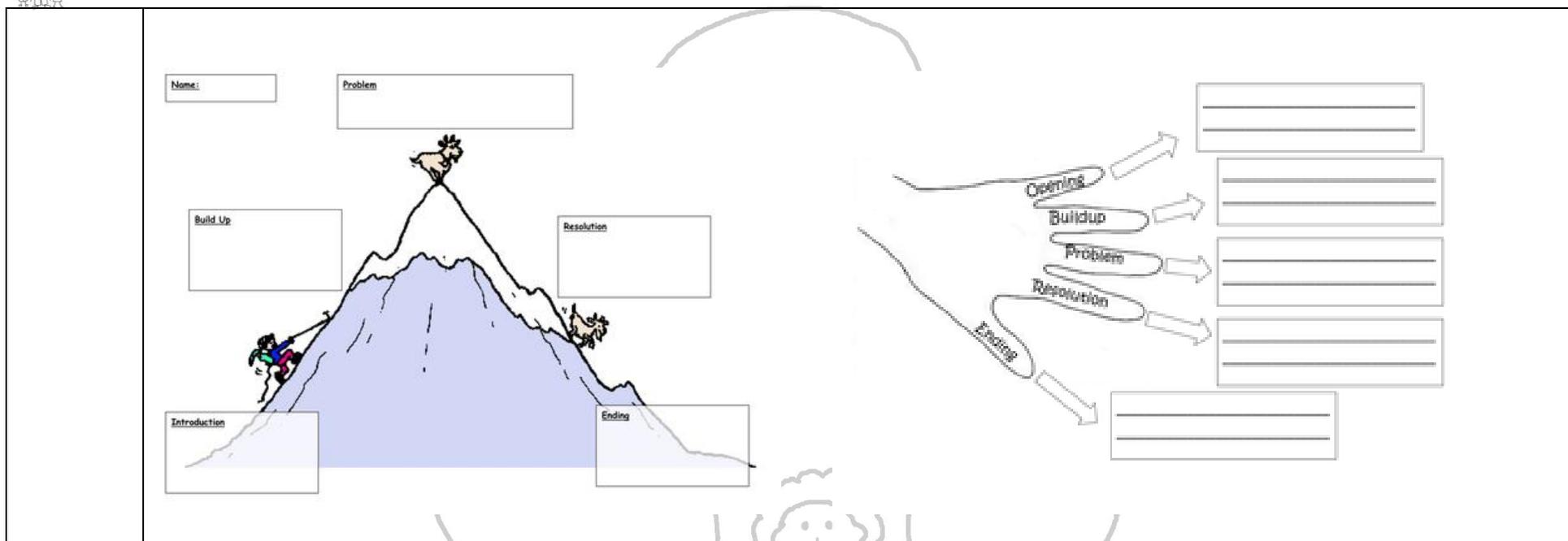


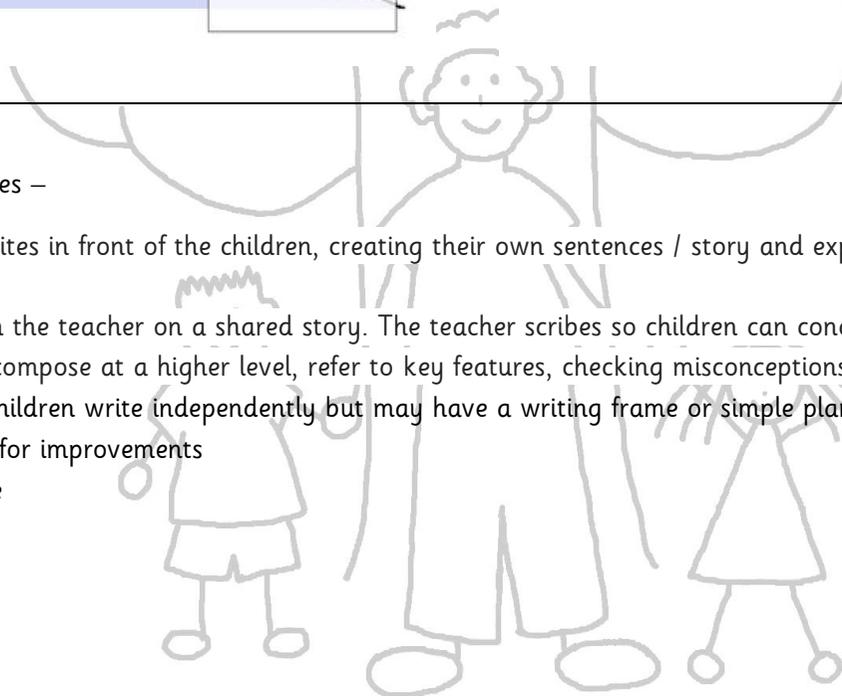


Purpose		To tell a story		<h1>Story</h1>	
Text structure	<ul style="list-style-type: none"> Opening & Build Up - setting the scene (who, what, where, when) Problem - introducing the problem / dilemma Resolution - resolving the problem Ending - bringing the story to a conclusion 	Common forms	<ul style="list-style-type: none"> imitation (listening, joining in and retelling familiar stories) innovation (taking a known story and changing it) invention (making up own stories) 	repeated patterns / phrases, familiar settings, fairy / traditional, fantasy	
Language features	<ul style="list-style-type: none"> Written in the third person (or first person singular) Past tense or progressive forms of verbs in the past and present tense ('es', 'ed', 'ing') Time connectives and other devices to aid sequential organisation – what happened, in time order 	Key teaching points	<ul style="list-style-type: none"> Children of all ages need to be read a range of quality fiction books by adults (at home and nursery / school) and for themselves Children need to get to know some stories really well Engaging in a story involves more than the text – consider props for role play, puppets, copies of illustrations, objects, music / sounds, video clips, locations around school (inside & outdoors), links to other learning..... Talk is key. Model talking in complete sentences and 'talking like a story'. Pictures on the skeleton framework can support / help as memory-joggers for younger children who are not able to make notes for planning 	Don't introduce more than one structural or language feature at a time. Build up children's understanding of the text type gradually	
Skeleton framework	<p>basic skeleton framework – 'story mountain' (introduction, build-up, problem, resolution, ending)</p> <p>Opening – reader is introduced to the character/s and setting. Build-up- some events occur. The characters begin to do something. This might be fairly brief or may continue for some time. This help to establish the characters. There may be some hints / preparation that lead the reader into the dilemma / problem Problem / dilemma : something or other goes wrong - a mystery arises, something terrible happens, there is a conflict or problem. In some stories there are a number of problems, major and minor Resolution – as a result of the problem there is a series of events that lead to a resolution, the problem has to be 'sorted out' in some way, things have to be made all right Ending – there is some sort of relative ending in which the reader thinks about what has happened and how this has affected the characters, what has been learned, how characters have changed.</p>				



Children need a variety of writing experiences –

- Demonstration writing – teacher writes in front of the children, creating their own sentences / story and explaining what they are doing (providing a running commentary)
- Shared writing – children work with the teacher on a shared story. The teacher scribes so children can concentrate on the flow of composition. The teacher challenges and pushes the class to compose at a higher level, refer to key features, checking misconceptions, reinforcing sentence punctuation & spelling
- Independent / scaffolded writing - children write independently but may have a writing frame or simple plan to support
- Polishing – revisiting and tweaking for improvements
- Publishing – writing for an audience





	Steps to success		Language & Grammar	Punctuation	Vocab
	listen & respond	create			
N 2/3	<p>Listens with interest to the noises adults make when they read stories.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game.</p>	<p>imitation</p> <p>Beginning to make-believe by pretending.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Builds stories around toys.</p> <p>Uses available resources to create props to support role-play.</p>	<p>Beginning to use word endings</p>		
N 3/4	<p>Listens to and joins in with stories / poems, 1:1 and in small groups with increasing attention and recall.</p> <p>Joins in with repeated refrains, anticipates key events / phrases in rhymes & stories.</p> <p>Able to follow a story without pictures or props.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Describes main story settings, events and principal characters.</p>	<p>imitation / innovation</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Uses a range of tenses.</p>		
Rec	<p>Enjoys an increasing range of books.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Answer 'how' and 'why' questions in response to stories</p>	<p>invention</p> <p>Develop their own narratives by connecting ideas or events.</p> <p>Represent own ideas, thoughts and feelings through role play and stories.</p> <p>Attempt to write about a story or narrative using simple sentences</p>	<p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Use spaces to separate words.</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Finger spaces • Full stops • Capital letters 	



Y1	<p>imitation (listening, joining in and retelling familiar stories)</p> <ol style="list-style-type: none"> Listen to stories, including stories which have been read several times Role-play a familiar story Re-tell a familiar story using picture clues (orally) Draw a story map / journey for a familiar story Sequence events / pictures from a familiar story Re-tell a familiar story in a sequence of simple sentences <ol style="list-style-type: none"> Say out loud what they are going to write down Write down ideas and/or key words, including new vocabulary Know the structure a simple story (5 parts - Story Mountain) 	<p>Simple sentences, starting with a pronoun and a verb eg he went home</p> <p>Simple connectives are used to construct simple sentences e.g. and</p> <p>Simple past tense 'ed'</p> <p>Written in the third person (or first person singular)</p>	<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>First Next Then After Finally</p> <p>Once upon a time One day</p>
Y1 & Y2	<p>innovation (taking a known story and changing it)</p> <ol style="list-style-type: none"> change elements of a known story <ol style="list-style-type: none"> take bits out add bits in change characters / settings / events / end of the story take the plot and create a new story (characters / settings / events) 			
Y2	<p>invention (making up own stories)</p> <ol style="list-style-type: none"> explore characters, places & events to generate possible ideas for stories create own storyboards to support oral story creation use a simple story structure (Story Mountain) to plan, orally rehearse and write a simple story 	<p>Connectives are used for -</p> <ul style="list-style-type: none"> coordination – or, and, but subordination – when, if, that, because <p>Correct and consistent use of past tense.</p> <p>Progressive forms of verbs in the past and present tense ('es', 'ed', 'ing')</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops and capital letters correctly.</p> <p>Apostrophes for contraction</p> <p>Commas to separate items in lists.</p>	<p>Range of time connectives</p>
+	<p>invention (making up own stories)</p> <p>13. Further develop aspects of story writing –</p> <ol style="list-style-type: none"> Characterisation Direct speech Setting description Sections / Paragraphs Language for description / effect Varying sentences 	<p><i>Nouns and pronouns used to avoid repetition.</i></p> <p><i>Correct and consistent use of past and present tense</i></p> <p><i>Connectives/conjunctions express time and cause (when, so, before, after, while, because)</i></p>	<p><i>Introduce possessive apostrophes for plural nouns.</i></p>	<p>Last week During Soon Meanwhile To begin with</p>