

By Brook Valley School Narrative Progression

Year	Y1	Y2	Y3	Y4	Y5	Y6
Structure	Simple beginning, middle and end	<ul style="list-style-type: none"> Simple beginning, middle and end Stories with repetitive structures based on class reading (e.g. <i>Emily Brown & the Thing</i>, fairy tales) 4 point structure: opening, build up, dilemma, resolution/ end 	<ul style="list-style-type: none"> Stories with 5 point structure: opening, build up. Dilemma, resolution, end Use of seven basic story plots for boxing up 		<ul style="list-style-type: none"> Consolidate basic structures from Y3/4 Stories that move between times (e.g. flashback / flash forward) Stories told from more than one viewpoint (e.g. <i>Trash</i>, <i>Wonder</i>) Chapter stories 	
Characters	Characters based on class reading and role play	<ul style="list-style-type: none"> 2-3 main characters Describe appearance and simple character traits (e.g. <i>the wicked witch</i>, <i>the fair princess</i>) Describe feelings Use noun phrases 	<ul style="list-style-type: none"> Develop a wider range of 'stock' characters (e.g. <i>the geeky boy</i>; <i>the strict librarian</i>; <i>the mad scientist</i>; <i>the faithful sidekick</i>; <i>the lonely, old man</i>) Use show not tell Describe characters through their actions Use of dialogue 		<ul style="list-style-type: none"> Extend their range of stock characters Describe characters through: <ul style="list-style-type: none"> their motives how other's react to them multiple character traits how they change over time Dialogue and reported speech Shifts in formality through characterisation 	
			Adverbs, conjunctions and prepositions for cause (Tom was scared about the trip. He hated the sea since he'd nearly drowned on holiday last summer.)	Fronted adverbials (e.g. <i>Feeling scared</i> , she crept towards the empty house.) Expanded noun phrases (e.g. The ugly sister with a wart on the tip of her nose stared at her sibling.)	Relative clauses (e.g. <i>Tristan, who had always been an unusual boy</i> , was fascinated by rubbish.) Modal verbs and adverbs (e.g. He should have been kinder. She possibly could have been more grateful.)	Passive voice for empathy (e.g. His life has been made a misery; his family and friends had all been taken away from him.)

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Settings	Familiar settings (e.g. from real life and traditional stories)	Familiar settings based on reading (e.g. <i>the woods</i> , <i>under the sea</i> , <i>space</i>) Describe using expanded noun phrases	<ul style="list-style-type: none"> Settings linked to different genres (e.g. <i>historical</i>, <i>sci-fi</i>, <i>fantasy</i>, <i>humorous</i>) Describe characters' reactions to the setting (e.g. <i>the hairs at the back of Katie's neck stood on end as she looked into the dark forest ahead of her</i>) 		<ul style="list-style-type: none"> Stories with more than one main setting (e.g. <i>flashback stories</i>) Make links between the setting and the character (e.g. <i>The trees were bare and gnarled, with mysterious shadows lurking between them. A shiver ran down Katie's spine.</i>) Make links between the setting, time and weather (e.g. <i>Midnight. The witching hour. Above her, the sky was an expanse of black; heavy rain clouds hovered and thunder roared in the distance. A shiver ran down Katie's spine.</i>) 	
			Adverbs and prepositions for time and place (e.g.	Noun phrases expanded by prepositional phrases (e.g.		

			Suddenly they saw the ghostly house through the trees).	The ghostly house at the edge of the forest)	Relative clauses and parenthesis (e.g. The house, which stood derelict at the edge of the woods, was ghostly.)	Use passive voice to create suspense (e.g. not a sound could be heard).
Openings	Use of story language (e.g. once upon a time, one day etc.) Introduce main character/s	Introduce the main character/s and setting (e.g. time of day, type of weather)	<ul style="list-style-type: none"> Establish the characters, setting and main problem Make sure anything that the plot relies on later is referenced Provide hints for the reader about a character or an object that will be important later 	<ul style="list-style-type: none"> Experiment with different ways to start stories: <ul style="list-style-type: none"> in the middle of the action with dialogue at the end of the story (work backwards) using a prologue with a question direct address to the reader by the narrator Use of foreshadowing, hints for the reader 		
Endings	A final sentence (e.g. They all went home. The mouse was happy.)	A separate section (e.g. 2-4 sentences. The mouse was really happy that he tricked the Gruffalo. He was tired so he went back home to his tree and went to sleep.)	<ul style="list-style-type: none"> Link the ending to the opening. Explain how the main character feels at the end / how the situation has changed (e.g. Tom was really glad it was all over! At last, everyone in the town was safe.) Make the resolution and the ending distinct sections 	Experiment with different strategies for ending stories: <ul style="list-style-type: none"> leaving it open for a sequel creating a sense of doubt as to whether its' really over e.g. They're travelling days were over. Or were they? a comment from the narrator e.g. so if you ever get the chance to go there yourself, don't forget to look out for the witches! an unexpected shock e.g. creating false sense of security, character thinks everything is fine then it all goes wrong Finally...ending, where the goal mentioned in the opening is achieved e.g. 'Finally their quest to save the town was over.' 		

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<p>Language features</p>	<ul style="list-style-type: none"> • Power of 3 (e.g. He walked and he walked and he walked.) • Use familiar narrative phrases (e.g. once upon a time, happily ever after. He huffed and he puffed.) 	<ul style="list-style-type: none"> • Power of 3 (e.g. He wore old shoes, a dark cloak and had a scruffy beard.) • Recurring language (e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide) 	<ul style="list-style-type: none"> • Power of 3 (e.g. She leapt over the gate, across the field and into the barn.) • Similes, alliteration • Range of adverbs, prepositions and conjunctions • Direct speech 	<ul style="list-style-type: none"> • Power of 3 (e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.) • Similes, hyperbole • Fronted adverbials for effect • Direct speech 	<ul style="list-style-type: none"> • Power of 3 (e.g. The wind whistled through the trees, tickling the autumn leaves and dancing through the wood.) • Personification, metaphor, allusion (e.g. he had Herculean strength. It was a Pandora's box of horrors.) • Direct and reported speech 	<ul style="list-style-type: none"> • Power of 3 (e.g. At once, the musty odour of ancient air hit him; a black cloud crept across his heart and his thoughts were consumed by dark shadows.) • Passive voice (e.g. to hide information, to create empathy for a character). • Extended metaphor • Direct and reported speech • Dialect
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