



Genre/Year group	Stories with familiar settings	Stories and rhymes with predictable and repetitive patterns (including some from other cultures)	Traditional stories and rhymes/ fairy stories	Fables	Fantasy Worlds	Poetry
Year 1	<p>To represent outlines of story plots (captions, pictures)</p> <p>To re-tell fairy tales</p> <p>To write about events in personal experience linked to a variety of familiar incidents from stories.</p> <p>To make simple picture story books with sentences modelling them on basic text conventions e.g. author, cover</p> <p>To build simple profiles of characters read.</p> <p>To use some of the elements of known stories to structure own writing.</p>	<p>To represent outlines of story plots (captions, pictures)</p> <p>To use rhymes and patterns as models for their own writing.</p> <p>To make simple picture story books with sentences modelling them on basic text conventions e.g. author, cover</p> <p>To build simple profiles of characters read.</p> <p>To use some of the elements of known stories to structure own writing.</p>	<p>To represent outlines of story plots (captions, pictures)</p> <p>To write fairy tales using similar language</p> <p>To innovate and change familiar stories.</p> <p>To build simple profiles of characters read.</p> <p>To use some of the elements of known stories to structure own writing.</p>		<p>To write about significant incidents from known stories.</p> <p>To write stories using simple settings.</p>	<p>To perform and recite some poetry by heart.</p> <p>To use poems or parts of poems as models for own writing.</p>



Genre/Year group	Stories with familiar settings	Adventure Stories	Traditional stories and rhymes/ fairy stories (including some from other cultures)	Fables	Fantasy Worlds	Poetry
Year 2	<p>To re-tell familiar stories</p> <p>To compose stories changing an aspect of familiar settings</p> <p>To use story structure to write about an experience in similar form.</p> <p>To use language of time to structure a sequence of events.</p>	<p>To write sustained stories using their knowledge of story elements (narrative, characterisation, dialogue, settings, language of story, cohesive plot)</p> <p>To use adjectives to write a description.</p> <p>To use expanded noun phrases in descriptions.</p>	<p>To use story settings from reading in their own writing.</p> <p>To write character profiles using simple descriptions.</p>	<p>To write using dialogue.</p> <p>To act out a conversation between characters.</p> <p>To identify the moral in a fable.</p> <p>To write a fable that conveys a moral throughout.</p>		<p>To use simple poetry structures and to substitute own ideas.</p> <p>To use structures from poems as a basis for writing by extending or substituting elements, inventing own lines, verses: to make class collections.</p>



Genre/Year group	Adventure	Author focus: Roald Dahl	Traditional stories	Myths and Legends	Plays & Dialogue	Poetry
Year 3	<p>To develop the use of settings in own stories, by writing short descriptions of places.</p> <p>To identify the key events within a plot.</p> <p>To describe and sequence key incidents in a variety of ways.</p> <p>To focus on language to create effects (building tension, suspense, creating moods and setting scenes).</p> <p>To write a first person account.</p> <p>To write more extended stories based on a plan of main events.</p>	<p>To write portraits of characters using story text to describe behaviour, appearance and characteristics.</p> <p>To investigate and collect phrases for story openings and endings - use some of these formal elements in retelling and story writing.</p> <p>To explore how the author connects with his audience (use of humour, sentences directed at the reader, etc).</p> <p>To write an alternative version of the story by adapting a character or key event.</p>	<p>To begin to organise stories into paragraphs.</p> <p>To begin to use paragraphing in presentation of dialogue in stories.</p> <p>To describe and sequence key incidents in a variety of ways.</p> <p>To write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and expressions from story.</p>	<p>To write a story plan for own myth by substituting main characters or changing the setting.</p> <p>To identify the key events within a plot.</p> <p>To write more extended stories based on a plan of main events.</p> <p>To include appropriate characters, objects and settings for the time period.</p>	<p>To write simple play scripts based on own reading and oral work.</p> <p>To prepare play scripts to read aloud and to perform.</p>	<p>To prepare poems to read aloud and to perform.</p> <p>To write poetry that uses sound to create effects (onomatopoeia, alliteration, distinctive rhythms).</p>
Roald Dahl						



Genre/Year group	Science-fiction	Stories with dilemmas	Fantasy	Historical stories	Stories from other cultures	Poetry
Year 4	<p>To use different ways of planning stories.</p> <p>To use paragraphs in story writing to organise and sequence the narrative.</p> <p>To make use of adjectives and figurative language to describe settings effectively.</p> <p>To use descriptive expressive language (link to adjectives and similes).</p> <p>To write own longer stories in chapters from story plans.</p>	<p>To use different ways of planning stories.</p> <p>To plan a story, identifying the stages of its telling.</p> <p>To write character profiles focusing on small details to evoke sympathy or dislike.</p> <p>To use paragraphs in story writing to organise and sequence the narrative.</p> <p>To explore the main issues of a story with a dilemma and how it affects a character.</p>	<p>To use different ways of planning stories.</p> <p>To use paragraphs in story writing to organise and sequence the narrative.</p> <p>To make use of adjectives and figurative language to describe settings effectively.</p> <p>To use descriptive expressive language (link to adjectives and similes).</p> <p>To write an alternative ending for a known story and discuss how this would change the reader's view of the character and events of the original story.</p>	<p>To use different ways of planning stories.</p> <p>To plan a story, identifying the stages of its telling.</p> <p>To write character profiles focusing on small details to evoke sympathy or dislike.</p> <p>To write independently linking own experience to situations in historical stories.</p> <p>To use paragraphs in story writing to organise and sequence the narrative.</p>	<p>To use different ways of planning stories.</p> <p>To write play scripts using known stories as a basis.</p> <p>To use paragraphs in story writing to organise and sequence the narrative.</p> <p>To use descriptive expressive language (link to adjectives and similes).</p> <p>To write an alternative ending for a known story and discuss how this would change the reader's view of the character and events of the original story.</p>	



Genre/Year group	Mystery stories (Suspense)	Adventure stories	Traditional stories (from a range of cultures)	Historical stories	Plays with a dilemma	Poetry
Year 5	<p>To write from another character's point of view.</p> <p>To map out texts showing development and structure (high and low points, the links between sections, paragraphs, chapters).</p> <p>To use sentence length to create suspense for the reader.</p> <p>To deliberately withhold information from the reader.</p>	<p>To map out texts showing development and structure (high and low points, the links between sections, paragraphs, chapters).</p> <p>To write new scenes or characters into a story in the manner of the writer, maintaining consistency of character and style.</p> <p>To create a rich setting that provides the potential for exploration and danger.</p> <p>To develop a character that the reader wants to succeed.</p> <p>To use challenges / obstacles to develop a character over time.</p>	<p>To write from another character's point of view.</p> <p>To write own versions of traditional stories and fables using structure and themes identified in reading.</p> <p>To develop a deep understanding of the plot and characters of the selected traditional tale.</p> <p>To use drafting to innovate on the original text in a variety of ways (character, plot, setting, view point).</p> <p>To evaluate the effectiveness of each innovation.</p> <p>To select appropriate innovations to produce a final draft.</p>	<p>To map out texts showing development and structure (high and low points, the links between sections, paragraphs, chapters).</p>	<p>To map out texts showing development and structure (high and low points, the links between sections, paragraphs, chapters).</p> <p>To write new scenes or characters into a story in the manner of the writer, maintaining consistency of character and style.</p> <p>To annotate a section of play script as a preparation for performance taking into account pace, movement, gesture and delivery of lines.</p>	



Genre/Year group	Thriller (Suspense)	Stories with related themes	Traditional stories	Myths and Legends	Plays	Adventure
Year 6						
	<p>To manipulate narrative perspective by writing in the style.</p> <p>To give the reader a lofty viewpoint by withholding information from the protagonist.</p> <p>To create a villain that raises the stakes for the reader.</p> <p>To include the physical reactions of the protagonist.</p> <p>(2 weeks)</p>	<p>To study in depth one genre and produce an extended piece of similar writing.</p> <p>To include relevant dialogue to enhance the reader's understanding of the characters.</p> <p>To create an appropriate moral for the story.</p> <p>To write in a concise style.</p> <p>To summarise an example passage in a specified number of words.</p> <p>(2 weeks) (+2 weeks of fables)</p>	<p>To use a turning point to alter the mood.</p> <p>To include a range of perspectives about the same event.</p> <p>To cogitate using inner voice and rhetorical questions.</p> <p>To use humour to connect with the reader.</p> <p>To include the descriptive devices appropriately.</p> <p>(2 weeks)</p>	<p>To write own story using flashbacks.</p> <p>To use a myth to explain the existence of a natural phenomenon (where thunder comes from, why snow falls from the sky).</p> <p>To include memorable characters (supernatural powers, strong characteristics like courage)</p> <p>To reflect the idea of good and evil throughout the piece.</p> <p>(2 weeks)</p>	<p>To prepare a short section of story as a script e.g. using stage direction, location/setting.</p> <p>To use specialised language to differentiate between characters eg Mrs Twit "we was going".</p> <p>To use the role of narrator to provide transitions between scenes.</p> <p>(2 weeks)</p>	<p>To plan quickly and effectively the plot, characters and structure of their own narrative writing.</p> <p>To apply appropriate descriptive devices (simile, metaphor, rule of 3, adjectives).</p> <p>To generate suspense from the challenges/obstacles.</p> <p>To use the actions of a character to deliberately increase the pace of the narrative.</p> <p>(4 weeks)</p>