



Aston-on-Trent Primary School Narrative Progression Map



Listening to and reading a range of stories on page and screen which provoke different responses							
Story Structure	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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, eg; once upon a time	Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings Recall the main events	Identify the sequence: opening – something happens – events to sort it out – ending. Identify temporal conjunctions 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	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	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.	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,	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,

						(e.g.) parallel narratives, the slip.	whether dilemmas were resolved satisfactorily.
Viewpoint: author	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Be aware that books have authors	Listen with sustained concentration and then talk about how the author created interest or excitement in the story	Begin to understand elements of an author's style, e.g. books about the same character or common themes.	Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions	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.) do you agree with the way that the problem was solved? Understand that the author or director creates characters to provoke a response in the reader, (e.g.) sympathy, dislike.	Authors have 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?	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.
Viewpoint: narrator	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Someone is telling the story	The voice telling the story is		Notice the difference	Discuss whether the narrator has	Notice the author's	Recognise that the narrator can

		called the narrator.		between 1st and 3rd person accounts Take part in dramatised readings using different voices for the narrator and main characters.	a distinctive voice in the story.	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.	change and be manipulated, (e.g.) a different character takes over the story-telling, the story has 2 narrators – talk about the effect that this has on the story and the reader's response.
Character	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Stories are about characters. Identify and describe their appearance referring to names and illustrations.	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	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.	Identify examples of a character telling the story in the 1st person. Make deductions about characters feelings, behaviour and relationships based on descriptions and their actions in the story Identify examples	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	Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) in response to particular experiences or over time, what it shows about the character and whether	Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. in parody.

		talk about how it moves the plot on.		of stereotypical characters Make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem	behaviour was predictable or unexpected.	the change met or challenged the reader's expectations. Recognize 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.	
Dialogue	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Notice when characters are speaking in the story by joining in, e.g. with a repeated phrase.	Notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud.	Notice the way that characters speak reflects their personality. The verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked	Analyse the way that the main character(s) usually talk and look for evidence of the relationship between characters based on dialogue.	Explore the relationship between what characters say and what they do – do they always reveal what they are thinking?		Recognise that authors can use dialogue at certain points in a story to, (e.g.) explain plot, show character and relationships, convey mood or create humour

Setting	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Stories happen in a particular place. Identify settings by referring to illustrations and descriptions.	Settings can be familiar or unfamiliar and based on real life or fantasy. Respond by making links with own experience and identify the language used to describe imaginary settings.	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	Settings are used to create atmosphere. Look at examples of scene changes that move the plot on, relieve or build up the tension.	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	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 affect the way that characters behave or the plot unfolds.	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 affect the characters and events. Recognise that authors use language carefully to influence the reader's view of a place or situation

Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways

Telling Stories	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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.	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.) then, next etc. Recite stories,	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	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.	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.	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.	Plan and tell stories to explore different styles of narrative. Present engaging narratives for an audience.

		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,	Use patterns and language from familiar stories in own writing. Write complete stories with a	Imitate familiar stories 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	Develop particular aspects of storywriting: experiment with different ways to open the story; add	Plan quickly and effectively the plot, characters and structure of own narrative writing. Use paragraphs

	including stories.	simple structure: beginning – middle – end. Decide where it is set and use ideas from reading for some incidents and events	sustained, logical sequence of events. Use past tense and 3rd 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.) she couldn't believe her eyes.	Include a dilemma or conflict and resolution. Write an opening paragraph and further paragraphs for each stage of the story. Use either 1st or 3rd person consistently. Use conventions for written dialogue and include some dialogue that shows the relationship between two characters.	conflict resolution. Use paragraphs to organise and sequence the narrative and for more extended narratives structures. Use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., inside the castle... Use details to build character descriptions and evoke a response develop settings using adjectives and figurative language to evoke time, place and mood	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	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
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						simultaneously e.g.; Meanwhile... 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.	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. Plan and write extended narrative.
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