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|  | **Knowledge of Stories** | **Outcomes** | **Planning & Drafting** | **Story Features** |
| **EYFS** | * Listen to stories being told and read.
* Understand that stories have authors.
* Recognise some simple story language.
* Recognise simple repetitive story structures.
* Repeat words or phrases from familiar stories.
* Fill in the missing word or phrase in a known story.
* Begin to be aware of how stories are structured – beginning and end.
* Understand that stories can end in different ways.
* Describe settings, events and main characters.
* Talk about characters’ feelings and actions.
 | * Join in with/ retell known stories.
* Write sentences which can be read by myself and others.
 | * Write my own name and other things such as labels, captions.
* Attempt to write short sentences in meaningful contexts.
* Use key features of narrative in my own writing.
 | * Use some simple story language.
* Simple structure - beginning and end.
* Someone telling the story (the author).
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|  | **Knowledge of Stories** | **Outcomes** | **Planning & Drafting** | **Story Features** |
| **Year 1** | * Listen to and discussing a wide range of stories
* Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics.
* Begin to understand how written language can be structured in order.
* Recognise patterns in texts.
* Recognise the beginning, middle and end in stories.
* Recognise typical phrases for story openings and endings.
* Recognise story language.
* Notice familiar and unfamiliar settings. Recognise features of typical settings.
* Innovate on patterns from a familiar story orally and in writing.
* Recognise typical characters.
* Begin to recognise dialogue.
 | * Tell and retell stories orally.
* Sequence sentences to form short narratives.
* Write simple retellings of known stories in the past tense using third person or first person (as appropriate)
* Write simple retellings of known stories with some innovation of character or setting.
 | * Think about the intended audience and the purpose of the story.
* Use story language orally and when writing.
* Think, say and write sentences to tell a story in their own words.
* Read completed writing aloud to others.
 | * First or third person – inconsistent.
* Past tense or present tense – inconsistent.
* Sequence events in a simple structure – beginning, middle and end.
* Simple setting, character and events.
* Use story language.
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|  | **Knowledge of Stories** | **Outcomes** | **Planning & Drafting** | **Story Features** |
| **Year 2** | * Listen to, discuss and express views about a wide range of contemporary and classic stories.
* Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
* Recognise simple recurring literary language in stories.
* Identify common themes in traditional tales.
* Discussing the sequence of events in books and how items of information are related.
* Understand cause and effect in both narrative and non-fiction (for example, what has prompted a character’s behaviour in a story; why certain dates are commemorated annually).
* Understand how different types of writing, including narratives, are structured.
* Consolidate understanding of basic story structure: beginning, middle and end and notice the way that events are linked.
* Analyse the sequence of events in different stories.
* Identify words and phrases used to link events.
* Learn about characters by looking at what they say and do.
* Identify typical settings and make predictions about events that are likely to happen.
* Identify elements of an author’s style, e.g. familiar characters or settings.
 | * Plan and tell a story based on own experience.
* Re-tell a familiar story with events in sequence and including some formal story language.
* Write narratives about personal experiences and those of others (real and fictional)
* Write story based on own experience with a linear structure.
* Write own story in the style of a traditional tale, using typical settings, characters and events.
* Plan and write own story about a familiar character.
* Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story.
 | * Listen to stories and narrative texts that use the features required for the writing.
* Tell and retell stories orally.
* Think about the intended audience and the purpose of the story.
* Plan or say out loud what they are going to write about.
* Write down ideas and/or key words, including new vocabulary.
* Make use of ideas from reading.
* Think, say and write sentences to tell the story or narrative in their own words.
* Write stories using their plans.
* Make simple additions, revisions and corrections to their own writing.
 | * First or third person – usually consistent.
* Past tense or present tense - usually consistent.
* Some progressive tense.
* Sequence events in a simple structure – beginning, middle and end.
* Use story language.
* Simple setting, characters (good/bad) and events.
* Language choices are beginning to be more specific.
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|  | **Knowledge of Stories** | **Outcomes** | **Planning & Drafting** | **Story Features** |
| **Year 3** | * Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* Read books that are structured in different ways and reading for a range of purposes.
* Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
* Discuss words and phrases that capture the reader’s interest and imagination. Analyse the use of language to set scenes, build tension or create suspense on a basic level. Discuss the author’s techniques. Comment on the effect of scene changes.
* Identify common features and themes in stories with familiar settings; analyse plots and suggest reasons for actions and events. Analyse and compare plot structure and identify formal elements in story openings and endings.
* Compare settings in different stories and analyse words and phrases used for description.
* Identify with characters and make links with own experience when making judgements about their actions.
* Discuss the role of the narrator in stories and play-scripts.
* Identify conventions for punctuation and presentation of dialogue.
 | **NB. Focus should be writing parts of stories, not full stories. Children can still retell whole stories or elements of stories.*** Plan stories orally; explore moral dilemmas for characters using drama.
* Plan and write stories (or parts of stories) based on own experience using the structure to organise into paragraphs for each stage of the story and ensure that sequence is clear.
* Compose new dialogue for characters using basic conventions for speech.
* Plan and write stories (or parts of stories) using a familiar plot and altering characters or setting.
* Describe new characters or settings.
 | * Recognise and use narrative language.
* Make use of ideas from reading.
* Think about the intended audience and the purpose of the story.
* Plan their writing in a structured way.
* Discuss and record ideas composing and rehearsing sentences orally.
* Organise paragraphs around a theme.
* In narratives, create settings, characters and plot.
* Assess the effectiveness of their own and others’ writing and suggesting improvements.
* Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
 | * First or third person –consistent.
* Past tense or present tense - consistent.
* Progressive tense and present perfect where required.
* Chronological sequencing that builds plot.
* Use of paragraphing.
* Character and setting are developed through the use of description.
* Dialogue may be used.
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|  | **Knowledge of Stories** | **Outcomes** | **Planning & Drafting** | **Story Features** |
| **Year 4** | * Listen to and discuss a wide range of fiction.
* Read books that are structured in different ways and read for a range of purposes.
* Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books.
* Discuss words and phrases that capture the reader’s interest and imagination
* Identify how language, structure, and presentation contribute to meaning. Recognise the stages in a story and identify the introduction, build-up, climax or conflict and resolution.
* Notice how the passing of time is conveyed and key words and phrases used to introduce paragraphs or chapters. Identify the events that are presented in more detail and those that are skimmed over.
* Express responses to particular characters and identify techniques used by the author to persuade the reader to feel sympathy of dislike. Comment on differences between what characters say and what they do. Identify examples of figurative and expressive language to build a fuller picture of a character.
* Recognise the way that the setting effects characters’ appearance, actions and relationships.
* Identify and discuss the narrative voice.
* Collect evidence from stories to build up a picture of an imagined world.
 | **NB. Focus should be writing parts of stories, not full stories. Children can still retell whole stories or elements of stories.*** Plan, tell and write short stories (or story excerpts) set in more challenging settings, e.g. the past.
* Include descriptive detail to evoke the setting and make it more vivid. Sequence events clearly and show how one event leads to another.
* Write in role as a character from a story.
* Plan and write a longer story (or section of story) where the central character faces a dilemma that needs to be resolved. Focus on development of setting and character.
* Compose new dialogue for characters using basic conventions for punctuating and presenting speech.
 | Recognise and use narrative language.• Make use of ideas from reading.• Think about the intended audience and the purpose of the story.• Plan their writing in a structured way, thinking about characters and settings.• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.• Discuss and record ideas composing and rehearsing sentences orally.• Organise paragraphs around a theme.• In narratives, create settings, characters and plot.• Assess the effectiveness of their own and others’ writing and suggesting improvements.• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | * First (very occasionally) or third person –consistent.
* Past tense or very occasionally present tense - consistent.
* Progressive tense and present perfect where required.
* Chronological sequencing that builds plot – adverbials are used to support this.
* Use of paragraphing.
* Character and setting are developed through the use of description.
* Pronouns are used to avoid repetition.
* Dialogue used to convey character’s thoughts and feelings.
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|  | **Knowledge of Stories** | **Outcomes** | **Planning & Drafting** | **Story Features** |
| **Year 5** | * Continue to read and discuss an increasingly wide range of fiction.
* Read books that are structured in different ways and reading for a range of purposes.
* Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
* Identify and discuss themes and conventions in and across a wide range of writing.
* Make comparisons within and across books discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
* Map out texts showing development and structure and identify high and low points, links between sections, paragraphs and chapters. Compare in different stories.
* Explore aspects of an author’s style by comparing themes, settings and characters in different stories.
* Look for evidence of narrative viewpoint. Explore how narration relates to events. Explore ways to change the narrative viewpoint. Recognise that characters may have different perspectives on the story and explore different points of view.
* Review different ways to build and present a character, (e.g.) using dialogue, action or description and discuss children’s response to particular characters.
* Investigate direct and reported speech.
* Use language to create a particular comic or dramatic effect.
* Compare the structure and features of different versions of the same story, e.g. re-tellings from different times or countries, adaptations for different age-groups.
* Note repeated patterns of events – climax- resolution in extended narratives.
* Identify the audience that the author had in mind for a particular story.
* Demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase.
* Analyse the structure of more complex narratives, e.g. two parallel narrative threads. Look at the way that the author signals a change in the narration and discuss the effect of seeing the story from different points of view.
* Look at the author’s use of language, (e.g.) literal and figurative language when describing settings.
* Analyse the structure of complex narrative with non-linear chronology. Look at the way that the author signals changes in time and place, reality to unreality, e.g. paragraphs, connectives etc.
* Look at examples of dialogue and degrees of formality and consider what this shows about relationships.
 | **NB. Focus should be writing parts of stories as well as occasionally full stories. Children can still use retelling to support their story writing.*** Experiment with different ways to open a story, e.g. dialogue, an important event.
* Plan and write a complete short story with an interesting story opening.
* Use dialogue to build character.
* Try adapting oral story-telling for a different audience, e.g. younger children. Reflect on the changes.
* Plan and write a complete short story aimed at a specific audience, e.g. a new version of a traditional tale for a younger audience. Adapt sentence length and vocabulary to meet the needs of the reader.
* Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain the listener.
* Plan and re-write a familiar story from an alternative point of view.
* Write in the style of a particular author to complete a section of a story, add dialogue or a new chapter.
* Plan and write a longer story with a more complex structure, e.g. parallel narratives. Check for consistency in narrative voice when telling each part of the story.
 | * Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
* Note and develop initial ideas, draw on reading and research where necessary.
* In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
* Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
* In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character.
* Ensure the consistent and correct use of tense throughout a piece of writing.
* Show how the main character has developed as a result of the events of the narrative.
* Assess the effectiveness of their own and others’ writing.
* Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 | * First (very occasionally) or third person – consistent.
* Past tense or very occasionally present tense - consistent.
* Progressive tense and present perfect where required.
* Chronological sequencing or non-sequential sequencing, e.g. flashbacks.
* Use of paragraphing with cohesive devices within each paragraph.
* Character, setting and atmosphere are developed through the use of precise description.
* Pronouns are used to avoid repetition.
* Dialogue used to convey character and sometimes to move forward action.
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|  | **Knowledge of Stories** | **Outcomes** | **Planning & Drafting** | **Story Features** |
| **Year 6** | * Continue to read and discuss an increasingly wide range of fiction.
* Read books that are structured in different ways and reading for a range of purposes.
* Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
* Identify and discuss themes and conventions in and across a wide range of writing.
* Make comparisons within and across books discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
* Compare the structure and features of a story with its film or TV adaptation. Look for different ways that information is revealed or events are presented, (e.g.) dreams, flashbacks, letters.
* Consider when a story was first published and discuss the audience that the author had in mind, e.g. children reading a classic text published in the last century.
* Analyse dialogue at particular points in a story and summarise its purpose, (e.g.) to explain plot, show character or relationships etc.
* Identify story structures typical to particular fiction genres and explore differences in paragraph organisation and connectives. Review more complex narrative structures and those with nonlinear chronology.
* Consider how style is influenced by the intended audience and consider author’s use of language.
* Identify ways to manipulate narrative viewpoint, e.g. by having a different character taking over the story-telling, and discuss the effect of this.
* Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes.
* Analyse examples of dialogue that are typical of a particular genre.
* Analyse the author’s use of language to evoke a sense of time and place and identify particular techniques such as using expressive of figurative language, describing a character’s response, adding details of sights and sounds.
 | **NB. Focus should be writing parts of stories as well as occasionally full stories. Children can still use retelling to support their story writing.*** Transform narrative writing into a script and perform as a short dramatised scene.
* Plan and write a short story, e.g. modern re-telling of a classic play.
* Describe a setting by referring to all the senses.
* Tell short stories in a particular genre to engage and entertain an audience.
* Plan and write a short story with non-linear chronology, e.g. using flashbacks.
* Plan and write a complete story in a particular genre. Select features of narrative structure typical of the genre, (e.g.) starting an adventure story with a dramatic event and then providing background information. Create a typical setting and characters for the genre using expressive language and building up small details.
* Plan and write a parody of a familiar story in a particular genre. Manipulate typical characters, settings and events to surprise and amuse the reader.
* Plan and write an extended story. Use techniques learned from reading, e.g. create mood and atmosphere by describing a character’s response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others.
 | * Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
* Note and develop initial ideas, draw on reading and research where necessary.
* In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
* Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
* In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
* Ensure the consistent and correct use of tense throughout a piece of writing.
* Show how the main character has developed as a result of the events of the narrative.
* Use a wide range of devices to build cohesion within and across paragraphs.
* Ensure correct subject and verb agreement when using singular and plural.
* Distinguish between the language of speech and writing and choosing the appropriate register.
* Assess the effectiveness of their own and others’ writing.
* Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 | * First (very occasionally) or third person – consistent.
* Past tense or very occasionally present tense - consistent.
* Progressive tense and present perfect where required.
* Chronological sequencing or non-sequential sequencing, e.g. flashbacks.
* Use of paragraphing with cohesive devices within/across paragraphs.
* Character, setting and atmosphere are developed through the use of precise description.
* Pronouns are used to avoid repetition.
* Dialogue used to convey character and to move forward action.
* Distinguish between the language of speech and writing.
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