



Milby Primary School

Narrative writing : Progression of skills



Narrative element	EYFS	(as for EYFS) plus: KS1	(as for KS1) plus: LKS2	(as for LKS2) plus: UKS2
Characterisation	- Write/share 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'	- 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.	- 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. - 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 wanted a dragon even though they could be dangerous.	- Use a name to suggest a characteristic 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 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

			Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John... they... the boys	frightened of spiders ever since he was young. Despite this...
Description (atmosphere)	- 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.	- 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. - Use adverbs to describe how e.g. she whispered softly. - Use 'as' and 'like' similes. - Draw on all the senses when describing.	- Show not tell – describe a character's emotions using senses e.g. Her spine tingled. - 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. - 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	- 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 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 down low over the dark, brooding waves. - 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....

			e.g. The haunted house.....It.....This terrifying place....In this creepy house....	Use modals to improve descriptions by suggesting degrees of possibility, e.g. To some, this place might seem odd. It could seem strange, but to Sarah it was home.
Description (setting)	- Draw maps showing different settings. - Create simple stories that start and end in the same place. - Create stories where a main character goes from setting to setting on a journey. - Write/share 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.	- 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. - Include time of day and weather e.g. It was just before lunch on a beautiful sunny day. - Select scary settings and create dilemmas.	- 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.....	
Openings / endings	- 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'	- Add more ways to start the story using the 'time' starter '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	- 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.'	- 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.

		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.	• 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. Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John... they... the boys..., the two friends... • Use paragraphs to organise openings/endings.	• Use figurative language to create a mood e.g. The fog shrouded the houses like. • Use a trigger to catch the reader's interest 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 should never have...If they were careful, the children might be able to... • Adverbs 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 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...
Dialogue	• Use puppets and make up funny voices when playing with them. • Role play different characters.	• 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 inverted commas to punctuate speech. • After the inverted comma, start the speech with a capital letter.	• Separate the dialogue word/speech tag from the speech by a comma. • Have characters discuss other characters and reflect on events.

	• 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 cartoons, discuss what the characters might be saying. • Use wordless picture books and discuss what a character might say.	• Use powerful speech verbs e.g. shouted, whispered, squealed. • Use 'said' plus an adverb e.g. he said hopefully.	• 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.	• Add to the speech sandwich by adding in the listener's reaction e.g. "Look out Paul!" yelled James waving his arms. Paul gasped in surprise, "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. Coming down the road was an elephant. "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."
Play scripts	N/A	• Present tense • Adjectives • Verbs • Character's name and colon before they speak. • New speaker, new line. Suggested Layout: • Introduction • Scene title • Main body • A scene with different characters talking • Beginning, Middle and End of story included • Conclusion • Final line to conclude	• Powerful verbs and adverbs • Stage directions – written in brackets • Sound effects/reactions of actors – written in brackets within sentences Suggested Layout: • Introduction • Scene title and description of setting. • Main body • Different scenes with different characters and stage directions. • Opening, Build up, Problem, Resolution and Ending included. • Conclusion • Final line which concludes the story	• Use brackets to show how something is spoken and stage directions • Use of ellipses to show pauses in speech • Character/scene list • Sound effects/reactions of actors written in brackets within sentences. Suggested Layout: • Introduction • Scene title and description of setting. • Main body • Different scenes with different characters and stage directions. • Characters speak in detail and have stage directions to follow • Opening, Build up, Problem, Resolution and Ending included. • Conclusion • Final line which concludes the story

Planning narratives : Progression of skills

	EYFS	(as for EYFS) plus: KS1	(as for KS1) plus: LKS2	(as for LKS2) plus: UKS2
Features		Opening Problem/dilemma Ending Use of story maps Lots of oral planning	Opening (introduce setting and main character) Build-up Problem/dilemma Resolution Ending Comparing with stories that are similar	Opening (introduce characters and setting) Build-up (focus on character development) Dilemma Resolution Dilemma (potential twist in the story) Resolution Ending More careful thinking about the purpose and audience
Example model				