

## <u>Aston-on-Trent Primary School Narrative Progression Map</u>



			range of stories on				
Story	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structure	Listen to	Identify the	Identify the	Consolidate	Develop	Recognise that	Identify story
	stories being	beginning,	sequence: opening –	understandingof	understanding	story structure	structures typical
	toldand		something happens –	sequential story	of story	can vary in	to particular fiction
	read.	end in stories	events to sort it out	structure: identify	structure:	different types	genres
		and use	– ending.	common, formal	recognise the	of story and	
	Know when	familiarity		elements in story	stages of a	that plots can	Recognise that
	a story has	withthis	Identify temporal	openings and	story:	have high and	narrative
	begun and	structure to	conjunctions and	endings and	introduction –	low points	structure can be
	ended.	make	talk abouthow they	typical features of	build-up -	Notice that	adapted and
		predictions	are used to signalthe	particular types of	climax or	thestructure	events revealed
	Recognise simple	about story	passing oftime	story.	conflict –	in extended	in different
	repeatable story	endings			resolution	narratives can	ways, (e.g.)
	structures and		Make deductions	Notice common	Appreciate	be repeated	stories within
	some typical	Recall the main	about why events	themes, similar key	that	with several	stories,
	storylanguage,	events	take place in a	incidents and typical	chronology	episodes	flashbacks,
	eg; once upon a		particular orderby	phrases or	does not	building up to	revelations;
	time		looking at characters	expressions	always run	conflict and	analyse the
			actions and their		smoothly,	resolution	paragraph
			consequences		(e.g.)some	before the end	structure in
					events are	of the story.	different types
					skimmed		of story and note
					over, others	Analyse more	how links are
					aretold in	complex	made.
					more depth.	narrative	Make
						structures and	judgements in
						narratives that	response to
						do not have a	story endings,
						simple linear	(e.g.) whether it
						chronology,	was believable,

Viewpoint:EYFSYear 1Year 2Year 3Year 4Year 5Year 6narratorSomeone is telling the story the story isThe voicetelling differenceNotice the differenceDiscuss whether the narrator has author'sNotice the narrator can		EYFS Be aware that bookshave authors	sustained concentration and then talk about how the	Year 2 Begin to understand elements of an author's style, e.g. books about the same character or common themes.	authors make decisions about how theplot will develop and use different techniques to provoke readers reactions	the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) do you agree with the way that the problem was solved?	and may have a particular audience in mind  Discuss the author's perspective on events and	whether dilemmas were resolved satisfactorily. Year 6 Look at elements of an author's style toidentify commonelements and then make comparisons between books.  Consider how style is influenced by the time when they wrote andthe intended audience.
narrator Someone is The voicetelling Notice the Discuss whether Notice the Recognise that	Viewpoint:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
the transfer of the state of th	narrator	Someone is			Notice the	Discuss whether	Notice the	

		calledthe		between 1stand	a distinctive	perspective and	change and be
		narrator.		3rd person	voice in the	· ·	manipulated,
				accounts	story.	viewpoint is not	(e.g.) a different
						always the same	character takes
				Take part in		note who is	over the story-
				dramatised		telling the story,	telling, the story
				readings using		whether the	has 2 narrators
				differentvoices for		author ever	– talk about the
				the narrator and		addresses the	effect that this has
				main characters.		reader directly.	on the storyand
							the reader's
						Check whether	response.
						the viewpoint	
						changes at all	
						during the story;	
						explore how the	
						narration relates	
						to	
						events.	
Character	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Stories are	Recognise	Understand that we	Identify examples	Identify the use	Look for	Identify stock
	about	main	know what				characters in
	characters.		characters arelike	,	expressive		particular genres
		<b>,</b> ',	from what	the 1st person.	language to build	, , ,	and lookfor
	Identify and		they do and say as		a fuller picture of		evidence of
	describe their	for example,	well astheir		a character; look		characters that
	appearance	<u> </u>	appearance.		at the way that	I.	challenge
	referring to	characters in		<b>-</b> .	key characters	:	stereotypes and
	names and		Make predictions	andrelationships	respond to a	•	surprise the
	illustrations.	tales.	about how they might		dilemma and	IT .	reader, e.g. in
			behave; noticethat	descriptions and	make deductions		parody.
		,	characters		about their	over time, what	
		_	can change during the	story	motives and	it shows about	
		of the main	course of the story.		feelings – discuss		
		character and		Identify examples	whether their	and whether	

		talk about how		ofstereotypical	behaviour was	the change met	
		it moves the		characters Make	predictable or	or challenged	
		plot on.		judgements about a	unexpected.	the reader's	
				character's actions,		expectations.	
				demonstrating			
				empathy or		Recognize that	
				offering		characters may	
				alternative		have different	
				solutions to a		perspectives	
				problem		onevents 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.	
Dialogue	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Notice when	Notice how	Notice the waythat	Analyse theway	Explore the		Recognise that
		_	charactersspeak		relationship		authors can use
	.	presented in	reflects their	, , ,	between what		dialogue at certain
	story by joining	_	personality.		characters say		points ina story to,
	in,	to use different	L	evidence of the	and what they		(e.g.)explain plot,
	e.g. with a		The verbs used for	relationship	do – do they		show character
	repeated phrase.	II <sup>e</sup>	dialogue tell ushow a	between characters	-		and relationships,
			character is feeling,	based on dialogue.	what they are		convey mood or
		_	e.g.		thinking?		create humour
		dialogue aloud.	sighed, shouted, joked				
							_

Setting	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Stories happen	Settings can	Settings are created	Settings are used	Authors	Different types	Different
	in a particular	be familiar or	using descriptive	to create	cancreate	of story can	episodes (in
	place. Identify	unfamiliar	words and phrases.	atmosphere.	entire	have typical	story and on
	settings by	andbased on			imaginary	settings.	film) can take
	referring to	reallife or	Particular types of	Look at examples of	worlds.		place in
	illustrations	fantasy.	story can have typical	scene changes that	Look for	Real-life stories	different
	and		settings use this	move the plot	evidence	can be based in	settings. Discuss
	descriptions.	1	experience to predict	on, relieve or build	of small	different times	whyand how the
			the events of a story	up the tension.	details		scene changes
		with own	based onthe setting		that are	historical fiction	
		experience and	described in the story		used to	look for evidence	•
			opening		evoke	of differences	the characters
		language used			time,	thatwill affect	and events.
		to describe			place and	the way that	
		imaginary			mood.	characters	Recognise that
		settings.				behave or the	authors use
					Look for	plot unfolds.	language
					evidence of		carefully to
					theway that		influence the
					characters		reader's view
					behave in		ofa place or
					different		situation
					settings		

Turn storiesinto play using play using puppets, toys, costumes and props; imagine andre-create roles. Re-tell maintenance andre-create reading. Re-tell a story plate and play using patterns from listening and reading. Re-tell a story about a what central character. Explore characters words and phrases from with story language by using familiar and play. Re-tell familiar stories susing narrative susing place and play. Re-tell familiar stories susing narrative susing nand recount structure and and oral versions of stories. Plan and tell own versions of stories to explore on ownexperience and oral versions of stories. Plan and tell own versions of stories to explore on ownexperience structure and and oral versions of stories. Fill include fill and oral versions of stories. Tell on ownexperience structure and and oral versions of stories. Tell on ownexperience structure and and oral versions of stories. Tell on ownexperience structure and and oral versions of stories. Tell on ownexperience structure and and oral versions of stories. Tell on ownexperience structure and and oral versions of stories. Tell on ownexperience and oral versions of stories. Tell on ownexperience and oral versions of stories. Tell on ownexperience and oral versions of stories. Tell effectively, dialogue toset the scene and gestures, include gestures, linclude gestures, focusing on present the listener's characters traditional story openings and endings. The listener's characters traditional story openings and endings. The listener's character dilemmas using definite ending. The listener's character dilemmas using situations using situations using situations using techniques, techniques, etc. propose alternative catchphrase, humour.  Experiment with story language and perform toclass or propose and ending provise repetition of a catchphrase, humour.  Explore and and provise repetition of a catchphrase, humour.  Explore and and provise repetition of a catchphrase, humour.  Sequence events defects and sustain interest dilemmas using repetition				readers in	a range of ways			
Turn storiesinto play using familiarstories de play using familiarstories and recount props; imagine andre-create roles.  Re-tell mainevents in sequence, narratives using narrative voles.  Re-tell mainevents in sequence, narratives using patterns from about a central central character.  Tell a story place and central central character.  Experiment use story language, language by using familiar words and phrases from stories words to in re-telling and play.  Re-tell mainevents in sequence, and recount events.  Re-tell mainevents in sequence, and recount details and sustain the scene and patterns from who is in the event, read and imagined stories.  Explore characters shord what story language, and probable to in re-telling and phrases from stories words to in re-telling and play.  Re-tell familiarstories trutiture and Dialogue from the using narrative stories.  Include dialogue toset dialogue toset the scene and gestures, familiar story repetition, from the point of view of another openings and error reacte effects and sustain interest sustain interest sustain interest sustain interest sustain interest adefinite ending.  Experiment use story language, some can provisation.  Demonstrate Explore awareness of dilemmas using drama thell own vexperience and or stories.  Plan and tell stories to explore differentstyle: narrative narrative.  Fell effectively, (e.g.) re-tell a framiliar stories.  Fell effectively, increasing of familiar stories.  Fell effectively, e.g. using grawing repetition, from the point of view of another openings and endings.  Plan and tell own vexperience and oversions of familiar stories.  Fell effectively, (e.g.) replied to present traditional or openings and endings.  Plan and tell own vexperions of familiar stories.  Fell effectively, increasing familiar story of another openings and endings.  Plan and tell own vexperions of familiar stories.  Fell effectively, increasing or story of another openings and endings.  Plan and tell own vexperions of familiar stories.  Fell effectively, increasin	Telling	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
play using puppets, toys, costumes and props; imagine andre-create roles.  Re-tell insequence, focusing on patterns from listening and events.  Tell a story place and about a central character.  Experiment What story language by using familiar and play.  Experiment Words and phrases from stories words and play.  Experiment words and play.  Place and puppets, toys, costumes and proposition.  Dialogue fromthe and oral versions of stories. Stories to explore differentstyle: narrative stories. Include and oral versions of familiar stories. Include and oral versions of familiar stories. Include feel want text.  Include relevant text.  Include relevant the scene and propensing stories and interest. Tell own real and imagined stories.  Include felevant text.  Include felevant text.  Include relevant the scene and propensing stories and interest. Tell own real and imagined stories.  Include felevant the scene and propensing stories and interest. Tell own real and imagined stories.  Include felevant the scene and propensin stories and interest. Tell own real and imagined stories.  Include felevant the scene and propensin characters interest the scene and propensin stories and interest. Tell own real and imagined stories.  Include felevant the scene and propensin characters interest the scene and propensin stories and interest. Tell own real and imagined stories.  Include felevant the scene and gestures, repetition, from the point of view of another openings and character.  Tell affectively, e.g. using gestures, from traditional story of another openings and character.  Tell offectively, e.g. using propensin propent traditional story of another openings and story of another openings and endings.  Demonstrate dilemmas using using techniques, (e.g.) such as recap, improvise alternative catchphrase, humour. action for a character.  Use spoken language imaginatively to entertain and engage the listener.	Stories	Turn storiesinto	Re-tell	Re-tell familiarstories	Tell stories based	Plan and tell	Plan and tell	Plan and tell
puppets, toys, costumes and props; imagine andre-create roles.  Re-tell include mainevents focusing and reading.  Patterns from who is in the listener's events take Tell a story about a central character.  Experiment Use story language by using familiar story language by using familiar words and phrases from stories in re-telling and play.  Possible for familiar stories. Include familiar stories text.  Stories of familiar stories. Include familiar stories the scene and present characters the scene and present characters the scene and perfectively, fe.g. using gestures, repetition, from the point the scory of another obview of another characters.  Explore awareness of dilemmas using dilemmas using dilemmas using definite ending. (e.g.) mprovise autentive techniques, feeguly in the familiar stories and perform toclass or patterns of the scene and perform toclass or patterns and perform toc								stories to explore
costumes and props; imagine andre-create roles.  Re-tell in sequence, narratives using patterns from listening and reading.  Where events take  Tell a story place and central happensin character.  Experiment With story language by using familiar words and phrases from words and phrases from patterns from sequencing sand play.  Experiment Words and phrases from sand phrases from stories words and play.  Events, (e.g.) then, next etc.  Dialogue fromthe text.  Dialogue fromthe text.  Include dialogue toset dialogue toset, dialogue toset, exg. using gestures, familiar story perpetition, from the point of view of another repetition, from the point of view of another characters.  Tell a story place and event, real and imagined stories.  Explore and intrerest sustain interest sustain interest sustain interest clearly and have a definite ending.  Experiment Words and phrases from sequencing and phrases from sequencing and phrases from sequencing and phrase stories words to in re-telling and play.  Events, (e.g.) then, next etc.  Dialogue fromthe text.  Include dialogue toset dialogue toset, dialogue toset, dialogue toset, dialogue toset.  Include dialogue toset dialogue, include femily, e.g. using gestures, familiar story repetition, from the point of view of another characters.  Tell own or familiar stories intronation to create effects and sustain interest sustain in		F			•	stories.	explore	differentstyles o
props; imagine andre-create include roles. Include relevant the scene and gestures, repetition, from the point of view of another characters from listening and reading. Where event, read and imagined central happensin character. each event.  Experiment Use story language, language by sentence using familiar patterns from who is in the seene and gestures, repetition, from the point of view of another characters traditional of view of another characters. Explore awareness of dilemmas audience by using drama audience by using drama audience by using drama audience by using familiar words and phrases from sequencing stories words to in re-telling and play. (e.g.) then, next etc.			events.	Dialogue fromthe	of familiar stories.		•	1
roles. Re-tell in sequence, focusing on patterns from listening and reading.  Per language by using familiar and phrases from words and phrases from stroises with story language and phrases from stories words to in re-telling and plate and plaze sand stories words and phrases from stories words and play.  Page 1 Include relevant detailsand sustain the scene and present repetition, from the point of view story of another characters traditional story openings and intonation to create effectsand sustain interest stories.  Page 1 Include relevant detailsand sustain the scene and present repetition, from the point of view of another characters traditional story of another character.  Page 1 Include relevant detailsand sustain the scene and present repetition, from the point of view of another characters traditional story of another characters.  Page 1 Include relevant detailsand sustain the scene and present repetition, from the point of view of another characters.  Page 1 Include relevant detailsand sustain the scene and present repetition, from the point of view of another characters traditional story of another character.  Page 1 Include relevant detailsand sustain the story interest. Tell own real and imagined stories.  Page 1 Include relevant detailsand sustain the story of another character.  Page 2 Includes detailsand sustain the story of another character.  Page 2 Includes details and sustain the story of another character.  Page 3 Include relevant the listener's traditional story of another character.  Page 3 Include relevant the listener's traditional story of another character.  Page 3 Include relevant the listener's traditional story of another character.  Page 4 Includes 2 Includes defected and intonation to create effects and sustain interest stories.  Page 4 Includes 2 Includes defected and stories and intonation to create effects and sustain interest stories.  Page 4 Includes 2 Includes 4 Inc		props; imagine		text.	Include	Tell effectively,	viewpoint,	
Re-tell in sequence, narratives using patterns from who is in the listener's interest. Tell own real and imagined stories.  Tell a story about a what central character.  Experiment Use story language, language by using familiar words and phrases from stories words to in re-telling and play.  Re-tell in sequence, focusing on who is in the listener's interest. Tell own real and imagined stories.  Interest. Tell own vary voice and intonation to create effectsand sustain interest what story openings and endings.  Vary voice and intonation to create effectsand sustain interest sustain interest definite ending.  Sequence events using drama using techniques, definite ending.  Experiment Words and phrases from stories words to in re-telling and play.  Re-tell in sequence, focusing on who is in the listener's interest. Tell own real and imagined story openings and intonation to create effectsand sustain interest sustain interest dilemmas audience by using drama using techniques, definite ending.  Sequence events clearlyand have a definite ending.  Sequence events usingdrama using techniques, (e.g.) such as recap, improvise alternative catchphrase, humour.  actor the point of view of another openings and endings.  Demonstrate Explore awareness of dilemmas using repetition of a catchinques affirm techniques, definite ending.  In re-telling and event.  The listener's characters openings and endings.  Demonstrate awareness of dilemmas audience by using drama using techniques, definite ending.  In re-telling and endings.  Pawareness of allemas audience openings and endings.  Demonstrate Explore awareness of dilemmas audience openings and endings.  Demonstrate Explore awareness of dilemmas audience openings and endings.  Demonstrate awareness of dilemmas audience openings and endings.  Demonstrate awareness of dilemmas audience openings and endings.  Cequence events are applied to endings.  Cequence events are applied to endings.  Demonstrate avareness of dilemmas audience opening and endings.  Cequence events are applied to		andre-create	Include		dialogue toset	e.g. using	( e.g.) re-tell a	Present engagin
narratives using patterns from listening and reading. where events take place and shout a central character. each event.  Experiment Use story language by using familiar words and phrases from stories words to in re-telling and play.  New real and imagined stories interest. Tell own real and imagined stories in re-telling and situations using the patterns and play.  The listener's interest. Tell own real and imagined stories in re-telling and situations using the patterns and parts of organise and play.  The listener's interest. Tell own real and imagined stories in re-telling and situations using interest. Tell own real and imagined stories in re-telling and situations using interest. Tell own real and imagined stories in re-telling and situations unit interest. Tell own real and imagined stories in re-telling and situations unit onation to create effects and intonation to create effects and intonation to create effects and intonation to create effects and sustain interest sus		roles.	mainevents	Include relevant	the scene and	gestures,	familiar story	narratives for ar
patterns from listening and reading. where events take Tell a story place and bout a central character. Explore characters improvisation. Experiment with story language by using familiar words and phrases from stories in re-telling and play. Experiment listening and phrases from stories in re-telling and play. Experiment listening and provised in reading. Who is in the event, real and imagined stories. In the event, real and imagined intonation to create effectsand sustain interest sustain interest Explore audience by usingdrama using techniques, (e.g.) such as recap, improvise repetition of a alternative catchphrase, humour. action for a character. Use spoken language imaginatively to entertain and engage the listener.		Re-tell	in sequence,	detailsand sustain	present	repetition,	from the point	audience.
listening and reading.  where where events take  Tell a story place and babout a central character.  Explore characters sustain interest deflects and central character.  Explore characters sustain interest deflects and situations using situations using character.  Experiment Use story language, sentence using familiar words and phrases from stories in re-telling and play.  Issening and event, where stories where events, (e.g.) then, next etc.  real and imagined stories.  Vary voice and intonation to create effects and stories.  Sequence events susing frama using definite ending.  Sequence events usingdrama using techniques, (e.g.) such as recap, improvise repetition of a alternative catchphrase, courses of humour.  Situations through drama.  Use spoken language imaginatively to entertain and engage the listener.		narratives using	focusing on	the listener's	characters	traditional	of view	
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events take Tell a story place and parterns language by using familiar words and phrases from sequencing stories words to in re-telling and play.  events take Tell a story place and perform toclass or in re-telling and play.  events take Tell a story place and play.  events take Tell a story place and play.  events take place and Explore characters sustain interest dilemmas audience by using familiar sustains interest dilemmas audience by using familiar sustains interest dilemmas audience by using familiar stories and perform toclass or different places.  Sequence events dilemmas audience by using familiar stories and perform toclass or definite ending.  Explore alternative catchphrase, humour.  Explore alternative catchphrase, ourses of action for a character.  Use spoken language imaginatively to entertain and engage the listener.		listening and	event,	real and imagined	Vary voice and	openings and	character.	
Tell a story about a what feelings and scentral happensin character. each event. Use story language, language by using familiar words and phrases from stories in re-telling and play.  Tell a story about a what feelings and situations using situations using improvisation.  Explore dilemmas audience by usingdrama using techniques, (e.g.) improvise alternative catchphrase, courses of alternative courses of action for a character.  Explore dilemmas using techniques, (e.g.) improvise alternative catchphrase, courses of action for a character.  Explore dilemmas using techniques, (e.g.) improvise alternative catchphrase, courses of action for a character.  Explore dilemmas using techniques, (e.g.) improvise alternative catchphrase, courses of action for a character.  Use spoken language imaginatively to entertain and engage the listener.		reading.	where	stories.	intonation to	endings.		
about a central happensin situations using character.  Experiment Use story language, sentence using familiar words and phrases from stories in re-telling and play.  Experiment Stories (e.g.) then, next etc.  What happensin situations using situations using situations using situations using situations using situations using clearlyand have a definite ending.  Sequence events clearlyand have a definite ending.  Explore relationships and situations through drama.  Sequence events clearlyand have a definite ending.  Explore relationships and situations through drama.  Sequence events clearlyand have a definite ending.  Explore relationships and situations through drama.  Sequence events clearlyand have a definite ending.  Explore relationships and situations through drama.  Use spoken  Sequence events clearlyand have a definite ending.  Explore relationships and situations through drama.  Sequence events clearlyand have a definite ending.  Explore relationships and situations through drama.  Sequence events clearlyand have a definite ending.  Explore relationships and situations through drama.  Sequence events clearlyand have a definite ending.  Explore relationships and situations through drama.			events take		create effectsand		Demonstrate	
central happensin each event.  happensin each event.  barracter.  barracter.  character.  barracter.		Tell a story	place and	Explore characters	sustain interest	Explore	awareness of	
character.  each event.  improvisation.  clearlyand have a definite ending.  Experiment  Use story  language, language by sentence using familiar words and phrases from stories stories and play.  clearlyand have a definite ending.  (e.g.)  improvise such as recap, improvise repetition of a alternative catchphrase, humour.  catchphrase, humour.  Use spoken  language imaginatively to entertain and engage the listener.		about a	what	feelings and		dilemmas	audience by	
Experiment Use story Dramatise parts of with story language, sentence using familiar patterns words and phrases from stories in re-telling and play.  Experiment Use story Dramatise parts of own or familiar stories and perform toclass or group  Dramatise parts of own or familiar stories and perform toclass or group  Explore relationships and situations through drama.  Dramatise parts of own or familiar stories and perform toclass or group  Explore relationships and scition for a character.  Use spoken language imaginatively to entertain and engage the listener.		central	• •	<u> </u>	•	_	using	
Experiment Use story language, with story language by sentence using familiar patterns words and phrases from stories in re-telling and play.  Experiment Use story language, with story language, sentence using familiar stories and perform toclass or group situations through drama.  Dramatise parts of own or familiar stories Explore relationships and situations through drama.  Use spoken language imaginatively to entertain and engage the listener.		character.	each event.	improvisation.	1	techniques,	techniques	
with story language, sentence language by sentence using familiar patterns and phrases from stories in re-telling and play.  with story language, sentence and perform toclass or group situations through drama.  Explore relationships and situations through drama.  Light of the courses of action for a character.  Use spoken language imaginatively to entertain and engage the listener.					definite ending.	(e.g.)	such as recap,	
language by sentence using familiar patterns words and phrases from sequencing stories words to in re-telling and play.  language by sentence patterns and perform toclass or relationships and situations through drama.  relationships and courses of action for a character.  Use spoken language imaginatively to entertain and engage the listener.			Use story	•		•		
using familiar patterns and words and sequencing stories words to in re-telling and play.  using familiar patterns and sequencing situations through drama.  situations through drama.  situations through drama.  use spoken language imaginatively to entertain and engage the listener.  listener.		•	1		•		catchphrase,	
words and phrases from sequencing words to in re-telling organise and play.  (e.g.) then, next etc.				=			humour.	
phrases from sequencing words to imaginatively to entertain and events, (e.g.) then, next etc.		_	·	group				
stories words to in re-telling organise and play. events, (e.g.) then, next etc.					drama.	character.	-	
in re-telling organise entertain and events, (e.g.) then, next etc.		l'					1	
and play. events, (e.g.) then, next etc.								
(e.g.) then, next etc.		_	"					
next etc.		and play.	*					
							listener.	
Pacita storios			next etc.					
			Recite stories,					

		supported by story boxes, pictures etc.					
		Act out stories and portray characters and their motives					
Writing	Attempt own writing for various purposes, using features of different forms,	from familiar stories in own	Imitate familiarstories by borrowing and adapting structures. Write complete sentences.	Write complete stories with a full sequence of events in narrative order.	Plan complete stories by identifying stages in the telling: introduction – build-up – climax or	particular aspects of storywriting:	Plan quickly and effectively the plot, characters and structure of own narrative writing.  Use paragraphs

including	simple structure:	sustained,	Include a	conflict	scenes,	to vary pace and
stories.	beginning –	logical	dilemma or	resolution.	characters or	emphasis.
	middle – end.	sequence of	conflict and		dialogue to a	
		events.	resolution.	Use paragraphs	familiar story	Vary sentence
	Decide where it is			toorganise and		length to achieve a
	set and use ideas	Use past tenseand	Write an opening	sequence the	Develop	particular effect.
	fromreading for	3 <sup>rd</sup> person	paragraph and	narrative and for	characterisation	
	some incidentsand	consistently.	further	more extended	by showing the	Use a variety of
	events		paragraphs for	narratives	reader what	techniques to
		Include setting.	each stageof the	structures.	characters say and	introduce characters
			story.		do and how they	and develop
		Create		Use different ways	feel and react at	characterisation.
		characters,	Use either 1st	to introduce or	different points in	
		e.g. by adapting	or 3rd person	connect	the story.	Use dialogue at key
		ideasabout typical	consistently.	paragraphs, (e.g.)		points to move the
		story characters.		Sometimelater,		story on or reveal
			Use conventions	Suddenly, inside	Plan and write	new information.
		Include some	for written	the castle	complete stories.	
		dialogue.	dialogue and			
			include some	Use details to	Organise more	Create a setting
		Use phrases	dialogue that	build character	complex	by: using expressive
		drawn from story	shows the	descriptions and	chronological	or figurative
		languageto add	relationship	evoke a response	narratives into	language.
		interest,(e.g.) she	between two	develop settings	several paragraph	
		couldn't believe	characters.	using	unitsrelating to	Describing
		her eyes.		adjectives and	storystructure.	howit makes
				figurative language		the character
				to	Adapt for	feel; adding
				evoke time,place	narratives that do	detail of
				and mood	not have linear	sights and
					chronology, (e.g.)	sounds.
					portray events	
					happening	Vary narrative

			e.g.; Meanwhile	structure when writing complete stories, (e.g.) start
			paragraphs in	with a dramatic event and then provide background information.
			Adapt writing for a particular	Use two narrators to tellthe story from different perspectives.
			character and style.	Use the paragraph structure of non- linear narrativesas a model for own writing.
				Plan and write extended narrative.