



St Joseph's infant school-progression in narrative writing



Listening to and reading a range of stories on page and screen which provoke different responses:				
	Nursery	Reception	Year 1	Year 2
Story structure	Listen to stories being told and read.	Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, eg; once upon a time	Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings Recall the main events.	Identify the sequence: opening – something happens – events to sort it out – ending. Identify temporal conjunctions and talk about how they are used to signal the passing of time. Make deductions about why events take place in a particular order by looking at characters' actions and their consequences.
Author viewpoint		Be aware that books have authors	Listen with sustained concentration and then talk about how the author created interest or excitement in the story.	Begin to understand elements of an author's style, e.g. books about the same character or common themes.
Narrator viewpoint		Know that someone is telling the story.	Be able to identify a character who may be telling the story.	Know that the voice telling the story is called the narrator.
Characters	Stories are about characters.	Identify and describe their appearance referring to names and illustrations.	Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales.	understand that we know what characters are like from what they do and say as well as their appearance.



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			Identify the goal or motive of the main character and talk about how it moves the plot on.	Make predictions about how they might behave; notice that characters can change during the course of the story.
Dialogue		Notice when characters are speaking in the story by joining in, e.g. with a repeated phrase.	Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else.	Notice the way that characters speak reflects their personality. The verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked
Setting		Stories happen in a particular place. Identify settings by referring to illustrations and descriptions.	Settings can be familiar or unfamiliar and based on real life or fantasy. Respond by making links with own experience & identify story language used to describe imaginary settings.	Settings are created using descriptive words and phrases. Particular types of story can have typical settings- use this experience to predict the events of a story based on the setting described in the story opening.
Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways:				
Telling stories	Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles.	Re-tell narratives using patterns from listening and reading. Tell a story about a central character. Experiment with story language by using familiar words and phrases from stories in re-telling and play.	Re-tell familiar stories and recount events. Include main events in sequence, focusing on who is in the event, where events take place and what happens in each event.	Re-tell familiar stories using narrative structure and Dialogue from the text. Include relevant details and sustain the listener's interest.



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			<p>Use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.</p> <p>Recite stories, supported by story boxes, pictures etc.</p> <p>Act out stories and portray characters and their motives.</p>	<p>Tell own real and imagined stories.</p> <p>Explore character's feelings and situations using improvisation.</p> <p>Dramatize parts of own or familiar stories and perform to class or group.</p>
Writing stories		Attempt own writing for various purposes, using features of different forms, including stories.	<p>Use patterns and language from familiar stories in own writing.</p> <p>Write complete stories with a simple structure: beginning – middle – end.</p> <p>Decide where it is set and use ideas from reading for some incidents and event.</p>	<p>Imitate familiar stories by borrowing and adapting structures.</p> <p>Write complete stories with a sustained, logical sequence of events.</p> <p>Use past tense and 3rd person consistently.</p> <p>Include setting.</p> <p>Create characters, e.g. by adapting ideas about typical story characters.</p>



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				<p>Include some dialogue.</p> <p>Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>
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