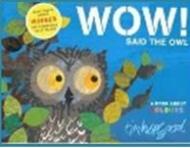
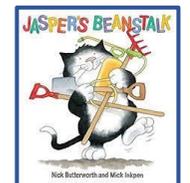
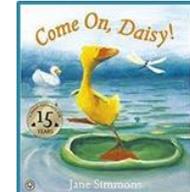
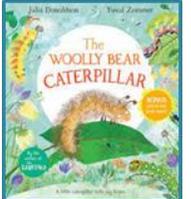
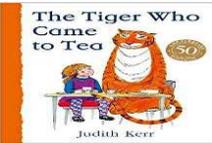
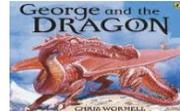
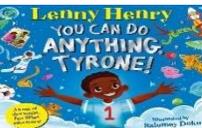
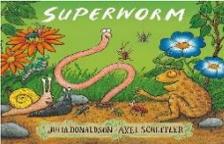
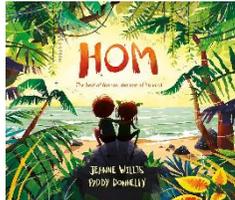
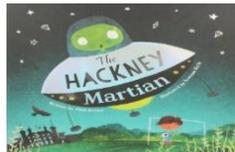
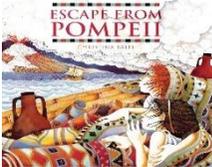
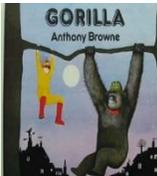
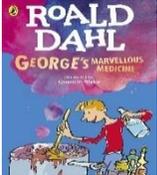
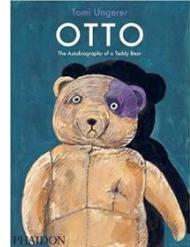
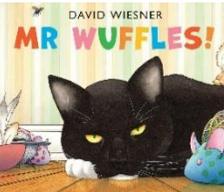
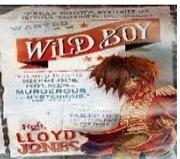
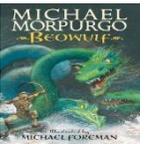
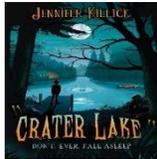
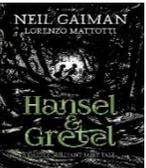




Every Child a
Confident Learner

Narrative

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
   	  	  	      	    	  	     	     

Text Structure						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Oral retelling.</p> <p>Beginning, middle and end structure.</p> <p>Attempts at third person writing e.g. The dog was...</p>	<p>Beginning or end of narrative signalled e.g. one day.</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing e.g. The wolf was hiding.</p> <p>Written in the appropriate tense (mainly consistent) e.g. Goldilocks was...Jack is...</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally.</p> <p>Divisions in narrative may be marked by sections/ paragraphs.</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they.</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting.</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning.</p> <p>Organised into paragraphs e.g. When she arrived at the bears' house...</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his, mother, her.</p>	<p>Link between opening and resolution.</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood, angry mother, disheartened Jack.</p> <p>Paragraphs organised correctly to build up to key event.</p> <p>Repetition avoided through using different sentence structures and pronouns.</p>	<p>Sequence of plot may be disrupted for effect e.g. flashback.</p> <p>Opening and resolution shape the story structural features of narrative are included e.g. repetition for effect.</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods.</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>

Sentence						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Orally rehearse.</p> <p>Simple sentences to sequence ideas.</p> <p>Start sentences with a pronoun e.g. He or It.</p>	<p>Simple sentences, starting with a pronoun and a verb e.g. He went home.</p> <p>Simple connectives are used to construct simple sentences e.g. and, because.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses.</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs. e.g. quickly, slowly. Use simple noun phrases e.g. massive field.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue.</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed.</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/ relative clauses e.g. Marcus, who grinned slyly at the teacher....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p> <p>Continue to expand on initial ideas by using adjectives and expanded noun phrases</p>	<p>Sentence length varied e.g. short/long.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis.</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly e.g. In the messy scramble for the bag.</p>

Word Classes						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Noun Begin to know what a noun is.</p> <p>Verbs Use e.g. jump, skip, ran, dig.</p> <p>Adjectives Use e.g. big, hot etc</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Phonetically plausible e.g. ran, swam, jumped.</p>	<p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the.'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because).</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Correct use of past and present tense.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and manner.</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>

Useful Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Range of size adjectives used e.g. big, small</p> <p>Range of colour adjectives used e.g. red, blue</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p>Conjunctions: And</p> <p>Prepositions: Up Down In Into Out To Onto</p>	<p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives e.g huge, tiny</p> <p>Range of colour adjectives used e.g golden, rainbow</p> <p>Range of emotion words used e.g scared, frightened, excited</p> <p>Pronouns: I She He They</p> <p>Conjunctions: And But Then Or This</p> <p>Time connectives: First Then Next Once upon a time One day Happily ever after</p>	<p>Year 2 ambitious vocabulary used</p> <p>Time connectives: After After that At that moment By next morning In the end One day Next morning Soon As soon as Until When While Later Soon Never Now Tomorrow Finally In the end In conclusion Ultimately To conclude To summarise</p> <p>Conjunctions: Who Because</p> <p>Adverbs: Suddenly Quickly Slowly Carefully Nervously Excitedly Happily Lazily Angrily Slowly Truthfully</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: Also However Therefore After the Just then In addition On the other hand Immediately As soon as Often</p> <p>Adverbs: Very Rather Slightly</p>	<p>Year 4 ambitious vocabulary used</p> <p>Fronted adverbials : In addition Furthermore Consequently In the end Much later on Moreover In due course Eventually</p>	<p>Year 5 ambitious vocabulary used</p> <p>Seldom Exactly Suspiciously Craftily Nevertheless</p>	<p>Year 6 ambitious vocabulary used.</p> <p>Modifiers for intensity: Insignificantly Insignificant Exceptionally Recently Evidently</p>

Punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>	<p>More complex examples</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p> <p>Use a wide range of punctuation throughout the writing.</p>