.g. parallel narratives. Experiment with the order of chapters or paragraphs to achieve different effects. Use dialogue to build character. Check for consistency in narrative voice when telling each part of the story.</p>

<p><b>Year 6</b></p>	<p>Compare the structure and features of a story with its film or TV adaptation. Look for different ways that information is revealed or events are presented, (e.g.) dreams, flashbacks, letters. Consider when a story was first published and discuss the audience that the author had in mind, e.g. children reading a classic text published in the last century. Recognise that the narrative viewpoint can be changed when adapting for film. Discuss the effect that this has on the story and the reader's/ viewer's response.</p> <p>Compare the way characters are portrayed in stories and film versions and comment on whether the film version matched what children had imagined when reading. Analyse dialogue at particular points in a story and summarise its purpose, (e.g.) to explain plot, show character or relationships etc.</p> <p>Compare settings in stories and film. Analyse changes of scene in stories, films and plays, discuss their timing and the effect on characters and events.</p>	<p>Transform narrative writing into a script and perform as a short dramatised scene.</p> <p>Plan and write a short story, e.g. modern re-telling of a classic play. Plan the plot, characters and structure quickly and effectively. Describe a setting by referring to all the senses. Vary sentence length to achieve particular effects and include complex sentences where appropriate. Use dialogue at key points to move the story on or reveal new information.</p>
	<p>Identify story structures typical to particular fiction genres and explore differences in paragraph organisation and connectives. Review more complex narrative structures and those with non-linear chronology.</p> <p>Consider how style is influenced by the intended audience and consider author's use of language. Identify ways to manipulate narrative viewpoint, e.g. by having a different character taking over the story-telling, and discuss the effect of this.</p> <p>Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes. Analyse examples of dialogue that are typical of a particular genre.</p> <p>Analyse the author's use of language to evoke a sense of time and place and identify particular techniques such as using expressive of figurative language, describing a character's response, adding details of sights and sounds.</p>	<p>Use improvisation and role play to explore typical characters, setting and events in a particular fiction genre. Tell short stories in a particular genre to engage and entertain an audience.</p> <p>Plan and write a short story with non-linear chronology, e.g. using flashbacks. Arrange paragraphs carefully and use a range of connectives to signal that the narrative is moving back or forward in time.</p> <p>Plan and write a complete story in a particular genre. Select features of narrative structure typical of the genre, (e.g.) starting an adventure story with a dramatic event and then providing background information. Create a typical setting and characters for the genre using expressive language and building up small details.</p> <p>Plan and write a parody of a familiar story in a particular genre. Manipulate typical characters, settings and events to surprise and amuse the reader.</p>
	<p>Compare stories by the same author or on the same theme and make judgements in response to story endings, e.g. whether it was believable, whether dilemmas were resolved satisfactorily.</p> <p>Identify common elements of an author's style and then make comparisons between books.</p> <p>Consider response to narrative voice when evaluating a book, e.g. sympathising with the narrator's point of view; agreeing or disagreeing with their judgements about other characters.</p> <p>Express opinions about favourite characters and discuss what makes them appealing.</p> <p>Compare and contrast different responses to the same character.</p>	<p>Plan and write an extended story. Use techniques learned from reading, e.g. create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others</p>