

Writing Progression- Narrative

Year 1

This progression is to guide staff in the development of a sequence of writing for narrative. Each skill element will build into the next. Different classes may need these skills in a slightly different order (but try not to change it) or they may only get partially through the sequence dependent on your focus. However, by the end of each academic year it is expected that all elements will have been covered with the class.

Absorbion- (smallest but MOST important)

Telling and retelling stories, experimenting with sequence and vocabulary

Events are sequenced to create texts that make sense

- Listen to stories/narrative texts that use the features of writing
- Recognise and use story language
- Retell using props/plans/drama based on the shared story
- Trial new vocabulary (3:1 rule)



Rehearsal-

Language choices will be used to create purposeful sounding writing

- Discuss language features
- Trial new vocabulary (3:1 rule)
- Simple sentences (starting with a pronoun/verb) orally rehearsed
- Simple sentence demarcation practiced- physically and with examples from the text
- 3rd or First person exploration
- Nouns- words that name
- Verbs- Third person, first person singular.
- Simple past tense 'ed'
- Adjectives- Add 'er' and 'est' to adjectives where no change is needed to root word.
- Connectives/conjunctions- Join words and sentences using and/then.
- Tense- Simple past tense 'ed'
- Past tense sentences



Adaption-

Simple narratives use typical characters, settings and events whether imagined or real

- Think about the intended audience and purpose so story plans are shaped to satisfy this element. *Why are we writing?*
- Change 1 element of the story to develop an innovation.
- Use drama, props and plans based on the change.
- Use story language to create purposeful sounding writing.
- Purposeful use of the personal pronoun 'I'
- Think it, say it, write it.
- Beginning and end of narrative signalled.
- Ideas starting to be grouped by sequence/similarity
- Grammar elements- A, finger space, and, because, ?, !

Writing Progression- Narrative

Year 2

Absorbtion

*Telling and retelling stories, experimenting with sequence and vocabulary

*Events are sequenced to create texts that make sense

*Narratives are told/retold in past tense

*Narratives are told/retold in first and third person (at different times)

*Recognise and use simple story language and repeated features.

*Tell and retell orally using props and plans for assistance

*Listen to stories and text that use the features required for writing.

*Language choices help create realistic sounding narrative e.g. adjectives, adverbs and precise nouns. (scarlett instead of red, shirt instead of top, policeman instead of man.



Rehearsal- through the text or linked texts

Language choices help create realistic sounding narrative e.g. adjectives, adverbs and precise nouns.

Main participants are human or animal.

Characters are developed as either good or bad.

Events are sequenced to ensure stories make sense.

Use full stops and capital letters correctly.

Use question marks and exclamation marks (How and a what !) correctly.

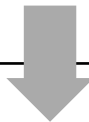
Commas to separate items in lists.

Apostrophes for contractions.

Possessive apostrophes for singular nouns.

Past tense and third person agreement

Past Progressive form of verbs.



Adaption

Simple narratives typical characters, settings and events whether real or imagined with one or more element to be changed

Think about the intended audience and the purpose story (to scare, to amuse, teach a moral) so that plans are shaped to satisfy the audience and purpose.

Events are sequenced to ensure stories make sense.

Simple connectives and, but, then, so, when link clauses

Speech-like expressions in dialogue e.g. Chill out!

Use simple adverbs e.g. quickly, slowly.

Use expanded noun phrases e.g. massive, boggy field

Make use of 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, drama)

Recognise and use appropriate story language dependent on context.

Think, say and write sentences to tell the story or narrative in their own words.

