



Purpose

Examples of Fiction texts

<p>The purpose of narrative writing is, essentially, to tell (narrate) a story.</p> <p>Narratives can be factual e.g. biographies or memoirs, or created in the writer's imagination e.g. novels, short stories etc.</p> <p>They aim to relay a series of events to the reader in an emotionally engaging way.</p> <p>The most important purpose of narrative writing is that it is written for an audience.</p> <p>Narratives are written to entertain the reader/listener and use clear plot, character development and settings in various interesting ways to do so.</p> <p>They usually follow a theme and can be categorised into genres depending on how the writer/ author has narrated the story.</p>	<p>Year 1</p> <ul style="list-style-type: none"> Traditional tales Stories with repetitive patterns Stories from different cultures Stories in a familiar setting Stories in a fantasy setting 	<p>Year 2</p> <ul style="list-style-type: none"> Traditional tales Stories with familiar settings Animal adventures/fables Stories based on models from reading 	<p>Years 3 & 4</p> <ul style="list-style-type: none"> Fables /folk tales Mystery Adventure Fantasy Play scripts Myths Stories with issues and dilemmas 	<p>Years 5 & 6</p> <ul style="list-style-type: none"> Myths Legends Stories from other cultures Stories with historical settings Film and play script Detective fiction Science fiction Stories with flashbacks or time shifts
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Narrative in curriculum	Texts	<p>Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> Picture of favourite part of story-talk <p>The Three Little Pigs</p> <ul style="list-style-type: none"> Picture of their favourite part-talk about it <p>Naughty Bus</p> <ul style="list-style-type: none"> Map of the bus's journey- talk about it <p>The Little Red Hen</p> <ul style="list-style-type: none"> Picture of favourite part of story-talk <p>We're Going on a Bear Hunt</p> <ul style="list-style-type: none"> Map of the Story <p>The Three Billy Goats Gruff</p> <ul style="list-style-type: none"> Draw the characters and write their speech <p>Rosie's Walk</p> <ul style="list-style-type: none"> Draw a map and retell <p>The Very Hungry Caterpillar</p> <ul style="list-style-type: none"> Map the story and retell 	<p>Room on the Broom</p> <ul style="list-style-type: none"> Writing Spells <p>Dear Zoo</p> <ul style="list-style-type: none"> Sentence Describing a Zoo <p>The Gingerbread Man</p> <ul style="list-style-type: none"> Map story and retell Character speech bubbles <p>Jack and the Beanstalk</p> <ul style="list-style-type: none"> Sentence retelling part of the Story Speech bubble from the giant's perspective <p>Hansel and Gretel</p> <ul style="list-style-type: none"> Story map and write sentences 	<p>Traction Man</p> <ul style="list-style-type: none"> An innovated version of Traction Man Retell the story <p>Grendel: A Cautionary Tale</p> <ul style="list-style-type: none"> Innovated story based on the original story <p>Man on the Moon</p> <ul style="list-style-type: none"> Inventing new story from an alien's perspective <p>The Lighthouse Keeper's Lunch</p> <ul style="list-style-type: none"> Further adventures of The Owl and the Pussycat 	<p>Beegu</p> <ul style="list-style-type: none"> writing own alien stories <p>Goldilocks and Just the One Bear</p> <ul style="list-style-type: none"> Retelling the story from characters' perspectives <p>Aesop's Fables</p> <ul style="list-style-type: none"> Write own fable based on 'The Lion and the Mouse' <p>Mungo and the Picture Book Pirates</p> <ul style="list-style-type: none"> New adventure of Horatio Fleet <p>The Owl and the Pussycat</p> <ul style="list-style-type: none"> Further adventures of The Owl and the Pussycat 	<p>Voices in the Park</p> <ul style="list-style-type: none"> Retelling from 5th Character's perspective <p>Around the World in 80 Tales</p> <ul style="list-style-type: none"> Write own folktale <p>Theseus and the Minotaur</p> <ul style="list-style-type: none"> A Greek Myth based on Theseus and the Minotaur written from Theseus' perspective <p>The Twits</p> <ul style="list-style-type: none"> Write a chapter based on The Twits. <p>The Twits</p> <ul style="list-style-type: none"> An alternative ending to The Twits <p>Charlie Small</p> <ul style="list-style-type: none"> Adventure story based on Charlie Small 	<p>Iron Man</p> <ul style="list-style-type: none"> Writing a story <p>The Lion, the Witch and the Wardrobe</p> <ul style="list-style-type: none"> Monologue Descriptive setting <p>Robin Hood</p> <ul style="list-style-type: none"> Story in the style of a Legend <p>Way Home</p> <ul style="list-style-type: none"> Retelling of the story from the Cat's point of view <p>Hansel and Gretel</p> <ul style="list-style-type: none"> Retelling of part of the story 	<p>Macbeth</p> <ul style="list-style-type: none"> Story opening <p>The Highway Man</p> <ul style="list-style-type: none"> Monologue <p>Kong by Anthony Brown</p> <ul style="list-style-type: none"> Description <p>Treasure Island</p> <ul style="list-style-type: none"> Short Story based on Treasure Island 	<p>The Village that Vanished</p> <ul style="list-style-type: none"> Alternative Folkale Ending <p>Odysseus</p> <ul style="list-style-type: none"> Mythical chapter <p>Harry Potter</p> <ul style="list-style-type: none"> Descriptive piece of Writing <p>Alma</p> <ul style="list-style-type: none"> Suspense Story
Speaking and listening	End of Year expectations				<ul style="list-style-type: none"> Develop and explain their ideas giving reasons. Sequence and communicate ideas in an organised and logical way in full responses. Show understanding of the main points in a discussion. Vary the use and choice of vocabulary dependent on the audience and purpose. Retell a story using narrative language and added relevant detail. Start to show an awareness of how and when Standard English is used. Performs poems from memory adapting expression and tone as appropriate. Formally present ideas or information to an audience. Recognise that meaning can be expressed in different ways dependent on the context 	<ul style="list-style-type: none"> Talk and listen confidently in a wide range of contexts. Asks questions to clarify or develop understanding. Give an answer and justify it with evidence (use of appropriate conjunctions). Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required. Show understanding of the main points and significant details in a discussion. Increasingly able to adapt what they say to meet the needs of the audience/listener. Vary the use and choice of vocabulary dependent on the audience and purpose. Use some features if Standard English and understands when the context requires it. Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Talk and listen confidently in a wide range of contexts, including some that are formal. Engage the interest of the listener by varying their expression and vocabulary. Adapt spoken language to the audience, purpose and context. Explain the effect of using different language for different purposes. Develop ideas and opinions with relevant detail. Express ideas and opinions, justify a point of view. Show understanding of the main points, significant details and implied meanings in a discussion. Begin to use Standard English in formal situations. Begin to use hypothetical language to consider more than one possible outcome or solution. Perform their own compositions, using appropriate intonation and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence Ask questions to develop ideas and make contributions that take account of others' views Use evidence to support ideas and opinions Take an active part in discussion, taking different roles Use hypothetical and speculative language to express possibilities Use Standard English fluently in formal situations Debate an issue, maintaining a focused point of view 	





Nursery Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Vocabulary, Grammar and Punctuation

Word			Regular plural nouns -s or -es (e.g. dog, class, wish, wishes), including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. untold, or undoing, e.g. untie the boat)	Formation of nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman) Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling appendix.) Use of the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs	Formation of nouns using a range of prefixes , such as super-, anti-, auto- Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words , showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	The difference between informal vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover; ask for - request; go in - enter) How words are related by meaning as synonyms and antonyms (e.g. big, large, little).
Sentence			How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard the bad news.)	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)	Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]). The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such as if I were or Were they to come in some very formal writing and speech)
Text			Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
Punctuation			Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!") Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names) Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining, I'm fed up) Use of the colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)
Terminology for pupils			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 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')	determiner pronoun, possessive pronoun, adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi- colon, bullet points





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Text Structure		<ul style="list-style-type: none"> Narratives and retellings are written in first or third person. Descriptions of characters and settings are developed through vocabulary choices e.g. adjectives 	<ul style="list-style-type: none"> 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"> 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"> 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, develop characterisation and to move the narrative forward. 	<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, develop characterisation and to move the narrative forward. 	<ul style="list-style-type: none"> 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, develop characterisation and to move the narrative forward. 	<ul style="list-style-type: none"> 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, develop characterisation and to move the narrative forward.
NC Aims	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> Write narratives by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence. re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 	<ul style="list-style-type: none"> in narratives, creating settings, characters and plot composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme proof-read for spelling and punctuation errors 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 	<ul style="list-style-type: none"> in narratives, creating settings, characters and plot composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme proof-read for spelling and punctuation errors 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 	<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 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<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 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Grammar linked to NC			<ul style="list-style-type: none"> Use suffix -ed/-ing to verbs (past and present tense) Begin to use -er/-est (comparative/superlative) 	<ul style="list-style-type: none"> Use affixes (e.g. un-, -ed, -ing, -er, -est) 	<ul style="list-style-type: none"> Use a growing range of vocabulary (including noun phrases) for description (e.g. verbs, precise nouns) 	<ul style="list-style-type: none"> Use a rich and varied vocabulary (including well-chosen verbs and nouns, and noun phrases) for description Use a range of affixes for precision 	<ul style="list-style-type: none"> Convert nouns or adjectives using suffixes e.g. -ate, -ise 	<ul style="list-style-type: none"> Word/sentence Selecting vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogue in narrative, using passive verbs to affect how the information is presented; using modal verbs to suggest degrees of possibility) Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Use verb tenses consistently and correctly throughout their writing
Sentence		<ul style="list-style-type: none"> Begins to use present and past tense 	<ul style="list-style-type: none"> Begins to use present and past tense with some accuracy Use some co-ordination to join clauses (e.g. and) 	<ul style="list-style-type: none"> Use coordination (e.g. or, and, but) and some subordination (e.g. when, if, that, because) to join clauses Use present and past tense mostly correctly and consistently 	<ul style="list-style-type: none"> Use present and past tense mostly correctly and consistently Use a range of conjunctions (coordinating and subordinating), and begin to use some adverbs and prepositions Use sentence of different forms as appropriate Use the progressive verb form Begin to use the present perfect verb form Use pronouns mostly correctly 	<ul style="list-style-type: none"> Use present and past tense mostly correctly and consistently Use a range of conjunctions (co-ordinating and subordinating), adverbs and prepositions 	<ul style="list-style-type: none"> Create complex sentences by adding a relative clause using a relative pronoun Begin to use multicausal sentences, where appropriate Explore, identify, collect and use expanded noun phrases with modification of the noun Use a range of verb forms 	<ul style="list-style-type: none"> Use the range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Use verb tenses consistently and correctly throughout their writing
Punctuation		<ul style="list-style-type: none"> Use spaces between words Demarcate sentences with capital letters and full stops Use a capital letter for the pronoun I 	<ul style="list-style-type: none"> Use spaces between words that reflect the size of the letters Demarcate many sentences with capital letters and full stops Use a capital letter for the pronoun I Begin to use capital letters for names of people, places and days of the week Begin to use question marks, where appropriate Begin to use exclamation marks, where appropriate 	<ul style="list-style-type: none"> Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required 	<ul style="list-style-type: none"> Use taught punctuation with growing consistency (including previous years) Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech mostly correctly Use taught punctuation with accuracy 	<ul style="list-style-type: none"> Demarcate complex sentences using commas to clarify meaning Identify and use punctuation to indicate parenthesis Use inverted commas and other punctuation to indicate direct speech mostly correctly 	<ul style="list-style-type: none"> Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) Explore how hyphens can be used to avoid ambiguity

