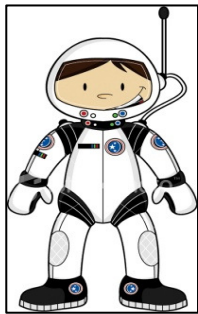




A Progression for using **Oral Storytelling and Storymaking** to improve writing



Produced by: Atlas, Bowling Park, Brackenhill,
Farnham, Hollingwood, Home Farm, Miriam Lord,
Southmere, Stocks Lane and Westbourne Primary Schools
and Carol Satterthwaite [Literacy Consultant]

Using the Storytelling and Storymaking Progression Document

This document is based on Pie Corbett's 'Storytelling and Storymaking' approach, which is part of the Primary National Strategy's 'Talk for Writing' materials. It has been produced to support the teaching and learning of oral storytelling and its development into writing. It provides a detailed progression for teaching the skills of storytelling and core sentence level aspects for each year group. It is based on an earlier document produced by the following schools: Miriam Lord, Atlas, Westbourne and Bowling Park primaries.

It includes:

- narrative skills – oral and written [e.g. planning, retelling, changing and creating new stories]
- language
- openers to connect the text
- connectives to link parts of sentences
- types of sentence constructions
- types of stories

It also includes a separate progression for teaching punctuation and an example progression for introducing actions.

How to use this progression

The 'Storytelling and Storymaking' progression supports the whole of the assess– plan – teach cycle and needs to be used constantly alongside the PNS Framework.

It does not replace the Primary National Strategy Framework or the Early Years Foundation Stage which should be used as the main documents for planning and teaching communication, language and literacy.

Where something is newly introduced in a year group, it is written in **bold print**. Each teacher must introduce **all** new material for their year group whilst consolidating previous year group content wherever possible. 'Tracking back' to previous year groups is essential both for consolidation and for differentiated group work. More able children may be challenged by referring to content for the following year group.

The sentence level features to be taught in each year group should initially be introduced orally through the stories, drama and other oral activity. As long as there is plenty of repetition in the teaching, for many children, you would expect to see these language structures being used in children's writing over the course of the year. A good way to ensure that children get enough exposure to these language structures is to have a short daily word / sentence level session as well as incorporating these language structures into the oral stories taught. Using the language structures consciously in your dialogue across the day and in other subject areas will also help to embed their use.

Writing oral texts

When writing a text, teachers should use the 'Storytelling and Storymaking' Progression document for their year group. Select the focus language features you want the children to learn and build them into the story. From Foundation Stage onwards oral

complex sentences should be incorporated into the stories. For most children in Foundation Stage these sentence types will not be evident in their writing until much later but hearing and using them in speech will eventually lead into correct usage in writing. The amount, length and complexity of the type of sentences used in an oral text will obviously depend on the year group it is written for and the time of year it is, but you would want to see a development of texts over time.

If you are using an example text as a starting point, remember that you will need to re-write it for your current class' needs, building in the language features you know that the children need to learn for their writing.

Types of stories

This section refers to the basic story plots and not the range of stories. It has been built up progressively but is not an exact science! It simply aims to support your selection of different type of stories so that children have exposure to as many different plots as possible. You do not have to cover all of the story types but be aware that the ones in bold print are new to your group.

Imitation-Innovation-Invention*

The aim of the storytelling approach is for children to be able to write their own stories [invention]. In order to do this they need to draw on a bank of known stories. Learning stories orally by heart can support this process but the learning of stories is not the final goal.

When planning for progression in telling and writing stories [imitation-innovation-invention] the balance of time spent on each aspect will change and develop according to the year group and time of year. For example, a Year 2 class will spend more time during a literacy unit on inventing stories **both** oral and written, because they should have about 15-18 stories to build on from previous years.

Foundation Stage will spend more time on the imitation phase, where as Year 5 will only be imitating when they are learning something new e.g. how to write flashbacks.

Teachers will also need to consider the skills each group of children need to learn as well as cover the intended skills for their year group. that For example, a Year 2 class who have learnt a new oral story by heart in the first week of a unit may then use the plot type [e.g. rags to riches] to create a whole class new oral story in the second week and continue to tell it aloud in the third. Average and above groups could then write their own new story based on the rags to riches plot whilst below average groups could write a different ending to the whole class oral story.

** For a detailed description of these terms please refer to *The Bumper Book of Storytelling* or the PNS 'Talk for Writing' materials*

Resources which will also be useful:

- The Bumper Book of Storytelling into Writing Key Stage 1 [Pie Corbett]. This also includes Foundation Stage
- The Bumper Book of Storytelling into Writing Key Stage 2 [Pie Corbett]
- Jumpstart Literacy [Pie Corbett] – ideas for KS2 daily spelling, sentence level, speaking, listening and drama games
- Developing Early Writing and Grammar for Writing -age related teaching and learning progression and activities for sentence word level work
- Igniting Writing series [Nelson]: supports KS2 Writer's Toolkit features
- Writing Models [Pie Corbett]
- Voyage series [Oxford]: short texts as models for stories in KS2

Foundation Stage









Progression in narrative [PNS statements]	Imitation	Innovation	Invention	Language	Openers to connect whole text	Connectives to link parts of sentences	Sentence constructions
<p>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...'</p> <p>Be aware that books have authors; someone is telling the story. 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. Stories happen in a particular place; identify settings by referring to illustrations and descriptions.</p> <p>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. Attempt own writing for various purposes, using features of different forms, including stories.</p>	Early Foundation Stage						
	<ul style="list-style-type: none"> Listen to the story. Join in with actions. Join in with words and actions. Towards the end of the year, introduce the story map to children, drawn by the teacher. Some children may begin to draw maps. 	<p>Some elements from R may be incorporated to storytelling in the latter stages of the year e.g.</p> <ul style="list-style-type: none"> Change the name of a character. Add a new event. 		<p>Prepositions: up, down, in, into</p> <p>Determiners: the, a, my your</p>	<p>Once upon a time</p> <p>Early one morning</p> <p>First</p> <p>Then</p> <p>Next</p> <p>So</p> <p>Finally</p>	and who	<p>Sentences beginning with 'luckily' and 'unfortunately'</p> <p>Repetition for rhythm: ...he walked and he walked.</p>
Later Foundation Stage							
	<ul style="list-style-type: none"> Listen to the story Join in with words and actions Repeat chunks of the story Begin to tell a story more independently Create a class story map and use for retelling (pairs or individually) Create a story map in pairs or individually Retell story as a group and independently 	<p>Substitution:</p> <ul style="list-style-type: none"> Change the name of a character <p>Addition:</p> <ul style="list-style-type: none"> Add detail / description to a character or setting Add a new event Make additions to sentence structure <p>Alteration:</p> <ul style="list-style-type: none"> Rewrite the ending to a story Change the events in the middle of a story, maintaining the beginning and ending. 	<p>Using a stimulus/real life experiences, children retell their own stories.</p> <p>Focus on clear beginning, middle and end.</p> <p>Retell stories that they already know in their own words.</p>	<p>Prepositions: up, down, in, into, out, to, onto, over</p> <p>Determiners: the, a, my, your, an, this, that, his her, their, some, all</p> <p>Alliteration [simple]</p>	<p>Once upon a time</p> <p>Early one morning</p> <p>First</p> <p>Then</p> <p>Next</p> <p>So</p> <p>Finally</p>	and who until but	<p>Sentences beginning with 'luckily' and 'unfortunately'</p> <p>Sentences with more -ly openers e.g. silently, slowly [adverbs]</p> <p>Simple and compound sentences</p> <p>Complex sentences using connectives</p> <p>Repetition for rhythm: ...he walked and he walked.</p> <p>Repetition in description: ...a lean cat, a mean cat.</p>

Types of story

- Cumulative
- Beating the baddie
- Journey
- Wishing

By the end of the year Reception children should be able to select and retell a whole story from a bank of well-known tales either in the original form or own simple inventions.

Key for 'Progression in narrative' column:

 Story structure	 Viewpoint: author	 Viewpoint: narrator	 Character
 Dialogue	 Setting	 Telling stories	 Writing

--	--	--	--

Year 1

Progression in narrative [PNS statements]	Imitation	Innovation	Invention	Language	Openers to connect whole text	Connectives to link parts of sentences	Sentence constructions
<p>Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>In Year 1, children consolidate the previous methods for imitation, but move through the stages more rapidly, achieving independence earlier at each stage</p> <ul style="list-style-type: none"> Listen to the story Join in with words and actions Repeat chunks of the story Begin to tell a story more independently Add voices for characters Create a class story map and use for retelling (pairs or individually) Create a story map in pairs or individually Retell story as a group and independently 	<p>Substitution:</p> <ul style="list-style-type: none"> Change the name of a character/setting/object <p>Addition:</p> <ul style="list-style-type: none"> Add detail and description to a character or setting Add a new event Make additions to sentence structure <p>Alteration:</p> <ul style="list-style-type: none"> Change the events in the middle of a story, maintaining the beginning and ending. In role as one of the characters, tell the story from their point of view 	<ul style="list-style-type: none"> Using a stimulus/real life experiences, children retell their own stories. Focus on clear beginning, problem and ending. Retell stories that they already know using story language. <p>Orally and through drama:</p> <ul style="list-style-type: none"> Create a whole class story. Work as a group to create a new story using props as a stimulus. Class, group, paired and individual writing of stories. 	<p>Prepositions: up, down, in, into, out, to, onto, over, across, inside, outside, under</p> <p>Determiners: the, a, the, a, my, your, an, this, that, his her, their, some, all, lots of, many, more, those, these</p> <p>Alliteration [simple]</p> <p>Similes using ...like...</p>	<p>Once upon a time Early one morning First Then Next So Finally One day Soon Suddenly At that moment Eventually While If After</p>	<p>and who until but because so that then while when</p>	<p>Sentences beginning with 'luckily' and 'unfortunately'</p> <p>Sentences with more -ly openers e.g. silently, slowly [adverbs]</p> <p>Simple and compound sentences</p> <p>Complex sentences using connectives</p> <p>Repetition for rhythm: ...he walked and he walked.</p> <p>Repetition in description: ...a lean cat, a mean cat.</p> <p>Simple noun phrases [2 adjectives to describe noun e.g. the scary, old woman]</p>

<p>etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. 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</p>															
<p>Types of story</p> <ul style="list-style-type: none"> • Cumulative • Beating the baddie • Journey • Wishing • Rags to riches 	<p>By the end of the year Y1 pupils should be able to retell a whole, known tale or innovation with substitution and simple additions, as well as retelling own invented story.</p> <p>Key for 'Progression in narrative' column:</p> <table border="1" data-bbox="315 643 1202 746"> <tr> <td data-bbox="315 643 539 692">Story structure</td> <td data-bbox="539 643 757 692">Viewpoint: author</td> <td data-bbox="757 643 974 692">Viewpoint: narrator</td> <td data-bbox="974 643 1202 692">Character</td> </tr> <tr> <td data-bbox="315 692 539 746">Dialogue</td> <td data-bbox="539 692 757 746">Setting</td> <td data-bbox="757 692 974 746">Telling stories</td> <td data-bbox="974 692 1202 746">Writing</td> </tr> </table>			Story structure	Viewpoint: author	Viewpoint: narrator	Character	Dialogue	Setting	Telling stories	Writing	<p>Evaluation [PNS Framework for Literacy objectives]</p> <ul style="list-style-type: none"> • Express views about how a story or information has been presented • Discuss why they like a performance 			
Story structure	Viewpoint: author	Viewpoint: narrator	Character												
Dialogue	Setting	Telling stories	Writing												

Year 2

Progression in narrative [PNS statements]	Imitation	Innovation	Invention	Language	Openers to connect whole text	Connectives to link parts of sentences	Sentence constructions
<p>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.</p> <p>Begin to understand elements of an author's style, e.g. books about the same character or common themes;</p> <p>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>.</p> <p>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.</p> <p>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</p>	<p>In Year 2, children consolidate the previous methods for imitation, but move through the stages very rapidly, towards independence and working more in smaller groups and pairs.</p> <ul style="list-style-type: none"> Listen to the story Join in with words and actions Repeat chunks of the story Begin to tell a story more independently Create a class story map or storyboard and use for retelling (pairs or individually) Create a story map or storyboard in pairs or individually Retell story as a group and independently 	<p>Substitution:</p> <ul style="list-style-type: none"> Change the name of a character/setting/object <p>Addition:</p> <ul style="list-style-type: none"> Add detail and description to a character or setting Add a new event Make additions to sentence structure including dialogue. Add a new character <p>Alteration:</p> <ul style="list-style-type: none"> Change the events in the middle of a story, maintaining the beginning and ending. In role as one of the characters, tell the story from their point of view. Change the characteristics of a character e.g. from good to greedy. Alter settings to impact on the story e.g. a forest to a housing estate. 	<ul style="list-style-type: none"> Retell stories that they already know in their own words. Work as a group to create a new story using props as a stimulus. Class, group, paired and individual writing of stories. Brainstorm ideas for story plots and events. Re-use plots of known stories to create stories of their own. Orally practice sentence structures and parts of the story. Reflect the taught sentence structures etc. in their own story telling. Write a new story in pairs or individually. 	<p>Prepositions: up, down, in, into, out, to, onto, over, across, inside, outside, under behind, above, along, before, between, after</p> <p>Determiners: the, a, the, a, my, your, an, this, that, his her, their, some, all, lots of, many, more, those, these</p> <p>Conditionals: could, should, would</p> <p>Alliteration [simple]</p> <p>Similes using ...like...</p> <p>Similes using as..as..</p>	<p>Once upon a time Early one morning First Then Next So Finally One day Soon Suddenly At that moment Eventually While If After After a while As As soon as Before Immediately</p>	<p>and who until but because so that then while when to or</p>	<p>Sentences beginning with 'luckily' and 'unfortunately'</p> <p>Sentences with more –ly openers e.g. silently, slowly [adverbs] bravely, cautiously (emotional description)</p> <p>Simple and compound sentences</p> <p>More complex sentences using connectives</p> <p>Repetition for rhythm: ...he walked and he walked.</p> <p>Repetition in description: ...a lean cat, a mean cat.</p> <p>Simple noun phrases [2 adjective to describe noun e.g. the scary, old woman]</p> <p>Simple expanded noun phrases e.g. lots of money; plenty of dragons</p> <p>Descriptive lists, e.g. he wore old shoes, a dark cloak and a red hat....</p> <p>Adverbial phrases used to say when something is happening e.g. In</p>

<p>parts of own or familiar stories and perform to class or group.</p> <p>Imitate familiar stories by borrowing and adapting structures; write complete stories with a 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.) <i>she couldn't believe her eyes.</i></p>							<p>the morning</p>								
<p>Types of story</p> <ul style="list-style-type: none"> • Cumulative • Beating the baddie • Journey • Wishing • Rags to riches • Lost / found • Magic stories 	<p>By the end of the year Y 2 children be able to retell a whole, known tale or innovation with substitution, addition, alteration of ending and other events, as well as retelling own invented whole story with defined beginning, middle and ending, using story language.</p> <p>Key for 'Progression in narrative' column:</p> <table border="1" data-bbox="318 762 1205 874"> <tr> <td data-bbox="318 762 542 817">Story structure</td> <td data-bbox="542 762 766 817">Viewpoint: author</td> <td data-bbox="766 762 990 817">Viewpoint: narrator</td> <td data-bbox="990 762 1205 817">Character</td> </tr> <tr> <td data-bbox="318 817 542 874">Dialogue</td> <td data-bbox="542 817 766 874">Setting</td> <td data-bbox="766 817 990 874">Telling stories</td> <td data-bbox="990 817 1205 874">Writing</td> </tr> </table>			Story structure	Viewpoint: author	Viewpoint: narrator	Character	Dialogue	Setting	Telling stories	Writing	<p>Evaluation [PNS Framework for Literacy objectives]</p> <ul style="list-style-type: none"> • Respond to presentations by describing characters, repeating some highlights and commenting constructively • Consider how mood and atmosphere are created in live or recorded performance 			
Story structure	Viewpoint: author	Viewpoint: narrator	Character												
Dialogue	Setting	Telling stories	Writing												

Year 3

Progression in narrative [PNS statements]	Imitation	Innovation	Invention	Language	Openers to connect whole text	Connectives to link parts of sentences	Sentence constructions
<p>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.</p> <p>Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters. 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 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.</p> <p>Settings are used to create atmosphere; look at examples of scene</p>	<p>It is assumed that all aspects of imitation from KS1 have been internalised by this point.</p> <p>A decreasing amount of time should be spent on this stage, although sufficient time must be given for the children to internalise each story.</p> <ul style="list-style-type: none"> Retell Listen and join in with actions Listen and join in with words Orally rehearse using a story map/ mountain Record story plot using a story mountain (build up/ conflict /resolution 	<p>Substitution:</p> <ul style="list-style-type: none"> Change the name of a character/setting/object <p>Addition:</p> <ul style="list-style-type: none"> Add detail and description to a character or setting Add a new event Make additions to sentence structure including dialogue. Add a new character <p>Alteration:</p> <ul style="list-style-type: none"> Change the events in the middle of a story, maintaining the beginning and ending. In role as one of the characters, tell the story from their point of view. Change the characteristics of a character e.g. from good to greedy. Alter settings to impact on the story e.g. a forest to a housing estate. Recycle - use the original plot to write a new story(introduce) 	<ul style="list-style-type: none"> Create a story from a range of stimuli: props, pictures, sounds, music. Brainstorm ideas for story plots and events. Re-use plots of known stories to create stories of their own. Reflect the taught sentence structures etc. in their own story telling. Class, group, paired and individual writing of stories. Introduce polishing pens as an introduction to editing: Paired proof reading(punctuation police, spelling spy, ideas investigator) 	<p>Prepositions: up, down, in, into, out, to, onto, over, across, inside, outside, under behind, above, along, before, between, after</p> <p>next to, by the side of, in front of, during, through, throughout</p> <p>Determiners: the, a, the, a, my, your, an, this, that, his her, their, some, all, lots of, many, more, those, these</p> <p>Conditionals: could, should, would</p> <p>Alliteration [simple]</p> <p>Similes using ...like...</p> <p>Similes using as..as..</p>	<p>Once upon a time Early one morning First Then Next So Finally One day Soon Suddenly At that moment Eventually While If After After a while As As soon as Before Immediately Later When Whenever Without warning While/ meanwhile Although However</p>	<p>and who until but because so that then while when to or if after also as well</p>	<p>Sentences beginning with 'luckily' and 'unfortunately'</p> <p>Sentences with more –ly openers e.g. silently, slowly [adverbs] bravely, cautiously (emotional description)</p> <p>Simple and compound sentences</p> <p>More complex sentences using connectives</p> <p>Repetition for rhythm: ...he walked and he walked.</p> <p>Repetition in description: ...a lean cat, a mean cat.</p> <p>Simple noun phrases [2 adjective to describe noun e.g. the scary, old woman]</p> <p>Simple expanded noun phrases e.g. lots of money; plenty of dragons</p> <p>Descriptive lists, e.g. he wore old shoes, a dark cloak and a red hat....</p> <p>Adverbial phrases used to say when something is happening e.g. In the morning</p>

<p>changes that move the plot on, relieve or build up the tension.</p> <p>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.</p> <p>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 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.</p>							<p>Adverbial phrases used to say where something is happening e.g. At the end of the lane....</p> <p>Adverbial phrases used to say how something is being done e.g. The man walked angrily down the street.</p> <p>-ing clauses as starters e.g. Grinning, he slipped the treasure into his bag.</p> <p>Sentences of three for description and action.</p> <p>Question sentences e.g. What was it?</p> <p>Exclaimed sentences e.g. It was gone!</p> <p>Speech with verb e.g. "Hello," she whispered.</p>
---	--	--	--	--	--	--	--

- Types of story**
- Cumulative
 - Beating the baddie
 - Journey
 - Wishing
 - Rags to riches
 - Lost / found
 - Magic stories
 - Fables/myths legends
 - Adventure and mystery

By the end of the year Y 3 children should be able to retell a whole known tale and record the plot using a story mountain. Children should now be starting to recycle original plots to write their own new stories. Children should be able to orally invent more sophisticated stories and when writing their own invented stories they should be starting to edit with peer support.

Key for 'Progression in narrative' column:

■	Story structure	■	Viewpoint: author	■	Viewpoint: narrator	■	Character
■	Dialogue	■	Setting	■	Telling stories	■	Writing

Evaluation [PNS Framework for Literacy objectives]

- Identify and discuss qualities of others' performances, including gesture, action and costume

Year 4

Progression in narrative [PNS statements]	Imitation	Innovation	Invention	Language	Openers to connect whole text	Connectives to link parts of sentences	Sentence constructions
<p>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. 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. 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? 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</p>	<ul style="list-style-type: none"> Retell Listen and join in with actions Listen and join in with words Orally rehearse using a story map/ mountain Record story plot using a story mountain (build up/ conflict /resolution Re-tell the story from another point of view. Plan by boxing up paragraphs in a flow chart 	<p>Substitution:</p> <ul style="list-style-type: none"> Change the name of a character/setting/object <p>Addition:</p> <ul style="list-style-type: none"> Add detail and description to a character or setting Add a new event Make additions to sentence structure including dialogue. Add a new character <p>Alteration:</p> <ul style="list-style-type: none"> Change the events in the middle of a story, maintaining the beginning and ending. In role as one of the characters, tell the story from their point of view. Change the characteristics of a character e.g. from good to greedy. Alter settings to impact on the story e.g. a forest to a housing estate. Recycle - use the original plot to write a new story (consolidate). 	<ul style="list-style-type: none"> Create a story from a range of stimuli: props, pictures, sounds, music. Develop ideas about characters and events through dramatic exploration. Introduce writer's toolkits each time a new type of text is used. Brainstorm ideas for story plots and events. Re-use plots of known stories to create stories of their own. Reflect the taught sentence structures etc. in their own story telling. Class, group, paired and individual writing of stories. Introduce polishing pens as an introduction to editing. Paired proof reading (punctuation police, spelling spy, ideas investigator) 	<p>Prepositions: up, down, in, into, out, to, onto, over, across, inside, outside, under behind, above, along, before, between, after</p> <p>next to, by the side of, in front of, during, through, throughout, at, underneath, since, towards, beneath, beyond</p> <p>Determiners: the, a, the, a, my, your, an, this, that, his her, their, some, all, lots of, many, more, those, these</p> <p>Conditionals: could, should, would</p> <p>Alliteration [more advanced]</p> <p>Similes using ...like...</p> <p>Similes using as...as..</p> <p>Comparative and superlative adjectives</p> <p>Proper nouns e.g. A number 53 to Oxford Circus came speeding round the bend. (number 53... instead of 'a bus')</p>	<p>Once upon a time Early one morning First Then Next So Finally One day Soon Suddenly At that moment Eventually While If After After a while As As soon as Before Immediately Later When Whenever Without warning While/ meanwhile Although However</p> <p>Unlike Most of all</p>	<p>and who until but because so that then while when to or so if after also as well especially unless except apart from</p>	<p>Sentences beginning with 'luckily' and 'unfortunately'</p> <p>Sentences with more –ly openers e.g. silently, slowly [adverbs] bravely, cautiously (emotional description)</p> <p>Simple and compound sentences</p> <p>More complex sentences using connectives</p> <p>Repetition for rhythm: ...he walked and he walked.</p> <p>Repetition in description: ...a lean cat, a mean cat.</p> <p>Simple noun phrases [2 adjective to describe noun e.g. the scary, old woman]</p> <p>Simple expanded noun phrases e.g. lots of money; plenty of dragons</p> <p>Descriptive lists, e.g. he wore old shoes, a dark cloak and a red hat....</p> <p>Adverbial phrases used to say when something is happening e.g. In the morning</p> <p>Adverbial phrases used to say where something is happening e.g. At the end of the lane....</p> <p>Adverbial phrases</p>

in different settings.
 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 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.) *Some time 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.

used to say how something is being done e.g. The man walked angrily down the street.

-ing clauses as starters e.g. Grinning, he slipped the treasure into his bag.

Sentences of three for description and action.

Question sentences e.g. What was it?

Exclaimed sentences e.g. It was gone!

Speech with verb e.g. "Hello," she whispered.**and adverb: "Hello," she whispered, sweetly.**

Short sentences for impact.

Drop in 'who' and 'ing' clauses e.g. Jane, who was very brave, laughed at the teacher. Jane, laughing at the teacher, fell off the chair.

- Types of story**
- Cumulative
 - Beating the baddie
 - Journey
 - Wishing
 - Rags to riches
 - Lost / found
 - Magic stories
 - Fables/myths legends
 - Adventure and mystery
 - Warning
 - **Character flaw**
 - **Making friends**

By the end of the year children in Y4 will be able to plan a story by boxing up paragraphs in a flow chart. When required they should be able to 'perform' a whole story for an event and retell sections of a learnt story, e.g. an ending, in order to improve specific aspects of their writing. Children should be able to recycle original plots to write their own new stories and be able to develop their own invented stories in greater detail [especially characterisation and events].

Key for 'Progression in narrative' column:

Story structure	Viewpoint: author	Viewpoint: narrator	Character
Dialogue	Setting	Telling stories	Writing

Evaluation [PNS Framework for Literacy objectives]

- Comment constructively on plays and performances, discussing effects and how they are achieved

Year 5

Progression in narrative [PNS statements]	Imitation	Innovation	Invention	Language	Openers to connect whole text	Connectives to link parts of sentences	Sentence constructions
<p>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'.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<ul style="list-style-type: none"> Retell Listen and join in with actions Listen and join in with words Orally rehearse using a story map/ mountain Record story plot using a story mountain (build up/ conflict /resolution Re-tell the story from another point of view. Plan by boxing up paragraphs in a flow chart. Individually, record story plot using a story mountain (build up/ conflict /resolution) Story mountains e.g. with two conflicts / beginning with conflict. 	<p>Substitution:</p> <ul style="list-style-type: none"> Change the name of a character/setting/object <p>Addition:</p> <ul style="list-style-type: none"> Add detail and description to a character or setting Add a new event Make additions to sentence structure including dialogue. Add a new character /resolution <p>Alteration:</p> <ul style="list-style-type: none"> Change the events in the middle of a story, maintaining the beginning and ending. In role as one of the characters, tell the story from their point of view. Change the characteristics of a character e.g. from good to greedy. Alter settings to impact on the story e.g. a forest to a housing estate. Recycle - use the original plot to write a new story or in another style e.g. a newspaper report. Write different styles of openings. Write in the style of a particular author. 	<ul style="list-style-type: none"> Create a story from a range of stimuli: props, pictures, sounds, music. Develop ideas about characters and events through dramatic exploration. Introduce writer's toolkits each time a new type of text is used. Use the writer's toolkit in writing. Mimic recognised story conventions appropriate to the genre. Brainstorm ideas for story plots and events Re-use plots of known stories to create stories of their own. Reflect the taught sentence structures etc. in their own story telling. Write narratives which include: parallel stories and flashbacks. Collect synonyms, verbs and adverbs appropriate to the text Paired and individual writing of stories. Introduce polishing pens as an introduction to editing: Paired proof reading(punctuation police, spelling spy, ideas investigator) and evaluating. Paired marking. 	<p>Prepositions: up, down, in, into, out, to, onto, over, across, inside, outside, under behind, above, along, before, between, after, next to, by the side of, in front of, during, through, throughout, at, underneath, since, towards, beneath, beyond, parallel to, adjacent to, vertically, horizontally,</p> <p>Determiners: the, a, the, a, my, your, an, this, that, his her, their, some, all, lots of, many, more, those, these</p> <p>Conditionals: could, should, would</p> <p>Alliteration [more advanced]</p> <p>Similes using ...like...</p> <p>Similes using as...as..</p> <p>Comparative and superlative adjectives</p> <p>Proper nouns e.g. A number 53 to Oxford Circus came speeding round the bend. (number 53... instead of 'a bus')</p> <p>Personification</p> <p>Empty words e.g. Someone, somewhere was out to get him...</p>	<p>Once upon a time Early one morning First Then Next So Finally One day Soon Suddenly At that moment Eventually While If After After a while As As soon as Before Immediately Later When Whenever Without warning While/ meanwhile Although However Unlike Most of all Consequently Despite Instead of Compared to...</p> <p>Starters using prepositions e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</p> <p>Elaboration of starters using adjectives e.g. to introduce or move the setting or move on events in the narrative</p>	<p>and who until but that then while when to or because so if after also as well especially unless except apart from whereas although however nevertheless</p>	<p>Sentences beginning with 'luckily' and 'unfortunately'</p> <p>Sentences with more –ly openers e.g. silently, slowly [adverbs] bravely, cautiously (emotional description)</p> <p>Simple and compound sentences</p> <p>More complex sentences using connectives</p> <p>Repetition for rhythm: ...he walked and he walked.</p> <p>Repetition in description: ...a lean cat, a mean cat.</p> <p>Simple noun phrases [2 adjective to describe noun e.g. the scary, old woman]</p> <p>Simple expanded noun phrases e.g. lots of money; plenty of dragons</p> <p>Descriptive lists, e.g. he wore old shoes, a dark cloak and a red hat....</p> <p>Adverbial phrases used to say when something is happening e.g. In the morning</p> <p>Adverbial phrases used to say where something is happening e.g. At the end of the lane....</p> <p>Adverbial phrases used to say how something is being done e.g. The man walked angrily down the street.</p> <p>-ing clauses as starters e.g. Grinning, he slipped the treasure into his bag.</p> <p>Sentences of three for description and action.</p>

<p>catchphrase, humour; use spoken language imaginatively to entertain and engage the listener.</p> <p>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.</p> <p>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.</p>							<p>Question sentences e.g. What was it?</p> <p>Exclaimed sentences e.g. It was gone!</p> <p>Speech with verb e.g. "Hello," she whispered. and adverb: "Hello," she whispered, sweetly.</p> <p>Short sentences for impact.</p> <p>Drop in 'who' and 'ing' clauses e.g. Jane, who was very brave, laughed at the teacher. Jane, laughing at the teacher, fell off the chair.</p> <p>Expanded –ing clauses as openers e.g. Grinning maniacally, he slipped the treasure into his bag.</p> <p>Sentence reshaping techniques (lengthening or shortening sentences for meaning and/or effect).</p>
--	--	--	--	--	--	--	---

- Types of story**
- Cumulative
 - Beating the baddie
 - Journey
 - Wishing
 - Rags to riches
 - Lost / found
 - Magic stories
 - Fables/myths legends
 - Adventure and mystery
 - Warning
 - Character flaw
 - Making friends / enemies to friends
 - Sinister creation
 - Ghostly meeting
 - Different viewpoints
 - Flashbacks

By the end of Y5 children should be able to plan a more complex story using a storymountain and continue to 'perform' more detailed stories for an event, as well as be able to retell sections of a learnt story, e.g. a resolution, in order to improve specific aspects of their writing. Children should be able to use an original plot to write in a different form e.g. newspaper report, be able to write different styles of openings and write in the style of a particular author. In their own invented stories children will be able to write narratives which include: parallel stories and flashbacks.

Key for 'Progression in narrative' column:

Story structure	Viewpoint: author	Viewpoint: narrator	Character
Dialogue	Setting	Telling stories	Writing

- Relevant PNS objectives for evaluation of S+L**
- Recognise the impact of theatrical effects in drama

Year 6

Progression in narrative [PNS statements]	Imitation	Innovation	Invention	Language	Openers to connect whole text	Connectives to link parts of sentences	Sentence constructions
<p>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.</p> <p>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.) 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.</p> <p>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.) explain plot, show character and relationships, convey mood or create humour.</p> <p>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.</p> <p>Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.</p> <p>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.</p> <p>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</p>	<ul style="list-style-type: none"> Retell Listen and join in with actions Listen and join in with words Orally rehearse using a story map/ mountain Record story plot using a story mountain (build up/ conflict /resolution Re-tell the story from another point of view. Plan by boxing up paragraphs in a flow chart. Individually, record story plot using a story mountain (build up/ conflict /resolution) Story mountains e.g. with two conflicts / beginning with conflict. Draw upon a range of planning techniques appropriate to the task. 	<p>Substitution:</p> <ul style="list-style-type: none"> Change the name of a character/setting/object <p>Addition:</p> <ul style="list-style-type: none"> Add detail and description to a character or setting Add a new event Make additions to sentence structure including dialogue. Add a new character <p>Alteration:</p> <ul style="list-style-type: none"> Change the events in the middle of a story, maintaining the beginning and ending. In role as one of the characters, tell the story from their point of view. Change the characteristics of a character e.g. from good to greedy. Alter settings to impact on the story e.g. a forest to a housing estate. Describe a setting through different senses. Use dialogue at key points to move story on or reveal new information Recycle - use the original plot to write a new story or in another style e.g. a newspaper report, play or parody Write different styles of openings. Write in the style of a particular author. 	<ul style="list-style-type: none"> Create a story from a range of stimuli: props, pictures, sounds, music. Develop ideas about characters and their responses to events through dramatic exploration. Introduce writer's toolkits each time a new type of text is used. Use the writer's toolkit in writing. Mimic recognised story conventions appropriate to the genre. Brainstorm ideas for story plots and events. Re-use plots of known stories to create stories of their own. Reflect the taught sentence structures etc. in their own story telling. Write narratives which include: parallel stories and flashbacks. Collect synonyms, verbs and adverbs appropriate to the text. Paired and individual writing of stories. Introduce polishing pens as an introduction to editing: Paired proof reading (punctuation police, spelling spy, ideas investigator) and evaluating. Paired marking. 	<p>Prepositions: up, down, in, into, out, to, onto, over, across, inside, outside, under behind, above, along, before, between, after, next to, by the side of, in front of, during, through, throughout, at, underneath, since, towards, beneath, beyond, parallel to, adjacent to, vertically, horizontally,</p> <p>Determiners: the, a, the, a, my, your, an, this, that, his her, their, some, all, lots of, many, more, those, these</p> <p>Conditionals: could, should, would</p> <p>Alliteration [More advanced]</p> <p>Similes using ...like...</p> <p>Similes using as..as..</p> <p>Comparative and superlative adjectives</p> <p>Proper nouns e.g. A number 53 to Oxford Circus came speeding round the bend. (number 53... instead of 'a bus')</p> <p>Personification</p> <p>Empty words e.g. Someone, somewhere was out to get him...</p>	<p>Once upon a time Early one morning First Then Next So Finally One day Soon Suddenly At that moment Eventually While If After After a while As As soon as Before Immediately Later When Whenever Without warning While/ meanwhile Although However Unlike Most of all Consequently Despite Instead of Compared to...</p> <p>In spite of Even though Nevertheless Until</p> <p>Starters using prepositions e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</p> <p>Elaboration of starters using adjectives e.g. to introduce or move the setting or move events on</p>	<p>and who until but that then while when to or because so if after also as well especially unless except apart from whereas although however nevertheless</p>	<p>Sentences beginning with 'luckily' and 'unfortunately'</p> <p>Sentences with more –ly openers e.g. silently, slowly [adverbs] bravely, cautiously (emotional description)</p> <p>Simple and compound sentences</p> <p>More complex sentences using connectives</p> <p>Repetition for rhythm: ...he walked and he walked.</p> <p>Repetition in description: ...a lean cat, a mean cat.</p> <p>Simple noun phrases [2 adjective to describe noun e.g. the scary, old woman]</p> <p>Simple expanded noun phrases e.g. lots of money; plenty of dragons</p> <p>Descriptive lists, e.g. he wore old shoes, a dark cloak and a red hat....</p> <p>Adverbial phrases used to say when something is happening e.g. In the morning</p> <p>Adverbial phrases used to say where something is happening e.g. At the end of the lane....</p> <p>Adverbial phrases used to say how something is being done e.g. The man walked angrily down the street.</p> <p>-ing clauses as starters e.g. Grinning, he slipped the treasure into his bag.</p> <p>Sentences of three for description and action.</p>

model for own writing; plan and write extended narrative.

Types of story

- Cumulative
- Beating the baddie
- Journey
- Wishing
- Rags to riches
- Lost / found
- Magic stories
- Fables/myths legends
- Adventure and mystery
- Warning
- Character flaw
- Making friends / enemies to friends
- Sinister creation
- Ghostly meeting
- Different viewpoints
- Flashbacks
- **Contest**
- **Premonition**
- **Temptation / misunderstanding**

By the end of Y6 children should be able to draw upon a range of planning techniques appropriate to the task. Children should be able to use an original plot to write in a different form e.g. play or parody.

Question sentences e.g. What was it?

Exclaimed sentences e.g. It was gone!

Speech with verb e.g. "Hello," she whispered. and adverb: "Hello," she whispered, sweetly.

Short sentences for impact.

Drop in 'who' and 'ing' clauses e.g. Jane, who was very brave, laughed at the teacher. Jane, laughing at the teacher, fell off the chair.

Expanded -ing clauses as openers e.g. Grinning maniacally, he slipped the treasure into his bag.

Sentence reshaping techniques (lengthening or shortening sentences for meaning and/or effect).

'ed' starters and drop in clauses e.g.:
Exhausted, Tim fell into the chair.
Tim, exhausted, fell into the chair.
Tim, exhausted after running all the way home, fell into the chair.

Stage directions in speech (speech + verb + action) e.g.: "Stop!" he shouted, picking up the stick and running after the thief.

Key for 'Progression in narrative' column:

■	Story structure	■	Viewpoint: author	■	Viewpoint: narrator	■	Character
■	Dialogue	■	Setting	■	Telling stories	■	Writing

Relevant PNS objectives for evaluation of S+L

- Identify the ways that spoken language varies according to differences in the context and purpose of its use
- Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension