

Narrative

	Composition and Effect	Text structure and organisation	Grammar	Punctuation	Sentence Structure	Sentence starters
1	<ul style="list-style-type: none"> -A simply structured story related to a given theme -Broadly chronological sequence of events with an opening that may describe a character or a place -Story events expanded through some ambitious vocabulary choices -Some inclusion of detail -Sequence of events which are explained and developed with a suitable conclusion -Time related words and phrases used to organise events -Dialogue sometimes attempted 	<ul style="list-style-type: none"> -Organisation of text is related to storytelling with a defined beginning, middle and end -Story is developed in a sequence of sentences -Story sequence indicated by time related words, phrases and clauses 	<ul style="list-style-type: none"> -Proper nouns -Pronouns -Adjectives -Past tense 	<ul style="list-style-type: none"> -Capital letters and full stops to create full sentences 	<ul style="list-style-type: none"> -Write a simple sentence -Expand and develop simple sentences by adding: an adverbial phrase, a noun phrase, a prepositional phrase 	<ul style="list-style-type: none"> -Start sentences with the subject -To avoid repetition, start with a personal pronoun (I, he, she, they, it, we)
2	<ul style="list-style-type: none"> -A simple structured story related to a theme -Broadly chronological sequence of events with an opening that may describe a character or a place -Story events expanded through some apt vocabulary choices -Some inclusion of detail or dialogue -Sequence of events which are explained and developed with a suitable conclusion -Time related words and phrase used to organise events eg when he eventually caught up -Attempts to create interest by posing a problem or suspense -Dialogue sometimes used to move the action on 	<ul style="list-style-type: none"> -Organisation of text is related to storytelling with a defined beginning, middle and end 	<ul style="list-style-type: none"> -Present and past tense -Time connectives -First, second, third person -Expanded noun phrases -Similes -Complex sentences 	<ul style="list-style-type: none"> -Inverted commas to indicate speech -Apostrophes to show omission (particularly within informal speech) 	<ul style="list-style-type: none"> -Write statements, questions, exclamations, commands -Change one type of sentence to form another eg statement to question -Write a compound sentence using a coordinating conjunction -Use correlative conjunctions to create a sentence 	<ul style="list-style-type: none"> -Start sentence with an adverb (usually a 'ly' word) -Start a sentence with an adverb: earlier, later, recently etc -Start a sentence with an adverb that describes how often: once, annually, daily, never
3	<ul style="list-style-type: none"> -Sequence of events which are explained and developed with a suitable conclusion -Time related words and phrases used to organise events eg when he eventually caught up -Attempts to create interest by posing a problem eg 'when I got there, it had gone' or creating suspense eg 'suddenly I felt something touch my feet' -Dialogue sometimes used to move the action on -Some development of character and plot eg may introduce an element of uncertain clarity of what is to happen -Links made to events in original story to build up contextual detail -Some evidence of narrator's or characters' reactions to events -Characters' feelings or attitudes mainly consistent with original story 	<ul style="list-style-type: none"> -Story is developed in a sequence of sentences but some transitions may be awkward -Story sequence indicated by time related words, phrases and clauses -Paragraphs / sections may mark divisions in narrative -Some connection between sentences built up by reference to characters / events in story -Shifts in time and place help to shape the story 	<ul style="list-style-type: none"> -Synonyms for powerful verbs -Fronted adverbial phrases -Varied sentence openers -Complex sentences using subordinate conjunctions: until, although, even if -Exaggerated language 	<ul style="list-style-type: none"> -Inverted commas (accurate use) 	<ul style="list-style-type: none"> -Write sentences using repetition for effect and persuasion -Identify and write complex sentences using subordinate conjunctions -Write 'drop in' clauses (relative clauses): which, who, where and what 	<ul style="list-style-type: none"> -Start with a prepositional phrase: above, below, underneath -Start a sentence with two 'ly' adverbs
4	<ul style="list-style-type: none"> -Some development of character and plot eg may introduce an element of uncertain clarity 	<ul style="list-style-type: none"> -Paragraphs / sections may mark divisions in narrative 	<ul style="list-style-type: none"> -Informal and formal language (knowing that informal can be 	<ul style="list-style-type: none"> -Possessive apostrophe 	<ul style="list-style-type: none"> -Manipulate complex sentences to show that the 	<ul style="list-style-type: none"> -Start a sentence with an 'ing' verb

	<p>of what is to happen</p> <ul style="list-style-type: none"> -Links made to events in original story to build up contextual detail eg 'Legs ran as fast as she could but she was tired from the earlier run to the hospital' -Some evidence of narrator's or characters' reactions to events -Characters' feelings or attitudes mainly consistently with original story -Attempts at humour or building anticipation enlivens the narrative eg using amusing dialogue between characters, vocabulary carefully chosen to describe the characters' behaviour -Viewpoint is established and maintained eg narrative is sympathetic about or disapproving of main characters 	<ul style="list-style-type: none"> -Some connection between sentences built up by reference to characters / events in story eg Paul went...but they got bored after a while. -Shifts in time and place help to shape the story eg 'When I got to the shelves...' -Within the paragraphs, connected sequences of events may be developed around a main sentence -References within the text strengthen cohesion eg relationships between the characters 	<ul style="list-style-type: none"> used within inverted commas) -Compound sentences -Power of 3 for description 	<ul style="list-style-type: none"> -Inverted commas where the speech is preceded by the speaker eg Mary yelled, "Sit down immediately!" -Ellipses 	<ul style="list-style-type: none"> <i>subordinate clause can move around the sentence</i> <i>-To include an 'ing' clause</i> 	<ul style="list-style-type: none"> <i>-Start a sentence with a simile</i> <i>-Start a sentence with an 'ed' word</i>
5	<ul style="list-style-type: none"> -Some evidence of narrator's or character's reactions to events -Characters' feelings or attitudes mainly consistent with original story -Attempts at humour or building anticipation enlivens the narrative eg using amusing dialogue between characters; vocabulary carefully chosen to describe the character's behaviour -Viewpoint is established and maintained eg narration is sympathetic about or disapproving of main characters -Story form adapted to suggest a realistic situation eg use of pacing to prepare reader for main events; presentation of characters to interest the reader 	<ul style="list-style-type: none"> -Shifts in time and place help to shape the story eg when I got to the shelves -Within the paragraphs, connected sequences of events may be developed around a main sentence -References within text strengthen cohesion eg relationships between the characters (Sally / her mother) -Relationships between paragraphs give structure to the whole story eg link between opening and resolution 	<ul style="list-style-type: none"> -Expanded phrases starting with an adjective ad ending in 'ed' eg 'Frightened and confused, Tom...' -Relative clauses to add detail -Complex sentences starting with a subordinate clause -Metaphors -Personification -Emotive language -Modal verbs to show possibility eg might, should, will, must 	<ul style="list-style-type: none"> -Brackets for parenthesis -Dashes/hyphens for parenthesis 	<ul style="list-style-type: none"> <i>-Use two coordinating conjunctions with three main clauses</i> <i>-Use a coordinating and subordinate conjunction with two main and one subordinate clause</i> <i>-Edit sentences by either shortening or lengthening</i> 	<ul style="list-style-type: none"> <i>-Start a sentence with an 'ed' expanded clause</i>
6	<ul style="list-style-type: none"> -Story form adapted to suggest a realistic situation eg use of pacing to prepare reader for main events; presentation of characters to interest the reader -Writing engages reader in a variety of ways eg direct address (would I get the game?); repetition for effect (Tim ran, the boy ran, but...) -Changes in adaptation eg with-holding information to build suspense, contribute to overall impact and engage reader -Opinions, attitudes and feelings expressed using a range of stylistic devices eg use of figurative language to build up the description of the crowd eg 'everyone charged like a buffalo' -Plot control is evident through well placed information that becomes significant at a later stage 	<ul style="list-style-type: none"> -Relationship between paragraphs gives structure to the whole story eg link between opening and resolution -Reference to character / events / settings varied to avoid repetition eg by omission of words (ellipsis) eg 'Aah, we have...!' -Paragraphs are varied in length and structure to add effect 	<ul style="list-style-type: none"> -Emotive language -Informal/formal speech -Indefinite pronouns 	<ul style="list-style-type: none"> -Semicolons -Colons 	<ul style="list-style-type: none"> <i>-Active and passive sentences</i> <i>-A sentence that lists three actions with the final two clauses separated by a conjunction</i> 	<ul style="list-style-type: none"> <i>-Start a sentence with a subordinate conjunction</i>