

Narrative

	<u>Generic Text Features</u>	<u>Grammatical Features</u>
Year 1	<ul style="list-style-type: none"> • 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 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 fullstops, capital letters and finger spaces. • Use of conjunctions ‘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.
Year 2	<ul style="list-style-type: none"> • Narratives and retellings are told/ written in first or third person. • Events are sequenced to create texts that make sense. • 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"> • 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. • Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. • Adjectives including comparative adjectives are used to aid description and make comparisons, 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.

Narrative

	<u>Generic Text Features</u>	<u>Grammatical Features</u>
Year 3	<ul style="list-style-type: none"> • 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... • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • 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 . • 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. • 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...
Year 4	<ul style="list-style-type: none"> • Events are sequenced to create chronology through the use of adverbials and prepositions • Dialogue is used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, figurative language etc. 	<ul style="list-style-type: none"> • Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was' • Fronted adverbials can be used e.g. During the night... In a distant field. These should be punctuated with a comma. • The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. • 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.

Narrative

	<u>Generic Text Features</u>	<u>Grammatical Features</u>
Year 5	<ul style="list-style-type: none"> Narratives are told sequentially and non-sequentially (e.g. flash-backs) 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. 	<ul style="list-style-type: none"> Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hid-den... 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 should never have...If they were careful, the children might be able to... Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely 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 – 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, dashes or brackets when required.
Year 6	<ul style="list-style-type: none"> Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<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 The passive voice can be used e.g. the map was given to the children by... more ingredients were added to the potion . 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.