

## Skills Progression of Narrative Writing Descriptive/Poetic Forms and Devices

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduce:  <ul style="list-style-type: none"> <li>• Adjectives</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Imagery</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Imagery</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Simile</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Imagery</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Simile</li> <li>• Metaphor</li> <li>• 'Show, don't tell'</li> <li>• Repetition</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Imagery</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Simile</li> <li>• Metaphor</li> <li>• 'Show, don't tell'</li> <li>• Repetition</li> <li>• Personification</li> <li>• Pathetic fallacy</li> <li>• Symbolism</li> <li>• Connotations</li> </ul>	Recap:  <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Imagery</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Simile</li> <li>• Metaphor</li> <li>• 'Show, don't tell'</li> <li>• Repetition</li> <li>• Personification</li> <li>• Pathetic fallacy</li> <li>• Symbolism</li> <li>• Connotations</li> <li>• Assonance</li> <li>• Consonance</li> <li>• Sibilance</li> </ul>
	Introduce:  <ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Imagery</li> </ul>	Introduce:  <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Simile</li> </ul>	Introduce:  <ul style="list-style-type: none"> <li>• Metaphor</li> <li>• 'Show, don't tell'</li> <li>• Repetition</li> </ul>	Introduce:  <ul style="list-style-type: none"> <li>• Personification</li> <li>• Pathetic fallacy</li> <li>• Symbolism</li> <li>• Connotations</li> </ul>	Introduce:  <ul style="list-style-type: none"> <li>• Assonance</li> <li>• Consonance</li> <li>• Sibilance</li> </ul>	Introduce:  <ul style="list-style-type: none"> <li>• Extended Metaphor</li> <li>• Allegory</li> <li>• Allusion</li> <li>• Plosive</li> <li>• Alliteration</li> </ul>

**The descriptive/poetic forms and devices listed above that are introduced in poetry and descriptive writing sessions should be consolidated and extended during narrative writing. It is not necessary to spend whole lessons going over these features but they should be woven into the children's writing (when relevant) to demonstrate their understanding and add greater depth to their work.**

## Progression of Narrative Form

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Simple story maps are used to re-enact narrative text types which are orally planned in simple sections.</li> <li>Story language from shared stories is used when re-enacting, such as once upon a time, in the end, it was a, one sunny day etc.</li> </ul>	<ul style="list-style-type: none"> <li>Simple story maps are used to plan and draft narrative text types (orally planned in simple sections).</li> <li>Sequenced simple sentences to form a short narrative with a start, middle and end are apparent. (Fairy Tales, Fantasy Worlds &amp; Familiar Settings)</li> <li>Story language from shared stories is used when writing, such as once upon a time, in the end, it was a, one sunny day etc.</li> <li>Use of some adjectives to modify nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Use of simple/comparative adjectives and well-chosen verbs in narratives.</li> <li>Expanded noun phrases for description and specification (the blue butterfly or the man in the moon)</li> <li>Writing uses both description and dialogue for characters and setting to engage the reader.</li> <li>Some use of adverbs</li> <li>Ability to write a sequenced short story with a clearly defined start, middle and end</li> <li>An emerging understanding of imagery and its uses is demonstrated</li> <li>Evidence of the use of specific stylistic devices (see previous table) to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>Growing awareness of language choices that grip the reader's interest.</li> <li>Use of specific nouns (terrier instead of dog)</li> <li>Adverbs are used carefully to detail actions.</li> <li>Action verbs provide interest, such as cackled instead of laughed.</li> <li>Use of phrases and words that take time to describe characters and events without moving on abruptly.</li> <li>Ability to write a generally well balanced 5-part narrative where the main conflict/problem is solved.</li> <li>Endings of narratives are carefully thought out.</li> <li>Settings, characters and plot are developed through description.</li> <li>Evidence of the use of specific stylistic devices (see previous table) to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>Confident use of adjectives and adverbs and an attempt to think of different ones to use in different situations.</li> <li>Words are chosen carefully to describe events, characters and feelings.</li> <li>Powerful verbs add impact.</li> <li>Word use is lively and imaginative, intended to affect the reader in some way</li> <li>In stories with historical settings vocabulary is chosen to describe in detail.</li> <li>Narratives (Historical, imaginary worlds and Dilemmas) are well paced, with a build-up and complication that lead to a defined ending.</li> <li>Descriptions in narratives are made up of some detail to help the reader gain a better understanding about the way the narrative is unfolding through character and setting.</li> <li>Characters are created with interaction to reveal feelings.</li> <li>Evidence of the use of specific stylistic devices (see previous table) to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>Narratives (Significant authors, myths and stories from other cultures) effectively develop characters, settings and atmosphere through detailed description.</li> <li>Evidence of the application of specific features to ensure a text type matches its intention.</li> <li>Short sentences are used to speed up action in narratives.</li> <li>Dialogue and reactions from other characters is used to add interest to a character.</li> <li>Writing shows evidence of the writer's viewpoint through comments about the characters and/or events.</li> <li>Descriptions in narratives are made up of effective detail to help the reader gain a better understanding about the way the narrative is unfolding through character and setting.</li> <li>Adverbials of place are introduced (walked wearily into the deep dark forest).</li> <li>Precise detail adds interest and engages the reader</li> <li>Evidence of the use of specific stylistic devices (see previous table) to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>The appropriate form and register are apparent for the text type.</li> <li>Main ideas are sustained and developed logically.</li> <li>A secure understanding of structure and plot in narrative writing is demonstrated (Suspense, flashbacks and quest) showing changes in time, place and events.</li> <li>Characters, dialogue and action advances narrative writing.</li> <li>Complex sentences are controlled to manipulate clauses for specific effects.</li> <li>Expanded noun phrases add well thought-out detail to writing.</li> <li>Vocabulary is chosen to match the audience and purpose of the writing and to ensure the correct degree of formality.</li> <li>Personal comments, flash backs and hooks may be used to engage the reader.</li> <li>Adverbials of place are evident (walked wearily into the deep dark forest).</li> <li>Ability to use a variety of linguistic terms, to confidently discuss their writing.</li> <li>Both adjectives and adverbs provide detailed description and information.</li> <li>Evidence of the use of specific stylistic devices (see previous table) to create effects.</li> </ul>

**Purpose of narrative writing:** The word 'narrative' is often synonymous with the word 'story'. Narratives also have characters and a setting, as well as a narrator or person from whose point of view the story is told. The challenge in writing a good narrative is to captivate the audience and keep them engaged as the story is told.

# Narrative Journeys

At Ashford Oaks we are determined that our pupils should engage with a range of story types which will enable them to recognise and understand their individual structures. This vital and valuable knowledge will support pupils in the analysis of stories encountered and the construction of their own original stories.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exposure	Exposure	There and Back Again	Everyday Life Disrupted	In Search of a Goal	Defeating the Enemy	Solving a Mystery
Reading List:	Reading List:	A character's journey of adventure to a far-away place and back again	A character's journey in which a new person leads to a changed outlook	A character's journey to reach a specific goal	A character's journey to overcome evil	A character's journey to uncover the truth
There and Back Again:	There and Back Again:	A central character goes on an unplanned journey. Their destination is strange, curious, exciting or disappointing. They live the experience but find they are pleased to go home.	A central character begins the journey by leading their everyday life. Suddenly, an invited or uninvited guest brings enormous change to their world and they learn from them.	A central character embarks on a quest for a goal, experiencing highs and lows on the journey before finally achieving what he/she intended.	A central character is a hero/heroine on a quest to overcome a monster or bad character. There is a struggle but good triumphs over evil and life is easier for the character or community.	A central character is faced with a scenario in which they must uncover the truth to reach a resolution.
Everyday Life Disrupted:	Everyday Life Disrupted:	Examples of texts: Peter Pan, Alice in Wonderland, Where the Wild Things Are, The Wizard of Oz, Journey, Leon and the Place Between,	Examples of texts: Mary Poppins, Aladdin, Charlie and the Chocolate Factory, The Night Gardener, The BFG, Me and Mr P, The Wind in the Willows	Examples of texts: The Hobbit, Myths and Legends, There May Be a Castle, Running on the Roof of the World, The Lost Happy Endings, Oliver and the Seawigs	Examples of texts: Wolves in the Walls, Who Let the God's Out? Percy Jackson and the Lightning Thief, The Wolves of Willoughby Chase, The Graveyard Book, Mortal Engines, The Demon Headmaster, Arthur and the Golden Rope	Examples of texts: Winterhouse, The Boy in the Tower, The Crooked Sixpence, A Place Called Perfect, The Infinite Lives of Maisy Day, Malamander
In Search of a Goal:	In Search of a Goal:	Short Films: La Luna	Short Films:	Short Films: Planet Unknown	Short Films: The Tale of the Three Brothers	Short Films:
Misguided:	Misguided:					
Chaos to Calm:	Chaos to Calm:					
Happily Ever After:	Happily Ever After:					
Achieving the Impossible:	Achieving the Impossible:					
Defeating the Enemy:	Defeating the Enemy:					
Solving a Mystery	Solving a Mystery		Happily Ever After	Achieving the Impossible	Enlightenment	Misguided/Tragedy
			A character's journey to find lasting happiness	A character's journey to achieve the impossible	A character's journey of positive inner change	A character's journey of negative inner change
			A central character with humble beginnings has obstacles to overcome in order to achieve success or happiness. Often, there are supportive characters to provide help and guidance.	A central character has a dream or is put in a difficult situation. Those around them are unsupportive but a mentor appears or they find answers within themselves and exceed expectations.	A central character has a negative outlook on life. A significant event or person jolts them into a new, more positive way of living/learning their lesson.	A central character sets their mind on a goal and aims to reach it regardless of the pain and suffering caused to others and themselves on the way.
			Examples of texts: Cinderella, Annie, Beauty and the Beast	Examples of texts: Mrs Frisby and the Rats of Nimh, The Firework-Maker's Daughter, Hercules,	Examples of texts: A Christmas Carol, The Red Tree,	Examples of texts: Romeo and Juliet, Macbeth, The Twisted Tales series,
			Short Films:	Short Films: Light Wing	Short Films: Blackface	Short Films: Alma Maux – Dits

## Textual Features

There and Back Again		
A character's return journey	Review	
Textual features	My Writing	My Friend's Writing
Central character embarks on a journey and finds themselves in a very different place.		
The new place is often very different from familiar surroundings and sometimes has magical or weird dimensions.		
Central character becomes involved in an adventure in their new place.		
Central character is bemused and bewildered by some events.		
Central character takes (or remains in) control and challenges the problem.		
Often a battle or confrontation occurs where the central character is put into a dangerous situation.		
Central character reaches goal and is heralded as a true hero/heroine.		
Central character returns home, changed by their experience.		

## Everyday Life Disrupted

A character's journey where a new person leads to a changed outlook	Review	
Textual features	My Writing	My Friend's Writing
Author creates calm and tranquil setting, e.g. ordinary, quiet village.		
False sense of security built up by author through emphasis on the quiet/ordinary dimensions of the locality.		
Sense of the ordinary depicted through mundane activities.		
Sudden or shocking arrival of invited or uninvited guest.		
Invited/uninvited guest provides a chaotic element through: <ul style="list-style-type: none"> <li>Challenging the current 'status quo'</li> <li>Modelling a different approach to life</li> </ul>		
A bond occurs between the central character and the visitor		
The invited/uninvited guest has an impact on their new surroundings.		
Invited/uninvited guest has to return to where they came from. Main character misses them but there is evidence they have left their mark.		

## Happily Ever After

A character's journey to find lasting happiness	Review	
Textual features	My Writing	My Friend's Writing
Central character is victimised or is a victim of circumstances.		
Central character is dignified during times of victimisation.		
Central character experiences lows which are contrasted with other characters' highs.		
Central character experiences highs (although sometimes these are followed by disappointment.)		
Central character experiences a short-term glimpse of life in a different place.		
Rivals are weakened by events. Central character finds 'inner strength' to escape their grip.		
Central character rises in social status and is recognised by community as deserving new status.		
A big event marks finale of story e.g. a wedding/party etc.		

## In Search of a Goal

A character's journey to reach a goal	Review	
Textual features	My Writing	My Friend's Writing
A central hero/heroine goes in search of a goal e.g. kingdom/prince/princess/significant object		
Hero/heroine stereotypical in their characterisation. Wildly enthusiastic, naïve but very determined.		
The journey they embark on is typified by both highs and lows.		
At low points, the central character doubts their capabilities to achieve what they set out to do.		
Story comes to a pivotal moment just before the discovery of the goal.		
Often a battle or confrontation occurs where the central character is put into a dangerous situation.		
Central character reaches goal and is heralded as a true hero/heroine.		
A big event marks the end of story e.g. a wedding/party etc.		

## Achieving the Impossible

A character's journey to achieve the unthinkable	Review	
Textual features	My Writing	My Friend's Writing
Situations, problems and challenges build up to such a degree that they almost overwhelm the central character.		
Stereotypes and expectations of the central character are negatively reinforced.		
Central character discovers a talent they have or a particular dream they want to chase.		
Most people do not support central character in their pursuit of talent/dream.		
A significant other, who is close to the central character, supports their cause.		
Central character's determination is evident.		
Central character is put under pressure, emotionally/physically or both.		
Central character reaches their goal and is accepted by those who didn't believe they could make it.		

## Defeating the Enemy

A character's journey to overcome evil	Review	
Textual features	My Writing	My Friend's Writing
The enemy of the piece is described in immense detail.		
The enemy is often referred to in an ambiguous way.		
Tension and suspense are created through central character's viewpoint.		
Focus on hero's/heroine's mission to defeat the monster while overcoming obstacles on the journey.		
Face to face with the 'monster', with a focus on the sense to heighten the experience.		
Hero/heroine defeats the enemy and the community shows its appreciation.		
The community changes.		

## Enlightenment

A character's journey to find inner change	Review	
Textual features	My Writing	My Friend's Writing
Central character is trapped in a shadowy mindset; a negative outlook on life.		
Central character's actions are described in detail and reinforce their cold-hearted approach to life.		
Central character practises their behaviour in a range of differing situations.		
Weather often dismal/bad to parallel the characteristics of the main character (pathetic fallacy).		
Central character gets a jolt about their actions and behaviour.		
Reformed personality shows examples of 'giving back' to others and the world at large.		
Backdrop to story improves. Weather becomes good to parallel central character's more charitable approach to life.		
Central character is accepted by their community.		

## Solving a Mystery

A character's journey to uncover the truth	Review	
Textual features	My Writing	My Friend's Writing
Central character's life is disrupted by a problem/crime of some sort.		
The mystery is introduced using a description of the problem and the characters reactions.		
Each character has motives and alibis that are revealed through description and dialogue.		
The central character collects clues and evidence to solve the mystery.		
Often there are peaks of suspense and anti-climaxes as the plot unfolds. Cliff-hangers keep the reader's interest.		
Evidence and red herrings are interwoven to intrigue the reader and encourage them to find the solution before it is revealed.		
Loose ends start to be tied up. Suspects are gradually eliminated from enquiries.		
Mystery solved by showing how the culprit is guilty and everyone else is innocent.		
Culprit is sometimes brought to justice, but not always.		

## Misguided/Tragedy

A character's journey to find lasting happiness	Review	
Textual features	My Writing	My Friend's Writing
Author builds central character empathy from the outset.		
In the early part of the story, the central character has noble missions and virtuous moral goals.		
The central character cannot get what they want easily.		
Insight into character's perceptions and motives are drawn out in extensive detail.		
Heightened emotions are exposed by author at various trigger points.		
Central character is tempted to do 'dark' acts to get what they want then gives in to that temptation.		
Events escalate and crisis occurs.		
Reader's empathy is with the central character. We can recognise how they have taken the wrong path, even though we disagree with it.		
The story comes to an abrupt end. People are hurt and death is often a feature (tears or blood are spilt). Lessons are learnt.		

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
EYFS	<ul style="list-style-type: none"> <li>- Listen and discuss a wide range of stories</li> <li>- Discuss the significance of the title and events</li> <li>- Link to own experiences</li> <li>- Discuss word meanings</li> <li>- Discuss significance of title and events</li> <li>- Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on background knowledge and vocabulary provided</li> <li>- Infer and predict on the basis of what is said and done and has been read so far</li> <li>- Explain understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Initial mark making</li> </ul> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a simple sentence orally before writing it</li> <li>- sequencing sentences to form short descriptive pieces</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- Discuss what they have written with the teacher or other pupils.</li> <li>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Leaving spaces</li> <li>- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class picture books</li> <li>- Whole class comic books</li> <li>- Oral retellings</li> <li>- Puppet plays</li> <li>- Story Boards</li> <li>- Mini books</li> <li>- Story maps</li> </ul>

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 1	<ul style="list-style-type: none"> <li>- Listen and discuss a wide range of stories</li> <li>- Link to own experiences</li> <li>- Discuss the significance of the title and events</li> <li>- Discuss word meanings</li> <li>- Discuss significance of context</li> <li>- Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on background knowledge and vocabulary provided</li> <li>- Check text makes sense, correcting inaccurate reading</li> <li>- Infer and predict on the basis of what is said and done and has been read so far</li> <li>- Explain understanding</li> </ul>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- Discuss what they have written with the teacher or other pupils.</li> <li>- Write sequences of accurate sentences to form a variety of descriptions based on real or fictional characters &amp; settings.</li> <li>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Leaving spaces</li> <li>- Joining words and clauses using 'and'</li> <li>- Capital letters for names of people, places, days of week and the I</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class picture books</li> <li>- Whole class comic books</li> <li>- Stories based upon personal experience or other stories.</li> <li>- Oral retelling</li> <li>- Story based on known structure</li> <li>- Writing about significant incidents</li> <li>- Story with a simple setting</li> </ul> <p>Outcomes largely dictated by 'Get Writing' books (see Read Write Inc. planning for further details).</p>

From Year 2 onwards (once a child has completed the Read Write Inc. phonics programme), the Destination Reader scheme is to be followed for reading and the 2-week process is to be followed for writing. Possible links for DR lessons are highlighted in red.

Reading		Writing		Possible Outcomes	
Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation		
Year 2	<ul style="list-style-type: none"> <li>- Listen to, discuss and express views about a wide range of stories.</li> <li>- Recognise simple recurring literary language in narrative writing.</li> <li>- Discuss and <b>clarify</b> the meanings of words, linking new meanings to known vocabulary.</li> <li>- Discuss their favourite words and phrases.</li> <li>- Participate in discussion about narrative writing that are read to them and those that they can read for themselves, <b>taking turns and listening to what others say.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Draw on what they already know (<b>making links</b>) or on background information and vocabulary provided by the teacher.</li> <li>- Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>- <b>Make inferences</b> on the basis of what is being said and done.</li> <li>- <b>Answer and ask questions</b></li> <li>- <b>Explain and discuss</b> their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>- Make <b>predictions</b> based on what they can <b>infer</b>, focussing on character, setting and mood.</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing exciting and engaging narrative pieces.</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about.</li> <li>- writing down ideas and/or key words, including new vocabulary.</li> <li>- encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- sharing/evaluating their writing with the teacher and other pupils</li> <li>- revising to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- editing to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>- reading aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>- Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive)</li> <li>- Sentences with different forms: statement, question, exclamation, command</li> <li>- Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- Use the present and past tenses correctly and consistently including the progressive form</li> <li>- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>	<p>Beginning of Year:</p> <p>Outcomes largely dictated by 'Get Writing' books (see Read Write Inc. planning for further details).</p> <p>Once phonics programme completed:</p> <ul style="list-style-type: none"> <li>- Short Stories based on the featured narrative journey</li> <li>- Picture books</li> <li>- Comic books</li> <li>- EBooks</li> <li>- Stories based upon personal experience or other stories.</li> <li>- Oral retelling</li> <li>- Writing about significant incidents</li> <li>- Story with a simple setting</li> </ul>

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 3/4	<ul style="list-style-type: none"> <li>- Listen to and discuss a wide range of stories.</li> <li>- Read books that are structured in different ways and read for a range of purposes with varying narrative techniques for comparison</li> <li>- Identify and <b>evaluate</b> themes and conventions in a wide range of books from our literary heritage, and books from other cultures and traditions</li> <li>- Discuss words and phrases that capture the reader's interest and imagination <ul style="list-style-type: none"> <li>- Recognise and <b>evaluate</b> some different forms of literary techniques (e.g. simile and metaphor)</li> </ul> </li> <li>- Participate in discussion about narrative writing that are read to them and those they can read for themselves, <b>taking turns and listening</b> to what others say. <b>building on their own and others' ideas</b> and <b>challenging</b> views courteously.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on what they already know (<b>making links</b>) or on background information and vocabulary provided by the teacher.</li> <li>- Check that the text makes sense to them, discussing their understanding and <b>clarifying</b> the meaning of words in context.</li> <li>- <b>Ask and answer questions</b> to improve their understanding of a text.</li> <li>- <b>Draw inferences</b> and justify inferences with evidence.</li> <li>- Identify main ideas drawn from more than one paragraph (verse) and <b>summarising</b> these.</li> <li>- <b>Evaluate</b> how language, structure, and presentation contribute to meaning.</li> <li>- Make <b>predictions</b> based on what they can <b>infer</b>, focussing on character, setting and mood.</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures</li> <li>- organising paragraphs around a theme</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> <li>- Use a wider range of conjunctions, including when, if, because, although</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (unless it is repetition for effect)</li> <li>- Conjunctions, adverbs and prepositions to express time and cause</li> <li>- Indicate possession by using the possessive apostrophe with plural nouns</li> <li>- Paragraphs as a way to group related material</li> <li>- Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Short Stories based on the featured narrative journey</li> <li>- Comics</li> <li>- Graphic novels</li> <li>- Picture books</li> <li>- EBooks</li> <li>- Bound books</li> <li>- Computer game narratives</li> <li>- Story with a descriptive setting</li> <li>- Story with dialogue</li> <li>- A personal response to a story with a historical setting</li> <li>- A short story written from the point of view of a different character</li> <li>- A new scene or character written into a story</li> <li>- A collaborative chapter story</li> <li>- A new chapter written into a story</li> </ul>

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 5/6	<ul style="list-style-type: none"> <li>- Continue to read and discuss an increasingly wide range of narrative pieces.</li> <li>- Read books that are structured in different ways and for a range of purposes with varying descriptive techniques for comparison.</li> <li>- Increase familiarity with a wide range of books, from our literary heritage, and books from other cultures and traditions.</li> <li>- Recommend books that they have read to their peers, giving reasons for their choices.</li> <li>- Identify, discuss and <b>evaluate</b> themes and conventions in and across a wide range of writing.</li> <li>- <b>Make comparisons within and across books.</b></li> <li>- Participate in discussions about a variety of descriptions within narratives that are read to them and those they can read for themselves, <b>building on their own and others' ideas</b> and <b>challenging</b> views courteously.</li> </ul>	<ul style="list-style-type: none"> <li>- Check that the book makes sense to them, <b>discussing their understanding</b> and <b>clarifying</b> the meaning of words in context</li> <li>- <b>Ask questions</b> to improve understanding</li> <li>- <b>Draw inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- <b>Summarise</b> the main ideas drawn from more than one paragraph, <b>identifying key details</b> that support the main ideas</li> <li>- Identify and <b>evaluate</b> how language, structure and presentation contribute to meaning</li> <li>- Make <b>predictions</b> based on what they can <b>infer</b>, focussing on character, setting and mood.</li> <li>- Discuss and <b>evaluate</b> how authors use language, including figurative language, considering the impact on the reader</li> <li>- <b>Explain and discuss</b> their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>- <b>Provide reasoned justifications for views.</b></li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- Proof-read for spelling and punctuation errors</li> </ul> <p>Read aloud their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<ul style="list-style-type: none"> <li>- Use expanded noun phrases to convey complicated information concisely.</li> <li>- Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>- Use accurate layout devices.</li> </ul> <p>Indicate grammatical and other features (as appropriate) by:</p> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>- An extended narrative based on the featured narrative journey</li> <li>- Graphic novels</li> <li>- A developed Picture book</li> <li>- EBooks</li> <li>- Bound books</li> <li>- Computer game narratives</li> <li>- Story with an atmospheric setting</li> <li>- Stories which include twists and red herrings</li> <li>- Story with dialogue that seeks to develop the characters</li> <li>- A chapter story</li> <li>- Alternative endings to a story</li> <li>- 'Pick your own path' story</li> <li>- An additional chapter written in the style of the author</li> <li>- Narrative writing at speed – test practice</li> </ul>

## Descriptive Devices

Allegory	This is a story, poem or other written work that can be interpreted to have a secondary meaning.
Allusion	An allusion is a figure of speech that indirectly references something, such as a novel, song, play, television program, poem, a religious text, historical figure or event.
Alliteration	This is when words that start with the same sound are used repeatedly in a phrase or sentence.
Assonance	This is the repetition of a vowel sound within nearby words.
Connotations	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
Consonance	The repetition of specific consonant sounds in close proximity.
Extended Metaphor	a metaphor that unfolds across multiple lines or even paragraphs of a text, making use of multiple interrelated metaphors within an overarching one.
Imagery	Elements of a description that invoke any of the five senses to create a set of mental images. Specifically, using vivid or figurative language to represent ideas, objects, or actions.
Metaphor	This is when something is described as being the same as an unrelated object. They are often used to create effects and images.
Onomatopoeia	This is when a word sounds like the sound or object it is describing.
Pathetic Fallacy	This is when a writer deliberately creates a natural environment that matches the mood or situation of the character.
Personification	This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind.
Plosive Alliteration	An alliteration in which the initial consonant that is repeated is one of the plosive consonants.
Plosive Consonants	Consonant sounds that are formed by completely stopping airflow e.g. 'p', 't', 'k', 'b', 'd' and 'g'.
Repetition	This is repeating words, phrases, lines, or stanza. It is used to emphasise a feeling or idea, create rhythm, and/or develop a sense of urgency.
'Show don't tell'	This is a writing technique in which story and characters are related through sensory details and actions rather than exposition.
Sibilance	Sibilance is a specific type of alliteration that uses the soft consonants ('s', 'sh', 'z', 'th' and 'f') to create hissing sounds.
Simile	When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind.
Symbolism	A device that uses symbols, be they words, people, marks, locations, or abstract ideas to represent something beyond the literal meaning.