

North Crescent Primary School Narrative Writing Progression



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Progression in Narrative Texts

Purpose

Can be defined simply as to tell a story that entertains the reader.

Common examples of the text type

- Stories that use predictable and patterned language
- Traditional and/or folk tales
- Fairy tales
- Stories set in familiar settings
- Retellings of stories heard and read
- Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.)
- Stories set in historical contexts
- Myths and legend
- Stories with flashbacks
- Stories set in fantasy worlds
- Stories from different cultures

Narrative texts in Reception

Generic Text Features	Grammatical Features	Planning and Preparing
<ul style="list-style-type: none"> ● Simple narratives and retellings are told/ written in first or third person. ● Simple narratives are told/ written in past tense. ● Simple narratives use typical characters, settings and events whether imagined or real. ● Simple narratives use some story language. 	<ul style="list-style-type: none"> ● (30-50) Simple mark making related to story work in class. ● (40-60) Begins to use simple story language e.g. Once Upon a time in simple, oral retellings ● (40-60) Writes labels, captions and/or attempts short sentences linked to a shared/learnt story. ● (40-60) Begins to use capital letters, full stops and finger spaces. ● (40-60+) Develops their own narratives orally or innovates known stories. ● (40-60+) Describes the main events in known stories by retelling orally or in writing using third person and past tense. ● (40-60+) Uses key features of narrative in writing e.g. simple openings/endings, characters etc. 	<ul style="list-style-type: none"> ● Learn stories orally and retell them with actions. ● Introduce story characters/props into provision areas to structure play. ● Tell and retell stories using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. ● Make simple innovations to known stories. E.g. change main character. ● Think, say and write sentences to retell a story in their own words or writes their own simple stories.

Narrative texts in Year 1

Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> ● Simple narratives and retellings are told/ written in first or third person. ● Simple narratives are told/ written in past tense. ● Events are sequenced to create texts that make sense. ● The main participants are human or animal. ● Simple narratives use typical characters, settings and events whether imagined or real. ● ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. 	<ul style="list-style-type: none"> ● Write sentences, sequencing them to form short narratives (real or fictional). ● Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed. ● Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school. ● Some evidence of sentences being demarcated using full- stops, capital letters and finger spaces. ● Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. ● Use of some exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! ● Use of some Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. 	<ul style="list-style-type: none"> ● Learn stories orally and retell them with actions. ● Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. ● Listen to/ learn stories and narrative texts that use the features required for the writing. ● Use drama to understand to deepen understanding of chosen text. ● Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. ● Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose. ● Make structured plans based on the chosen story by changing characters and key events. ● Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc. ● Think, say and write sentences to tell the story or narrative in their own words.

Narrative texts in Year 2

Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> ● Narratives and retellings are told/ written in first or third person. ● Narratives and retellings are told/ written in past tense ● Events are sequenced to create texts that make sense. ● The main participants are human or animal. ● Characters are simply developed as either good or bad. ● Simple narratives use typical characters, settings and events whether imagined or real. ● Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. 	<ul style="list-style-type: none"> ● Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. ● The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her... ● Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. ● Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. ● Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. ● Sentences are demarcated using full- stops, capital letters and finger spaces. ● Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. ● Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! 	<ul style="list-style-type: none"> ● Listen to/learn with actions stories that use the features required for writing. ● Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. ● Use drama to deepen understanding of focus text. ● Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. ● Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc. ● Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. ● Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. ● Make use of ideas collected from reading, e.g. using repetition to create an effect.

	<ul style="list-style-type: none">● Question marks can be used to form questions, including rhetorical questions used to engage the reader.● Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger.● Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.● Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond.● Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.	<ul style="list-style-type: none">● Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.● Think, say and write sentences to tell the story or narrative in their own words.● Write narratives using their plans.● Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.● Reread completed narratives aloud, for example, to a partner, small group or the teacher.
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Narrative texts in Year 3

Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> ● Narratives and retellings are written in first or third person. ● Narratives and retellings are written in past tense, occasionally these are told in the present tense. ● Events are sequenced to create chronological plots through the use of adverbials and prepositions. ● Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... ● Narratives use typical characters, settings and events whether imagined or real. ● Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. ● Language choices help create realistic-sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) 	<ul style="list-style-type: none"> ● Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. ● Adverbs e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative. ● The use of conjunctions e.g. when, before, after, while, so, because... enables causation to be included in the narrative. ● Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on. ● Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. what has happened to us? What have you done? They have forgotten me... ● Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc. ● Inverted commas can be used to punctuate direct speech this allows 	<ul style="list-style-type: none"> ● Read/learn stories with actions that use the features required for the writing. ● Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. ● Use drama to deepen understanding of focus text. ● Use 'boxing up' to understand structure of story. ● Independently read successful examples of narrative writing and label/magpie effective features. ● Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. ● Make plans that include a limited number of characters and describe a few key details that show something about their personalities. ● Compose and rehearse sentences or parts of stories orally to check for sense. ● Recognise and use narrative language e.g. on a cold winter's day, Dear Diary, And after all that... etc.

	<p>characters to interact and the story to be developed.</p> <ul style="list-style-type: none">● Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.● Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.● Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...	<ul style="list-style-type: none">● Make use of ideas from reading, e.g. using repetition to create an effect.● Try to show rather than tell, for example, show how a character feels by what they say or do.● Write narratives using their plans.● Reread completed narratives aloud, e.g. to a partner, small group.● Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.
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Narrative texts in Year 4

Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> ● Narratives and retellings are written in the first or third person. ● Narratives and retellings are written in the past tense, occasionally these are told in the present tense. ● Events are sequenced to create chronology through the use of adverbials and prepositions ● Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... ● Narratives use typical characters, settings and events whether imagined or real. ● Dialogue is used to convey characters' thoughts and to move the narrative forward. ● Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. 	<ul style="list-style-type: none"> ● The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). ● Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. ● Fronted adverbials can be used e.g. During the night..., In a distant field... These should be punctuated using a comma. ● The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. ● Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... ● Paragraphs are useful for organising the narrative into logical sections. ● Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. 	<ul style="list-style-type: none"> ● Read/learn narrative texts that use the features required for the writing. ● Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. ● Use drama to deepen understanding of chosen text. ● Use 'boxing up' to understand structure of story. ● Independently read successful examples of narrative writing and label/magpie effective features. ● Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. ● Make plans that include key events, being sure that all the events lead towards the ending. ● Plan a limited number of characters and describe a few key details that show something about their personalities. ● Make use of ideas from reading, e.g. using adverbial phrases to describe

	<ul style="list-style-type: none">• The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.• Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).• The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.• Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship.	<p>settings and characters or rhetorical questions to engage the reader.</p> <ul style="list-style-type: none">• Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.• Try to show rather than tell, for example, show how a character feels by what they say or do.• Write narratives using their plans.• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.• Reread completed narratives aloud, e.g. to a partner or a small group.
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Narrative texts in Year 5

Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> ● Narratives and retellings are written in first or third person. ● Narratives and retellings are written in past tense, occasionally these are told in the present tense. ● Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. ● Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. ● Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> ● The third person and past tense are used. ● This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). ● Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... ● Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). ● Modals can be used to suggest degrees of possibility, e.g. They <u>should</u> never have...If they were careful, the children <u>might</u> be able to... ● Adverbs of possibility can be used to suggest possibility, e.g. They were <u>probably</u> going to be stuck there all night..., they were <u>definitely</u> on the adventure of a lifetime... 	<ul style="list-style-type: none"> ● Read narrative texts that use the features required for the writing. ● Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. ● Use drama to deepen understanding of chosen text. ● Use 'boxing up' to understand structure of story. ● Independently read successful examples of narrative writing and label/magpie effective features. ● Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. ● Make plans that include key events, being sure that all the events lead towards the ending. ● Plan a limited number of characters and describe a few key details that show something about their personalities.

	<ul style="list-style-type: none">• Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in play script or commas – Paul, on the other hand, was considered trustworthy.• Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close...• Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.	<ul style="list-style-type: none">• Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.• Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.• Try to show rather than tell, for example, show how a character feels by what they say or do.• Write narratives using their plans.• Show how the main character has developed as a result of the narrative.• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.• Read their completed narratives to other children.
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Narrative texts in Year 6

Generic text features	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense. Occasionally, they are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> • By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and vocabulary appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. • The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. • Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc. • Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life... • Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. • Colons, semi-colons and dashes can be used to separate and link ideas. 	<ul style="list-style-type: none"> • Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of chosen text. • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities.

		<ul style="list-style-type: none">● Make use of ideas from reading, e.g. using short and long sentences for different effects.● Try to show rather than tell, for example, show how a character feels by what they say or do.● Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.● Write narratives using their plans.● Show how the main character has developed as a result of the narrative.● Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.● Read their completed narratives to other children.
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Year 2

dinosaurs and all that rubbish
Once a poor man stood on a hill. He saw a star all he thought about dreamed about is the star. Trees grew high and tall birds flew closer and closer to the stars. some how I need to fly said the man. I have money ding! I have many men working for me. Biled me a big heavy rocket to reach the star cut down what will cut burn what will burn dig out the call and biled me a rocket to reach the stars. Finally the rocket was ready to go 10 9 8 7 6 5 4 3 2 1 LIFT OFF! of the man set off to the bright shining star when he got to the star he saw nothing there was no trees no flower not even a blade of grass. Then the man saw a nather star. I shall go to that star 10 9 8 7 6 5 4 3 2 1 LIFT OFF! Back in Earth mountains cracked dino saurs came out pooh! pooh! pooh! said the dinosaurs if we are going to live here we need to get busy! So the dinosaurs got busy. The dancing dinosaurs broke up the road some dinosaurs burned cars in volcanoes. Soon green shorts appeared flowers grew trees grew tall. Then the man saw a nather star. I shall go to that star - said the man.

Year 3

Girl and Robot
The girly kindly stroked the robots face and gently past went out of the robots hand. Then and the robot smashed the Smashed

Year 4

The grotto was a ~~babing~~ hot cavern, which seemed like a steaming hot oven that ~~was~~ was at the max temperature. Without wanting to, you'd gulp an huge amount of red, bitter ashes, and you'd soon want to leave the unbearable heat, but you'd want to see what would happen if you wouldn't. After an amount of time you'd collapse to the floor, and you'd regret, not leaving. But as if it was a sign, a scarlet flame bounced about and then another. Soon you'd realise you hadn't stayed for nothing, you had ~~stayed~~ stayed for everything. Then, a beastly flame shook the grotto, as he ~~arised~~ arose from the goey lava. It was Razvani.

Razvani's noxious stench filled the cavern, as the miniscule imps bounced away, speedily. You could hear the roar of the lava, and the sizzle of the freckled bubbles. I could smell an awful stench and the gleam of the fire-fiend (Razvani) blinded me. Razvani was so huge even the pure lava bowed beneath his shadow.

Year 5

The missing diadem

As I was going out the window mindlessly the phone rang and I jumped out my chair and ran to pick up the phone. I thought that I had picked up my new land of cars for the week but I tentatively picked up the phone as I knew what was about to happen.

Lighthouse

It was a cold, dark, winter night, and above the roaring sounds of the sea stood a tall, blinding lighthouse. The bitter weather grew stronger. It was Christmas Eve and all of the people ^{who} (which were irritating and rowdy) stayed up all night discussing about what they will buy everyone for Christmas. The village people, which could be heard above the menacing waves, laughed as radiantly as the light beam which was emitted by the lighthouse.

It was the middle of the night, the desk candle started wavering intensely. The elderly man sat down in his usual spot admiring the last picture he took with his family.

When he was just young, he started learning about lighthouses with his father and intended to follow in his father's footsteps of being a lighthouse member-keepers. When his father passed, the man started learning about lighthouses until he knew everything about them. He took over in honor of his father.

The wind started getting more weighty and suddenly, the window swung open and shattered into shards of glass, which fell on the floor and broke into millions of pieces. Without a warning, a thunderstorm struck the light house and the light ceased to exist. Fatigued, old man climbed up the spiralling staircase. He frantically meddled with the light trying to avoid the consequences. Then, he froze a ship's horn started approaching. As the boat got nearer, the mans panic increased.