

Narrative Progression - Reading

	Story Sequence/plot	Viewpoint	Character	Setting
Year 1	<p>Consolidate understanding that stories have characters, settings and events. Discuss the significance of the title. Recognise the beginning, middle and end in stories. Recognise typical phrases for story openings and endings. Understand how written language can be structured to build surprise in narratives. Make predictions about events and endings.</p>	<p>Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator.</p>	<p>Recognise typical characters for example, good and bad characters in fairy stories and traditional tales. Make inferences on the basis of what characters have said or done. Identify the goal or motive of the main character and talk about how it moves the plot on; Notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud.</p>	<p>Notice familiar and unfamiliar settings and based on real-life or fantasy. Notice features of typical settings. Respond by making links with own experience and identify 'story language' used to describe imaginary settings.</p>
Year 2	<p>Analyse the sequence of events in different stories using the structure: opening, something happens, events to sort it out, ending. Identify words and phrases used to link events. Predict endings. Identify the sequence and why events take place in a particular order by looking at characters' actions and their consequences.</p>	<p>Identify common themes in traditional tales Identify elements of an author's style, e.g. familiar characters, settings or common themes</p>	<p>Explore characterisation by looking at descriptions and actions and responding imaginatively. Make predictions about character's actions and look for evidence of change as a result of events. Make inferences on the basis of what is said and done. Track a character through a story and see how they change during the course of the story; Analyse pieces of dialogue for what it shows about characters. Look at the verbs used for speech and work out how the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. <i>sighed, shouted, joked</i>.</p>	<p>Identify typical settings and make predictions about events that are likely to happen. Recognise simple recurring literary language in stories. Understand the difference between spoken and written language. Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.</p>

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Year 3	Investigate common features, structure and typical themes and conventions in stories. Recognise common themes in what they read. Analyse structure by identifying the most exciting part of the story and plotting other events around it. Analyse the use of language to set scenes, build tension or create suspense.	Recognise that authors make decisions about how the plot will develop. Identify examples of a character telling the story in the 1 st person; Notice the difference between 1 st and 3 rd person accounts Discuss the author's techniques, e.g. using cliff-hangers at the end of chapters. Read and compare books by the same author and express a personal response, commenting on elements of style.	Explore a problem for a character and demonstrate empathy when making judgements about their actions. With support, justify their views about what they have read. ; Identify with characters and make links with own experience when making judgements about their actions. Recognise stock characters in particular types of story Identify conventions for punctuation and presentation of dialogue. Discuss what it reveals about characters' feelings, motives and relationships. Analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue. Draw inferences based on character's actions. Explore a problem for a character and demonstrate empathy when making judgements about their actions. With support, justify their views about what they have read.	Compare settings in different stories and analyse words and phrases used for description. Identify how settings are used to create atmosphere; Recognise stock characters in particular types of story and typical settings. Predict what might happen from details stated. Comment on the effect of scene changes, e.g. moving from a safe to a dangerous place to build tension.

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Year 4	<p>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. Review the structure and features of stories.</p> <p>Analyse the structure and chronology of a story. Comment on the time covered in the story as a whole and discuss why some events are presented in more detail whilst others are skimmed over. Use age appropriate academic language.</p>	<p>Express responses to particular characters and identify techniques used by the author to persuade the reader to feel sympathy or dislike.</p> <p>Discuss the decisions that the author has made in setting up problems for the characters and choosing how to resolve them. Comment on the success of the writing and whether children agree or disagree with the way that the problem was solved.</p>	<p>Identify the use 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. Comment on differences between what characters say and what they do. Make deductions about the feelings and motives that might lay behind their words. Predict what might happen from details stated and implied. Draw inferences based on character's actions and justify with evidence.</p> <p>Identify examples of figurative and expressive language to build a fuller picture of a character. Discuss characters' behaviour and actions and the extent to which they are changed by the setting. Independently justify their views about what they have read. Look at the way that key characters respond to a problem and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected. Explore alternative outcomes to the main issue. Analyse dialogue and make judgements about the extent to which characters reveal their true feelings or motives.</p> <p>Identify and summarise main ideas drawn from more than one paragraph. Identify how language, structure and presentation contribute to meaning.</p>	<p>Look at the way that a setting is created using small details and longer descriptions. Note similarities and differences with children's own experiences</p> <p>Collect evidence from stories to build up a picture of a setting. Note examples of descriptive language, talk about the mood or atmosphere they create and make predictions about how characters will behave in such a place.</p> <p>Look at the way that descriptive language and small details are used to build an impression of an unfamiliar place. Demonstrate an understanding of figurative language. Make predictions about how characters will behave in such a setting.</p>

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Year 5	<p>Map out texts showing development and structure and identify high and low points, links between sections, paragraphs and chapters. Compare in different stories.</p> <p>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. Notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story.</p> <p>Analyse the structure of more complex narratives, e.g. two parallel narrative threads, 'time slip' or non-linear chronology. Look at the way that the author signals a change in the narration time and place, reality to unreality and discuss the effect of seeing the story from different points of view.</p>	<p>Authors have particular styles and may have a particular audience in mind; Explore aspects of an author's style by comparing themes, settings and characters in different stories.</p> <p>Look for evidence of narrative viewpoint; author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly.</p> <p>Identify the audience that the author had in mind for a particular story.</p> <p>Make inferences about the perspective of the author from what is written and what is implied. Discuss the author's perspective on events and characters, (e.g.) <i>the consequences of a character's mistakes – do they get a second chance?</i> Explore how narration relates to events. Check whether the viewpoint changes at all during the story; explore how the narration relates to events.</p> <p>Look for evidence of the author's perspective and examples of them addressing the reader directly.</p> <p>Explore ways to change the narrative viewpoint within and across more than one text.</p>	<p>Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) <i>in response to particular experiences or over time</i>, what it shows about the character and whether the change met or challenged the reader's expectations. 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.</p> <p>Summarise and present a story in their own words</p> <p>Look for evidence of characters changing during a story and discuss possible reasons, what it shows about the character and whether the change met or challenged children's expectations. Recognise that characters may have different perspectives on events in the story;</p> <p>Look at characters' appearance, actions and relationship and make deductions about differences in patterns of relationships and attitudes in comparison to children's own experience. Recognise that characters may have different perspectives on the story and explore different points of view. Look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact. Review ways to vary pace by using direct or reported speech at different points in a story. Look at examples of dialogue and degrees of formality and consider what this shows about relationships.</p>	<p>Review features of typical settings for different types of narrative. Identify examples of effective description which evoke time or place. Look at the author's use of language, (e.g.) literal and figurative language when describing settings. Use technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect.</p> <p>Consider the time and place where a story is set and look for evidence of differences that will affect the way that characters behave or the plot unfolds</p>

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Year 6	<p>Compare the structure and features of a range of stories. Look for different ways that information is revealed or events are presented, (e.g.) dreams, flashbacks, letters</p> <p>Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made. Review more complex narrative structures and those with non-linear chronology.</p> <p>Compare stories by the same author or on the same theme and make judgements in response to story endings, e.g. whether it was believable, whether dilemmas were resolved satisfactorily</p>	<p>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. Recognise that the narrative viewpoint can be changed. Discuss the effect that this has on the story and the reader's/ viewer's response. Consider how style is influenced by the intended audience and consider author's use of language. Consider how style is influenced by the time when they wrote. Identify ways to manipulate narrative viewpoint, e.g. by having a different character taking over the story-telling or the story has 2 narrators, and discuss the effect of this. Recognise that the narrator can change and be manipulated and talk about the effect that this has on the story and the reader's response. Look at elements of an author's style to identify common elements and then make comparisons between books; Consider response to narrative voice when evaluating a book, e.g. sympathising with the narrator's point of view; agreeing or disagreeing with their judgements about other characters.</p>	<p>Compare the way characters are portrayed in stories and film versions and comment on whether the film version matched what children had imagined when reading. Recognise that authors can use dialogue at certain points in a story to, (e.g.) <i>explain plot, show character and relationships, convey mood or create humour</i></p> <p>Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. <i>in parody</i>; Analyse examples of dialogue that are typical of a particular genre</p> <p>Express opinions about favourite characters and discuss what makes them appealing. Compare and contrast different responses to the same character. Analyse dialogue at particular points in a story and summarise its purpose, (e.g.) to explain plot, show character or relationships etc.</p>	<p>Compare settings in stories. Analyse changes of scene in stories, films and plays, Different episodes can take place in different settings; discuss why and how the scene changes are made and how they affect the characters and events;</p> <p>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. Recognise that authors use language carefully to influence the reader's view of a place or situation.</p>

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Beyond	<p>Explore the techniques and devices that writers use to develop character, viewpoint, and voice. Writing choices should extend beyond a simple choice between first and third person narration and include a range of narrative voices (e.g. (first-, second- and third-person narration and stream of consciousness – a form of first-person narration). Use of multiple narration to offer contrasting accounts of the same event or to drive the plot at alternate intervals would provide high levels of challenge in terms of sustaining and moving between viewpoints and in planning carefully so that plotlines remain credible and cohesion is achieved across different strands of narration. Alternatively, use of an omniscient narrator may provide commentary (judgment, rationale, sympathy etc.) on a central character and their actions/choices/situation.</p> <p>In exploring narrative voice, build on earlier work on plot, setting and characterisation. Use figurative language with increasing confidence, precision and originality. Create imagery in places that is detailed and evocative and avoids cliché (where appropriate). Some imagery may recur across a narrative (iconography of particular genres, refrains in dialogue or motifs). Vocabulary choices are consistent with the theme and mood of the writing.</p> <p>Experiment with form in terms of chronology (reverse chronology, cyclical structures, shifts in time and space in science fiction/fantasy) or by manipulating sentence or paragraph structures in surprising/unconventional ways.</p>
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