

'Growing and maturing in our learning journey'

English Writing

'They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do.' Psalms 1:3



Our Vision



At Spetisbury Primary School, our vision is to inspire all children to develop a love of writing and to become confident natural writers. Through carefully and progressively planned lessons, we aim to give the children the ingredients to write creatively and imaginatively for a variety of purposes across varying genres and the wider curriculum. We aim to give the children the opportunity to make their writing the best that it can possibly be. Writing is like making a cake, you need all the ingredients to make the best cake you've ever tasted.

Intent

Implementation

Impact



WE WANT ALL CHILDREN TO BE ABLE TO COMMUNICATE THEIR KNOWLEDGE, IDEAS AND EMOTIONS THROUGH THEIR WRITING



WE PLAN LESSONS CAREFULLY TO BE PROGRESSIVE, TEACHING THE CHILDREN THE PUNCTUATION, GRAMMAR AND SPELLING SKILLS NECESSARY TO CREATE AN IMAGINATIVE PIECE OF WRITING OF THEIR OWN.



THE CHILDREN AT SPETISBURY ENJOY WRITING AND ARE IMAGINATIVE WRITERS. THEY CONSTRUCT THEIR SENTENCES EFFECTIVELY AND CREATE PIECES OF WRITING THAT THEY ARE PROUD OF. .

Intent

At Spetisbury Primary School, we believe that all pupils should be able to communicate their knowledge, ideas and emotions through their writing. We want all pupils regardless of ability to acquire a wide vocabulary, a solid understanding of grammar and punctuation and be able to spell new words effectively by applying their phonic understanding, spelling patterns and rules learnt. We want all of our children to write clearly, accurately and coherently selecting the correct vocabulary while adapting their language and style for a range of genres, purposes and audiences. Staff at Spetisbury encourage every child to take pride in their writing by developing cursive joined handwriting by the end of year 1 and using this from then on. Children edit and improve their writing by re-reading it and making alterations to the vocabulary, grammar or sentence construction to make their writing the best that it can be. The children at Spetisbury are proud of their writing and enjoy sharing it.



Implementation



At Spetisbury, we teach English daily as a whole class lesson so that all children are included and have access to the age-related skills and knowledge contained in the National Curriculum. Lessons are carefully planned to support all pupils in order for them to achieve and produce writing, which is to the best of their ability.

At Spetisbury, we teach writing through the Immersion, Imitation and Innovation approach. The first phase of each English unit is to Immerse the children into the genre or style of writing by the introduction of a quality first text. This allows the children to explore the structure of the text, act out the story, story map the text, identify key features and learn new punctuation and grammar features relevant to the genre. Teachers explicitly teach the grammar, punctuation skills and compositional features of the specific genre of writing. Vocabulary banks are developed and built in our vocabulary rich classrooms. Imitation is the second phase of the writing process where the children learn to use the structure of the text to plan in new characters, settings and problems while incorporating the key learning from the immersion phase. This develops the opportunity for building their own ideas whilst understanding the structure. Through careful teaching and high-quality modelling, all children develop a deeper understanding of the impact of the writing on the reader. Regular feedback provides all children with support on their learning journey as to their areas of strengths and areas that need to be developed further. The final phase of the writing process is Invention. In this final phase of the English unit, the children use everything they have learnt through the two previous writing phases to plan and write their own piece of independent writing linked with the focus text. Detailed planning documents are provided to guide teachers on which genres to teach across the year.

Impact

We want all of the children at Spetisbury to be confident and imaginative writers, who display personal style and flair. They will have a good grasp of basic skills in writing for different purposes and will demonstrate accuracy in grammar and spelling. Children will have a wide vocabulary in both speech and in writing and will use word choices effectively to convey specific ideas or feelings. Children will be aware of their strengths in their writing and their areas for development. They will be reflective, using their purple pens to make careful editing improvements. The children will make good progress in writing over time and the majority will meet age related expectations, in line with the national statistics.



Writing Progression

	Year 1	Year 2	Year 3
Phonic & Whole word spelling	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1)
Other word building spelling	<ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting
Contexts for Writing		<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Writing Progression

	Year 1	Year 2	Year 3
Drafting Writing	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and" 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble)
Punctuation (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas)
Grammatical Terminology	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	Phonic & Whole word spelling
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	Other word building spelling
<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 			Transcription
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	Handwriting
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	Contexts for Writing
<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	Planning Writing
<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader 	Drafting Writing

Writing Progression

Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	Editing Writing
<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	Performing Writing
<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	Vocabulary
<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis 	Grammar (edited to reflect content in Appendix 2)
<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently 	Punctuation (edited to reflect content in Appendix 2)
<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	Grammatical Terminology

Progression in Narrative

Purpose: The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthrall an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another.

Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.

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">• 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.• Sentences are 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 exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no!• 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">• Listen to stories and 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.• Make plans and props based on the story or narrative that has been shared.• Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc.• 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.

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. They are simply developed as either good or bad characters.• 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 <u>were eating</u>, Rapunzel <u>was hoping</u> 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.	<ul style="list-style-type: none">• Listen to stories and 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.• Make plans and props based on the story or narrative that has been shared.• Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc.• Make use of ideas from reading, e.g. using repetition to create an effect.• 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.

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| | <ul style="list-style-type: none">• 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! and to form exclamative sentences, e.g. How amazing was that!, What an incredible sight!• 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.• Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc. | <ul style="list-style-type: none">• 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 characters to interact and the story to be developed.• Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.	<ul style="list-style-type: none">• Read stories and 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.• 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.• 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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| | <ul style="list-style-type: none">• 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... | |
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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,	<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	<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.• 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 settings and characters or rhetorical questions to engage the reader.

precise nouns, expressive verbs and figurative language etc.

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.
- 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.

- 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, small group.

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 <u>were eating</u>), Present perfect (e.g. What have you done?). • Opportunities also exist for the use of the past perfect e.g. The children <u>had tried</u>...earlier in the day, the goblins <u>had hidden</u>... and Past perfect progressive forms e.g. the children <u>had been searching</u>... they <u>had been hoping</u> 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... • Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript. 	<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. • 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 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.

	<ul style="list-style-type: none">• 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">• 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 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"> • By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that 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 	<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. • 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 short and long sentences for different effects.

	<p>this problem..., I wished I were somewhere else...etc.</p> <ul style="list-style-type: none"> • Past perfect progressive forms can be used to indicate specific points in time e.g. the children <u>had been searching</u>... I <u>had been dreaming</u> 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"> • 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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Common forms of narrative text:

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.)

Modifying well-known stories (changing a character; amending the ending; changing the setting etc.)

Stories set in historical contexts

Myths and legends

Stories with flashbacks

Stories set in fantasy worlds

Stories from different cultures

The progression in Non-Fiction can be found in a separate document.