

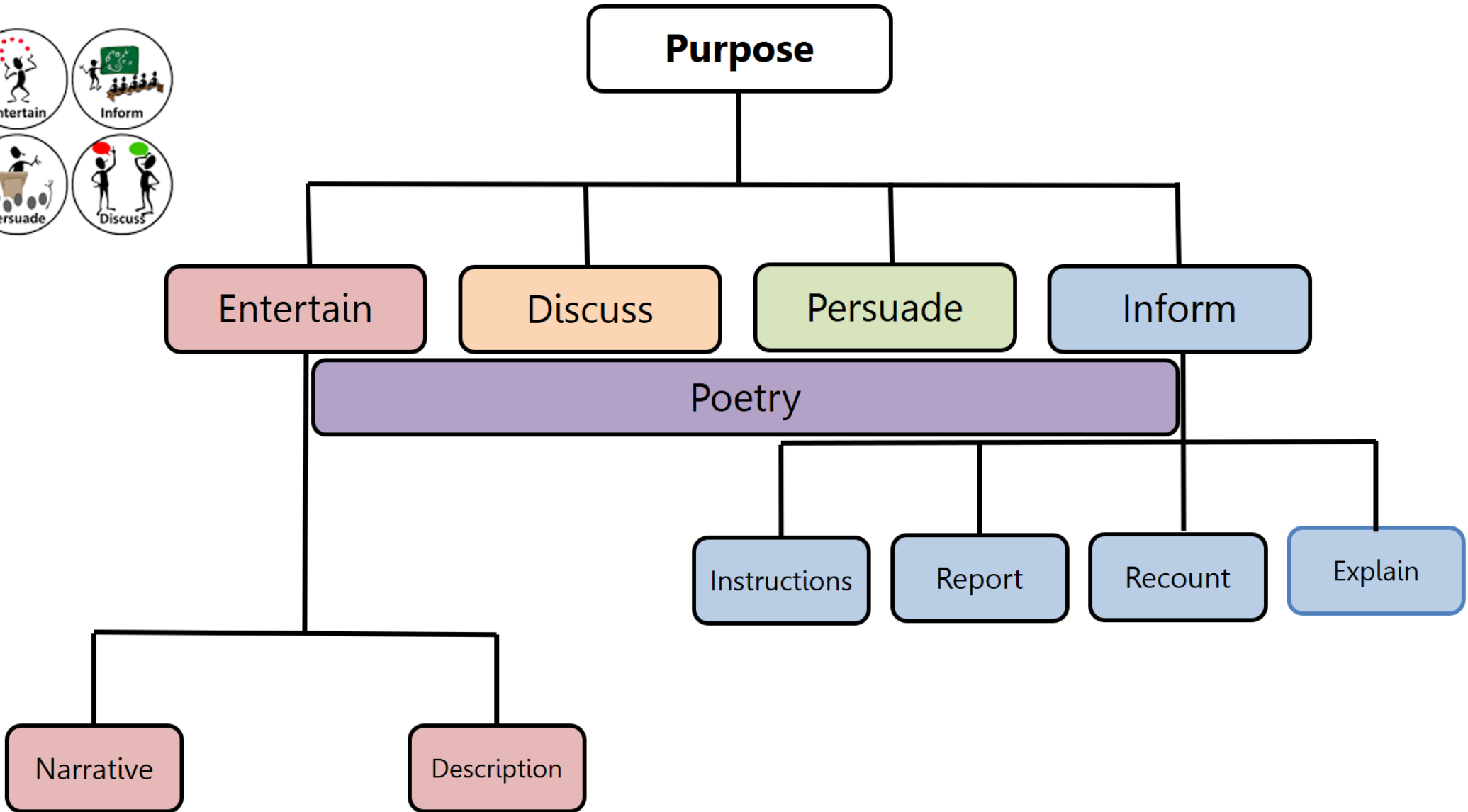


PROGRESSION IN WRITING

Text Outline and Progression

Texts that Entertain: Narrative and
Description

Four Purposes for Writing



Narrative Texts

Common Examples of text type

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| <ul style="list-style-type: none"> → Stories that use predictable and patterned language → Traditional and/or folk tales → Fairy tales → Stories set in familiar settings → Retellings of stories heard and read → Retelling simple stories in different ways (extending the narrative; writing narrative poems as prose, turning prose into a script etc.) | <ul style="list-style-type: none"> → Stories set in historical contexts → Myths and legend → Stories with flashbacks → Stories set in fantasy words → Stories from a range of cultures |
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Progression

Early Years

| Early Years | | |
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| Generic Text Features | Grammatical Features | Planning and Preparing |
| <ul style="list-style-type: none"> • Simple narratives and retellings are told/ written in first or third person. • Simple narratives are told/ written in past tense. • Simple narratives use typical characters, settings and events whether imagined or real. • Simple narratives use some story language. | <ul style="list-style-type: none"> • (30-50) Simple mark making related to story work in class. • (40-60) Begins to use simple story language e.g. Once Upon a time in simple, oral retellings • (40-60) Writes labels, captions and/or attempts short sentences linked to a shared/learnt story. • (40-60) Begins to use capital letters, full stops and finger spaces. • (40-60+) Develops their own narratives orally or innovates known stories. • (40-60+) Describes the main events in known stories by retelling orally or in writing using third person and past tense. • (40-60+) Uses key features of narrative in writing e.g. simple openings/endings, characters etc. | <ul style="list-style-type: none"> • Learn stories orally and retell them with actions. • Introduce story characters/props into provision areas to structure play. • Tell and retell stories using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Make simple innovations to known stories. E.g. change main character. • Think, say and write sentences to retell a story in their own words or writes their own simple stories. |

Year 1

| Generic Text Features | Grammatical Features | Planning and Preparing |
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| <ul style="list-style-type: none"> • Simple narratives and retellings are told/ written in first or third person. • Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. | <ul style="list-style-type: none"> • Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. • Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. • Sentences are demarcated using full stops, capital letters and finger spaces. • Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! • Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. | <ul style="list-style-type: none"> • Tell and retell stories orally using props and plans for assistance and through drama activities. • Listen to/ learn stories and narrative texts that use the features required for the writing. • Use drama to understand to deepen understanding of chosen text. • Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make structured plans based on the chosen story by changing characters and key events. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Think, say and write sentences to tell the story or narrative in their own words. |

Year 2

| Generic Text Features | Grammatical Features | Planning and Preparing |
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| <ul style="list-style-type: none"> • Narratives and retellings are told/ written in first or third person. • Narratives and retellings are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Characters are simply developed as either good or bad. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. | <ul style="list-style-type: none"> • Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed. • The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her... • Apostrophes can be used for possession, e.g. Granny’s house, baby bear’s bed. • Apostrophes to show contraction can be used, e.g. Goldilocks couldn’t believe her eyes. • Personal retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school. • Sentences are demarcated using full stops, capital letters and finger spaces. • Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! • Question marks can be used to form questions, including rhetorical questions used to engage the reader. • Adjectives including comparative adjectives are used to aid description and make comparisons, | <ul style="list-style-type: none"> • Listen to stories that use the features required for writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of focus text. • Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. • Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc. • Make use of ideas collected from reading, e.g. using repetition to create an effect. • Tell and retell stories orally using props and plans for assistance (e.g. puppets, pictures) and through drama activities. <ul style="list-style-type: none"> • Think, say and write sentences to tell the story or narrative in their own words. • Write narratives using their plans. |

e.g. the troll was big but the eldest Billy Goat Gruff was bigger.

- Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.
- Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases e.g. shimmering, sparkling diamond.
- Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.

- Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.
- Reread completed narratives aloud, for example, to a partner, small group or the teacher.

Year 3

| Generic Text Features | Grammatical Features | Planning and Preparing |
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| <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. ▪ Events are sequenced to create chronological plots through the use of adverbials and prepositions. ▪ Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... ▪ Narratives use typical characters, settings and events whether imagined or real. ▪ Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. ▪ Language choices help create realistic-sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) | <ul style="list-style-type: none"> • Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. • Adverbs e.g. first, then, after that, finally are useful for denoting shifts in time and for structuring the narrative. • The use of conjunctions e.g. when, before, after, while, so, because... enables causation to be included in the narrative. • Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on. • Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. what has happened to us? What have you done? They have forgotten me... • Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc. • Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. | <ul style="list-style-type: none"> • Read stories that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of focus text. • Reverse plan texts to understand structure of story. • Independently read successful examples of narrative writing and label effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities. • Compose and rehearse sentences or parts of stories orally to check for sense. • Recognise and use narrative language e.g. on a cold winter's day, Dear Diary, And after all that... etc. • Make use of ideas from reading, e.g. using repetition to create an effect. • Write narratives using their plans. |

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| | <ul style="list-style-type: none">• Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.• Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... | <ul style="list-style-type: none">• Reread completed narratives aloud, e.g. to a partner, small group.• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. |
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Year 4

| Generic Text Features | Grammatical Features | Planning and Preparing |
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| <ul style="list-style-type: none"> • Narratives and retellings are written in the first or third person. • Narratives and retellings are written in the past tense, occasionally these are told in the present tense. • Events are sequenced to create chronology through the use of adverbials and prepositions • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue is used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. | <ul style="list-style-type: none"> • The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. • Fronted adverbials can be used e.g. During the night..., In a distant field.... These should be punctuated using a comma. • The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... • Paragraphs are useful for organising the narrative into logical sections. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. | <ul style="list-style-type: none"> • Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of chosen text. • Reverse plan texts to understand structure of story. • Independently read successful examples of narrative writing and label effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to address the reader. |

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| <ul style="list-style-type: none">• Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).• The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.• Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship. | <ul style="list-style-type: none">• Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.• Try to show rather than tell, for example, show how a character feels by what they say or do.• Write narratives using their plans.• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.• Reread completed narratives aloud, e.g. to a partner or a small group. |
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Year 5

| Generic Text Features | Grammatical Features | Planning and Preparing |
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| <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"> • The third person and past tense are used. • This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... • Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). • Modals can be used to suggest degrees of possibility, e.g. They <u>should</u> never have...If they were careful, the children <u>might</u> be able to... • Adverbs of possibility can be used to suggest possibility, e.g. They were <u>probably</u> going to be stuck there all night..., they were <u>definitely</u> on the adventure of a lifetime... • Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in play script or commas – | <ul style="list-style-type: none"> • Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of chosen text. • Reverse plan texts to understand structure of story. • Independently read successful examples of narrative writing and label effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. |

Paul, on the other hand, was considered trustworthy.

- **Layout devices** can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close...
- **Relative clauses** can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.

- Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.
- Try to show rather than tell, for example, show how a character feels by what they say or do.
- Write narratives using their plans.
- Show how the main character has developed as a result of the narrative.
- Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.
- Read their completed narratives to other children.

Year 6

| Generic Text Features | Grammatical Features | Planning and Preparing |
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| <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, they 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. ▪ Dialogue communicates details about characters' personalities, cultures and attitudes. | <ul style="list-style-type: none"> • By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and vocabulary appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. • The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. • Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc. • Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life... • Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. • Colons, semi-colons and dashes can be used to separate and link ideas. • All punctuation is used precisely and to add to the meaning of the text. • Assured control over the level of formality. | <ul style="list-style-type: none"> • Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of chosen text. • Reverse plan texts to understand structure of story. • Independently read successful examples of narrative writing and label effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a number of characters and describe a key detail that shows something about their personalities. • Make use of ideas from reading, e.g. using short and long sentences for different effects. Use show rather than tell, for example, show how a character feels by what they say or do. • Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day |

- Clear **distinction** between the language of **speech** and the language of **writing**.

- Write narratives using their plans.
- Show how the main character has developed as a result of the narrative.
- Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.
- Read their completed narratives to other children.

Descriptive Texts

Common Examples of text type

→ Setting description

→ Character description

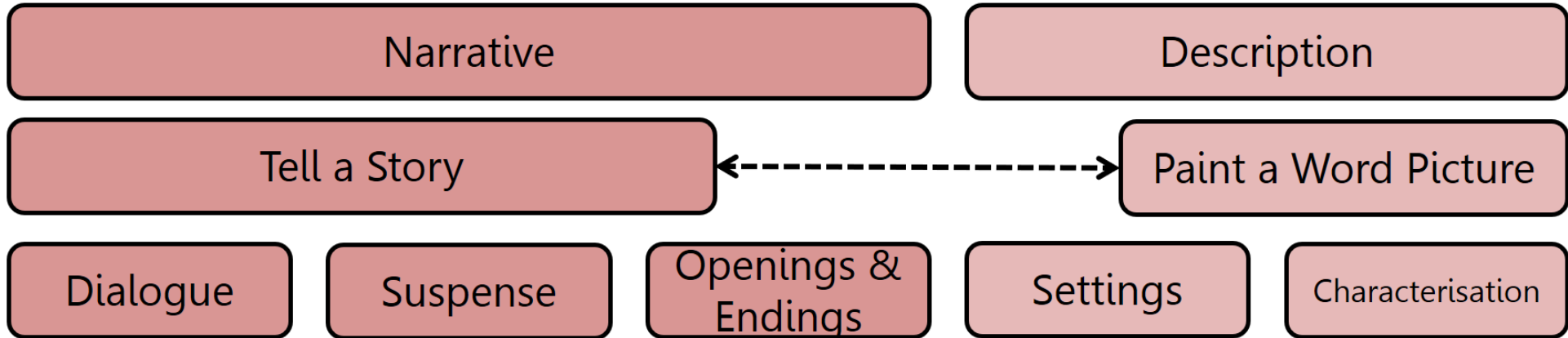
Can be written in isolation or as part of a narrative or poem.

| Progression in Description | | | |
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| EYFS | KS1 – As for EYFS plus: | LKS2 – As for KS1 plus: | UKS2 – As for LKS2 plus: |
| <ul style="list-style-type: none"> • Look attentively and describe new experiences. • Use adjectives to say what images look like. • Use all the senses to discuss and describe – look, touch, taste, hear and smell. • Use powerful verbs to describe the quality of movement e.g. crept, tiptoed. | <ul style="list-style-type: none"> • Use precise nouns to create a picture in the reader’s mind e.g. terrier instead of dog. • Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. • Use power of 3 sentences to describe e.g. the distant, glittering star. • Choose powerful verbs instead of got, came, went, said, look. <ul style="list-style-type: none"> • Use adverbs to describe how e.g. she whispered softly. • Use ‘as’ and ‘like’ similes. • Draw on all the senses when describing. | <ul style="list-style-type: none"> • Describe a setting by using language to suggest the atmosphere e.g. rather than the trees were dark and scary – shadows loomed from the dark, finger like branches. • Select powerful, precise and well chosen nouns, adjectives and adverbs that really match the purpose. E.g. smeared, smothered. • Use personification e.g. even the sun seemed to beam with spring time excitement. • Use metaphors and similes to create atmosphere e.g. From the waterfall, droplets sparkled, danced and shone like diamonds. • Use alliteration to add effect e.g. Tim trembled, terrified that he would get something wrong. • Use expanded noun phrases to add intriguing detail e.g. On the table, was a tiny, golden cage containing a rare, exotic bird. | <ul style="list-style-type: none"> • Use a character’s reaction or the author’s comments to show the effect of a description e.g. Paul beamed from ear to ear. • Use onomatopoeia to reflect meaning e.g. Peter heard the rapid rattle of the train. • Ensure that all word choices earn their place and add something new and necessary. E.g. not the old branches, but the gnarled, finger like branches. • Use precise detail when describing to bring a scene alive e.g. the diamonds encrusted in her golden necklace glinted and shone like stars. • Select detail and describe for a purpose e.g. to scare the reader, the lull the reader into a false sense of security. • Use parenthesis to add additional description to create mood e.g. the gulls, screeching ominously, glided |

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| | | <ul style="list-style-type: none"> • Show not tell – describe a character’s emotions using senses e.g. Her spine tingled. (Year 4) • Developed descriptions through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition) • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The haunted house.....It.....This terrifying place....In this creepy house.... | <p>down low over the dark, brooding waves.</p> <ul style="list-style-type: none"> • Use personification, similes or metaphors to create mood and embellish descriptions. E.g. Outside, the roof was green with moss and caved in at one place. The empty, cracked, sad little windows stared like eyes begging to be lived in once more while the ivy clung to the wall, tapped the windows and reached up towards the chimney. It was as if the house had grown from the earth. • Use repetition or ellipsis for effect e.g. Everybody was talking about it....Round eyes, busy mouths, frightened voices..... Everybody was talking about it. • Create cohesion within and across paragraphs using a wider range of cohesive devices such as pronouns, nouns and adverbials. E.g. One of the stars.....This star.....It had shone....That tiny star. Distant, in the constellation of Orion.... • Use modals to improve descriptions by suggesting degrees of possibility, e.g. To some, this place <u>might</u> seem odd. It <u>could</u> seem strange, but to Sarah it was home. |
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Additional Progression Guidance

Illustrative information to support planning.



Progression in Dialogue

| EYFS | KS1 – As in EYFS plus: | LKS2 – As in KS1 plus: | UKS2 – As in LKS2 plus: |
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| <ul style="list-style-type: none"> • Use puppets and make up voices when playing with them. • Role play different characters. • Use different voices for characters when reading. • On story maps, draw simple speech inside speech bubbles. • Notice speech marks in shared reading. • When the sound is turned down in videos, discuss what the characters might be saying. • Use wordless picture books and discuss what a character might say. | <ul style="list-style-type: none"> • Choose and decide how a character feels, thinks or behaves and show this through what they say e.g. "I'm terrified," he said. • Use powerful speech verbs e.g. shouted, whispered, squealed. • Use 'said' plus an adverb e.g. he said hopefully. | <ul style="list-style-type: none"> • Use inverted commas to punctuate speech. • After the inverted comma, start the speech with a capital letter. • When closing speech, use appropriate punctuation before the closing inverted commas. • Start a new line for each new speaker. • Use only a few exchanges. • Tag on what a character is doing while speaking e.g. "Yes," she cried, waving her arms in the air. • Use a speech sandwich e.g. "Hello," said James waving to his friend. Jim replied, "I've been waiting for you." • Choose verbs and adverbs for effect to show how a character is feeling e.g. shouted/muttered instead of said; angrily/quietly etc. | <ul style="list-style-type: none"> • Separate the dialogue word/speech tag from the speech by a comma. • Have characters discuss other characters and reflect on events. • Add to the speech sandwich by adding in the listener's reaction e.g. "Look out Paul!" yelled James waving his arms. <u>Paul gasped in surprise</u>, "oh no!!" • Add in something else that is needed to keep the action moving forwards e.g. "Hello," said Peter, waving to his friend. Tim gasped. <u>Coming down the road was an elephant</u>. "Run for it!" squealed Tim. • Put the speaker before/after or in between what is said e.g. Sam said, "so let's go." "So let's go," said Sam. "So," said Sam, "Let's go." |

Progression in Suspense

| EYFS | KS1 – As for EYFS plus: | LKS2 – As for KS1 plus: | UKS2 – As for LKS2 plus: |
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| <ul style="list-style-type: none"> • Put the main character into a scary setting. • Make the main character hear or see something scary or strange. <p>Make up a threat for the main character e.g. a monster or a ghost.</p> | <ul style="list-style-type: none"> • Isolate your character/s in darkness/cold OR in a derelict setting. • Use scary sound effects from an unseen threat e.g. something hissed, growling noises came from behind the door. • Show a glimpse of an unknown threat e.g. a strange claw appeared from nowhere. • Use exclamations e.g. BANG! The door slammed shut. • Use dramatic connectives/openers to introduce drama e.g. without warning, suddenly. | <ul style="list-style-type: none"> • Let the threat gradually get closer and closer. • Show characters' feelings by reactions e.g. she froze. He shivered. • Include short punchy sentences for drama. Where did it come from? Nobody knows. • Use rhetorical questions to make the reader worried e.g. Who had slammed the door shut and why did the window close so suddenly? • Do not name the threat – only refer to it using non-specific terms e.g. something, somebody, it, a silhouette, a foreboding figure. • Use dramatic connectives/fronted adverbials e.g. In the blink of an eye, Out of the blue, As fast as lightning... <ul style="list-style-type: none"> • Use speech to illustrate change of mood/growing tension e.g. "I don't like this anymore," cried Sarah clutching her mum's arm/"What was that?" shouted Sam looking round in dismay. | <ul style="list-style-type: none"> • Use strategies to hide the threat (see previous) • Use an abandoned setting or lull the reader with a cosy setting. • Personify the setting to make it sound dangerous e.g. The wind howled around her ears and branches tore at her coat as she fled the forest. – use the weather and/or time of day to create atmosphere. • Make your character hear, see, touch, smell or sense something ominous e.g. behind her, she could feel a strange presence. It was like something was watching her. • Switch between threat and victim to create drama e.g. the children froze, hidden behind the tree. The creature stopped. It sensed something...something. The children had a terrifying feeling that it knew they were there.... • Surprise the reader with the unexpected. • Suggest something is going to happen over a series of sentences or paragraphs and create cohesion across paragraphs using a wider range of cohesive devices such as pronouns, nouns and adverbials. |

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| | | | <p>Or by choosing to use repetition or ellipses for effect.</p> <ul style="list-style-type: none">• Slow the action by using sentences of three and drop in clauses e.g. The girl, terrified of making a noise, froze, held her breath and closed her eyes.• Use modals to slow the action and to create mood/ a sense of the unknown. E.g. The girl, froze, terrified. Could it see her? Could it sense her presence? Might this be the end?• Use adverbs of possibility to create a sense of uncertainty e.g. This was potentially fatal; the end was possibly in sight. |
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Progression in Openings and Endings

| EYFS | KS1 | LKS2 | UKS2 |
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| <ul style="list-style-type: none"> • Learn 'Once upon a time' or a similar opening. • Learn to end a story in an appropriate way e.g. 'finally' or 'in the end' plus 'happily ever after' | <ul style="list-style-type: none"> • Add more ways to start the story using 'one', e.g. One day; one morning etc. • Add in 'early' or 'late' e.g. 'Late one night; Early one morning...' • Use 'place' starters e.g. 'In a distant land; Far, far away; On the other side of the mountain, etc...' • Use other kinds of time starters e.g. 'Once, not twice; Long ago; Many moons ago...' • End by stating how a character has changed or what they have learned. Or, take your characters home. | <ul style="list-style-type: none"> • Use a variety of openings incl. fronted adverbials to orientate the reader e.g.: Time: 'Late one night' Weather: 'Snow fell' Place: 'In the enchanted forest' • Start by introducing your character and use 'show' not 'tell' techniques to reveal important facts about their feelings or personality e.g. 'James trembled as Billy entered the class.' • Start with questions or exclamations to hook the reader's interest. E.g. "Scarper!! They yelled. / "What is it?" she whispered. • End by showing how the character has changed or what has been learned i.e. a moral. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the opening/ending. • Use adverbials e.g. therefore, however to creates cohesion within and across paragraphs. | <ul style="list-style-type: none"> • Use a contrast e.g. inside/outside: Outside the sun shone brightly, but inside there was a strange icy feeling. • Use a dilemma, desire or the unexpected. • Suggest that something dangerous might happen e.g. the rickety old house shook violently in the wind. • Suggest something dangerous has happened e.g. smoke rose from the wreckage. • Dismiss a threat e.g. Jane had never believed in witches anyway. • Use figurative language to create a mood e.g. The fog shrouded the houses like. • Use a trigger e.g. someone wants something; is warned not to do something; has to go somewhere; is threatened; has lost something; a mysterious parcel arrives • Use a flashback or flash forwards. • End by showing what the main character(s) have learnt or how they have changed. Make a link back to the beginning. Have the author comment on events. • Use modals to suggest degrees of possibility, e.g. They <u>should</u> never |

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| | | | <p>have...If they were careful, the children <u>might</u> be able to...</p> <ul style="list-style-type: none">• Adverbs can be used to suggest possibility, e.g. They were <u>probably</u> going to be stuck there all night..., they were <u>definitely</u> on the adventure of a lifetime...• Parenthesis can be used to improve openings/endings by adding additional information through the use of brackets, dashes or commas. E.g. Our friends, now older and wiser, knew that they had been on the adventure of a lifetime.• The passive voice can be used to add additional information to openings or endings. e.g. it was possible that..., the map was given to the children by...• Use the subjunctive mood to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.• Past perfect progressive forms can be used to give additional detail and to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life... |
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Progression in Settings

| EYFS | KS1 – As for EYFS plus: | LKS2 – As for KS1 plus: | UKS2 – As for LKS2 plus: |
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| <ul style="list-style-type: none"> • Draw maps showing different settings. • Create, draw and tell simple stories that start and end in the same place. • Create stories where a main character goes from setting to setting on a journey. • Create, draw and tell a story set in the locality. • Select from a range of photo settings. • Choose a scary setting where something might happen e.g. haunted house, dark woods, old house. • Use adjectives to describe settings. | <ul style="list-style-type: none"> • Choose a name for the setting. • Use all the senses to describe the setting. • Use 'power of 3' sentences to describe e.g. it was a glorious, sparkling, amazing castle. • Include some extra detail to bring the setting to life e.g. In the enchanted forest, where it was always summer. • Choose adjectives with care and use 'like' and 'as' to make similes. <ul style="list-style-type: none"> • Include time of day and weather e.g. It was just before lunch on a beautiful sunny day. • Select scary settings and create dilemmas. | <ul style="list-style-type: none"> • Choose an interesting name for the setting. • Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness. • Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully. • Show the setting through the character's eyes. E.g. Frankie scanned the room searching for the golden key. • Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc. • Use speech to describe a setting through a character's reaction. "Wow," exclaimed Sam staring at the mountain that lay ahead. "I've never seen anything that wonderful before." • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it | <ul style="list-style-type: none"> • Choose a name that suggests something about the setting e.g. Dead Man's Hollow. • Show the scene through the character's eyes adding details to show character's reactions to new surroundings e.g. Jill peered around the gloomy cave, her eyes fighting against the darkness. • Use detailed 'power of 3' sentences to describe what can be seen, heard or touched e.g. The room was adorned with shabby furniture, tatty curtains and strange paintings. • Use the setting to lead the story forwards e.g. On the table, was a strange footprint left by a creature that Holly, who was an animal expert, was unfamiliar with. • Change atmosphere by altering weather, place or time and use a metaphor or personification. E.g. the wind howled, the fog descended over the houses like a thick cloak. • Reflect a character's feelings in the setting e.g. As the rain lashed against the window pane, tears streamed down Harry's face. |

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| | | | <ul style="list-style-type: none">• Use parenthesis to add additional information e.g. the house, old and decrepit, stood at the bottom of Haunted Hill.• Use relative clauses to add further information, adding commas when required e.g. The windows, which were dirty and cracked, swung on their hinges in the breeze.• Use the subjunctive form to hypothesize for impact. If the devil himself had created a house, it would probably have looked like this. |
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Progression in Characterisation

| EYFS | KS1 – As for EYFS plus: | LKS2 – As for KS1 plus: | UKS2 – As for LKS2 plus: |
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| <ul style="list-style-type: none"> • Write about a character from a story you know or make up a new character. • Give your character a name. • Use familiar adjectives to describe your character e.g. friendly, scary. • Have a 'goodie' or a 'baddie' • Give your character a problem. • End with 'happily ever after' | <ul style="list-style-type: none"> • Use simple similes to describe e.g. He was as fierce as a lion. • Use power of 3 sentences to describe e.g. he was friendly, helpful and kind. • Use adverbs e.g. she always laughed happily. • Use simple noun phrases e.g. she had long, blonde hair. • Use some alliteration e.g. she always had a gorgeous grin. | <ul style="list-style-type: none"> • Show not tell – describe a character's emotions by showing the effect on their body e.g. a shiver shot up her spine. • Use speech to reveal a character's emotions. Can be effective when this contrasts with internal thoughts/feelings. E.g. "I'm not scared," boasted Jim to his classmates, but inside he had a strange sinking feeling. • Give your main character a hobby, interest or special talent e.g. nobody knew that Mildred actually understood how to speak four languages. <ul style="list-style-type: none"> • Something they love, fear or hate e.g. Tim had always hated dogs ever since one bit him when he was a toddler. • A distinctive feature e.g. he always wore sunglasses even if it wasn't sunny. • Know your character's desire/wish or fear e.g. Gareth had always | <ul style="list-style-type: none"> • Use a name to suggest character traits e.g. Mr Durable / Mrs Meek. • Use clauses to drop in details about the character e.g. The girl, crossing her fingers and breathing deeply, cautiously approached the two boys. • Show (not tell) how characters' feel by what they do, say or think e.g. "NO!!! He yelled, snatching the telephone receiver. • Use parenthesis to reveal (show not tell) a character's true feelings. Can be effective when outward appearances contrast with what's going on inside. Jack, quivering and shaking, reached for the dagger. • Use other character's comments or reactions to reveal character traits e.g. 'She's angry again', whispered Kevin. • Use a character who is hiding their feelings and discuss the contrast between outward words/ actions |

wanted a dragon even though they could be dangerous.

- Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John... they... the boys...

and internal thoughts e.g. Outwardly, he could seem unsure of himself, but inside he thought deeply and only ever acted if he was confident.

- Use past progressive forms to reveal additional information about a character's feelings/thoughts/wishes. E.g. James had been frightened of spiders ever since he found one in his bed when he was young.
- Use the subjunctive form to hypothesize about a character's situation/thoughts/feelings. E.g. If James was ever going to overcome his fear of spiders....., If Sarah was ever going to win the trophy, then....
- When discussing characters, use adverbials to create cohesion within paragraphs e.g. James had been frightened of spiders ever since he was young. Despite this...