



Wren Park Primary School

Fiction Text types

| Narrative – Writing to Entertain | | Types | | | | |
|--|--|--|---|--|----------------------|-------------|
| <p>Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text.</p> <p>Purpose To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge</p> | | <p>Narrative types are developed throughout the school</p> <ul style="list-style-type: none"> - Traditional tales - Familiar settings / characters - Adventure - Mystery / suspense - Warning story - Portal story | | | | |
| | | Year | Narrative Styles/Organisation | Sentence Features/Story Language | Grammatical Features | Punctuation |
| Reception | Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written | Use of simple sentence structures. | Nouns and verbs correct | Capital letter and full stop | | |
| Year 1 | Traditional tales Fairy tales Familiar settings Well-known stories Science-fiction Fantasy Clear beginning and end using story language e.g. Once upon a time, One day, In the end. Ideas grouped together in chronological order Problem and simple resolution | Use of simple sentence structures. Size adjectives big, small, enormous big, bigger, biggest Emotion adjectives sad, angry, cross, happy Pronouns I, she, he, they Prepositions up, down, into, out, to, onto Time references once upon a time, one day, happily ever after | Noun Consistent Past tense Adjectives Adventurous vocabulary | Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I | | |
| Year 2 | Adventure Fables Humorous Dilemmas Sentences written in chronological order indicated by time words Characters and setting are described in detail Paragraphing for a change of time or place Trigger event followed by a series of events and a conclusion Correct use of pronoun Peter and Jane, they | Simple adverbs to express how to do an action Noun phrases to describe Story Language Adverbs suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Story Starters by the next morning, one day, as soon as Story Endings in the end, at the end of the day Power of 3 He leaped from his horse, charged to the gate and raised his sword. | Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person | Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list | | |



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| Year 3 | <p>Sci-fi Dilemmas Traditional/Fairy stories Myths Familiar settings</p> <p>Time and place referenced at the start of each sentence</p> <p>Characters are introduced and who, what, when, where and why are established</p> <p>Story flows well and raises doubt and suspense</p> <p>There is a clear complication and events, which are paragraphed throughout</p> <p>Cohesion throughout</p> | <p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story</p> <p>Language Simile and Metaphor ...as small as a mouth... ...strong like a bull...</p> <p>He was a walking encyclopaedia. Her tears were a river flowing down her face.</p> <p>Adverbs suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily</p> <p>Accurate Action Verbs pushed, rushed, shoved</p> <p>Power of 3 He leaped from his horse, charged to the gate and raised his sword.</p> | <p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person</p> | <p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets</p> |
| Year 4 | <p>Adventure Mystery Historical Legends Fantasy</p> <p>Links between opening and resolution</p> <p>Links between paragraphs help to link one idea to the next</p> <p>Paragraphs organised correctly to build up to key events</p> | <p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story</p> <p>Language Simile and Metaphor ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs for Frequency or Subtlety often, seldom, exactly, suspiciously, craftily</p> <p>Conjunctions to add information moreover, furthermore, in addition, in due course</p> <p>Power of 3 He leaped from his horse, charged to the gate and raised his sword.</p> | <p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person</p> | <p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets</p> |
| Year 5 | <p>Historical Science-fiction Humorous Myths Fantasy Other cultures Classics</p> <p>Opening and resolution shape the story</p> | <p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length</p> <p>Simile and Metaphor ...as small as a mouth...</p> | <p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person</p> | <p>Brackets Dashes Colons Semi-colons</p> |



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| | <p>Paragraphs varied in length and structure</p> | <p>...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs for Frequency or Subtlety often, seldom, exactly, suspiciously, craftily Repetition The boys ran and ran until they could run no more. Personification The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p> | <p>Use of modal verbs Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the woods</p> | |
| Year 6 | <p>Adventure Flashbacks / portal Mystery Warning Science-fiction Other cultures</p> <p>The story is well constructed and raises intrigue</p> <p>Dialogue is used to move the action on or to heighten empathy for a character</p> <p>Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text</p> | <p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Active and Passive They removed the ring from the drawer. The ring was removed from the drawer. Modifiers for intensity insignificant amount, exceptionally, recently, evidently Repetition The boys ran and ran until they could run no more. Personification The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p> | <p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type</p> | <p>Brackets Dashes Colons Semi-colons</p> |



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Poetry – Writing to Entertain

Poetry can have different purposes but exploring vocabulary and structure and conveys both emotion and information. It has strong social and historical links with cultures and communities. As children become more confident with a style, they make increasingly effective use of wordplay to explore and develop ideas

Purpose

- To tell a story or share knowledge of the past
- To celebrate and praise
- To amuse or entertain through wordplay
- To reflect or share knowledge



Types

Poetry types are developed throughout the school:

- Narrative poem, nonsense poem
- Classics
- Riddle and Limerick
- Haiku and Cinquain
- Tanka
- Acrostic
- Sonnet
- Modern / Free verse

| Year | Poetry Styles | Sentence Features | Grammatical Features | Punctuation |
|------------------|---|--|---|---|
| Reception | Range of different poetry styles chosen for language | Use of simple sentence structures. | Nouns and verbs correct | Capital letter and full stop |
| Year 1 | Classics List and alphabet poetry Observational poetry Performance poems and raps Rhyme | Use of simple sentence structures. Lists | Noun Present tense and past tense Adjectives Adventurous vocabulary | Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I |
| Year 2 | Chants and tongue twisters Kennings Performance poetry and raps Puns and wordplay Riddles | Simple adverbs to express how to do an action Noun phrases to describe | Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person | Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list |
| Year 3 | Acrostics Modern verse Similes Performance poems | Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses | Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person | Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets |



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|----------------------|--|---|---|---|
| <p>Year 4</p> | <p>Observational free verse Narrative Clerihews Acrostic poems Performance poems</p> | <p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses</p> | <p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person</p> | <p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets</p> |
| <p>Year 5</p> | <p>Riddles Classics Narrative</p> | <p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses</p> <p>Variation in sentence length</p> <p>Use of passive and active</p> | <p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type</p> | <p>Brackets Dashes Colons Semi-colons</p> |
| <p>Year 6</p> | <p>Modern verse Performance poetry Nonsense poetry</p> | <p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses</p> <p>Variation in sentence length</p> <p>Use of passive and active</p> | <p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type</p> | <p>Brackets Dashes Colons Semi-colons</p> |