

FICTION TEXT TYPES

Oakthorpe Primary School
2024

Story writing

Character description

Setting description

Play scripts

Text type	Included in these year groups...
Story writing	1, 2, 3, 4, 5, 6
Character descriptions	1, 2, 3, 4, 5, 6
Setting descriptions	1, 2, 3, 4, 5, 6
Play scripts	4, 5

SEN adaptations

- Task Planner- to break down instructions
- Pre teaching vocabulary for new texts
- Homework tasks to consolidate learning
- Word mats/ communication in print
- Allowing the child thinking time before requiring a response
- TA support planned for/ split modelling
- Lower attaining chn to work in focus group supported by teachers
- Peer support- paired with good language models
- Ipad use for reluctant writers
- Blanks level questioning
- Sound mats or word mats
- Letter formation sheets/rhymes
- Breaking down long texts into shorter, more manageable sections or presented in an alternative way, e.g. visual map.
- Colourful semantics
- Working wall inc. key vocabulary alongside visuals/symbols
- Writing frames/scaffolds and sentence starters
- Individual vocabulary books
- Focus on oracy- lots of speaking and listening activities before writing
 - Date/LO can be printed to stick in books to save time for less able writers
- Adult as scribe depending on activity
- Visuals- to generate ideas/ pictures alongside words
- Real objects/ pictorial representations
- Lesson split into manageable chunks- breaks in between
- Small group work

STORY WRITING

Story writing is a fun and creative way for children to develop their skills in grammar, spelling and language, but also to exercise their creative minds and to practise using their imagination. Story writing helps children to learn to put their thoughts into order and use written language to communicate their ideas.

Progression by Year Group (end of year expectations)

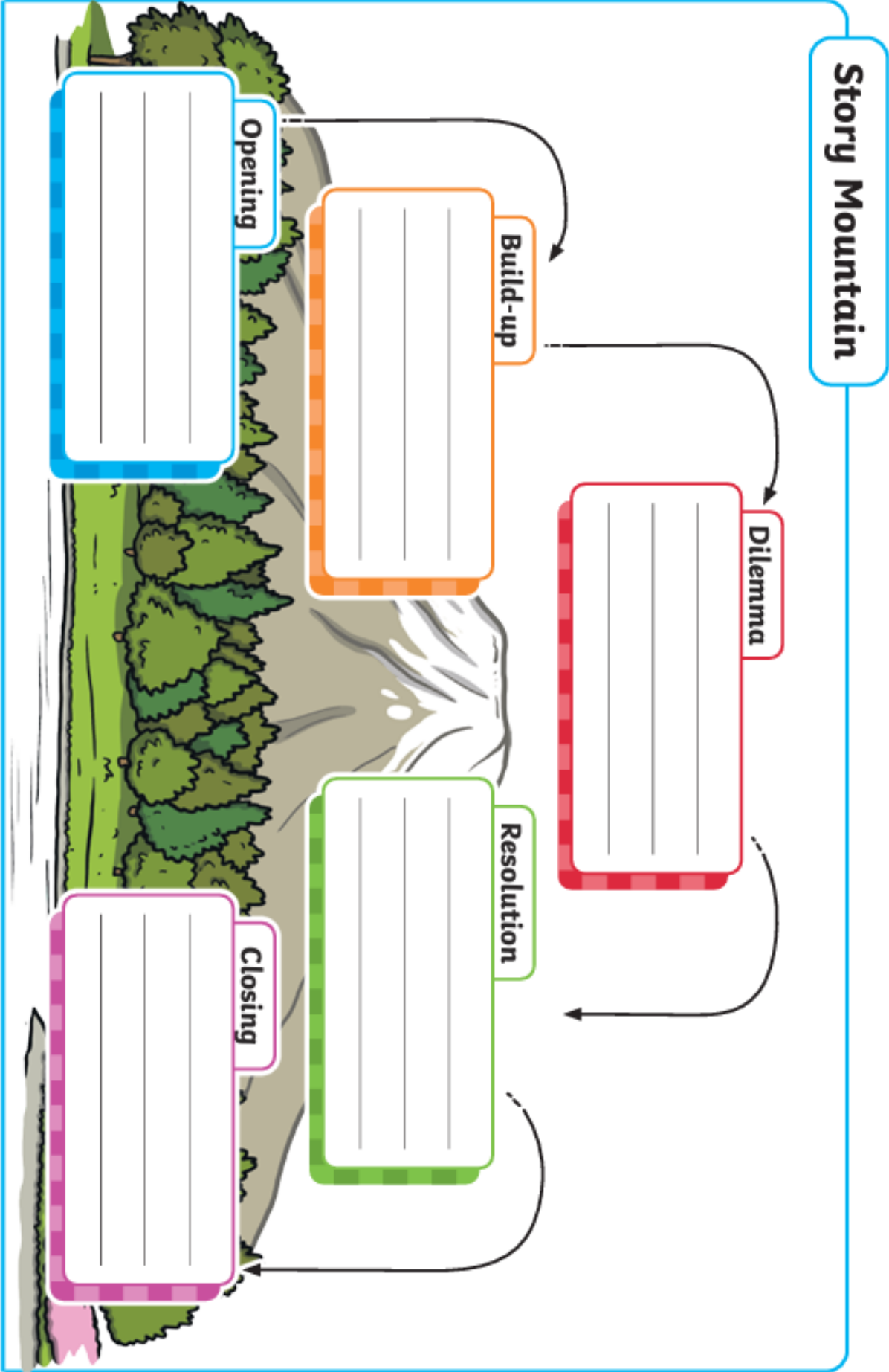
Year Group	Grammatical features to include in story writing	Vocabulary
Rec	<ul style="list-style-type: none"> • Listen to stories being told and read. • Know when a story has begun and ended. • Recognise simple repeatable story structures and some typical story language, for example, 'Once upon a time...' • Identify and describe the appearance of characters. • Identify settings by referring to illustrations and descriptions. • Turn stories into play using puppets, toys, costumes and props • Retell stories • Experiment with story language by using familiar words and phrases from stories in re-telling and play. • Attempt own writing using language from known texts 	<p>Beginning- start of the story</p> <p>End- end of the story/ problem solved</p> <p>Characters- animals and people in the story</p> <p>Problem- what goes wrong</p>
1	<p>Stories need to include:</p> <p>➤ Characters/objects ➤ Setting ➤ Beginning ➤ Middle ➤ End</p> <ul style="list-style-type: none"> • Characters must be described • Settings need to be described • The beginning of the story introduces the characters and setting • The middle needs a problem, what has gone wrong? • The ending explains how the problem got fixed and how the story finished • A range of adjectives makes a story more interesting • Use full stops and capital letters • Use conjunctions like 'and' and 'because' to extend sentences 	<p>Fiction- made up – not real.</p> <p>Characters- people/creatures in the story</p> <p>Setting- where the story takes place</p> <p>Structure- the way something is set out</p>
2	<p>As above...</p> <p>Stories need to include: ➤ Title ➤ Beginning ➤ Build Up ➤ Dilemma ➤ Resolution ➤ Ending ➤ Characters/setting</p> <ul style="list-style-type: none"> • Capital letters and full stops used correctly • Characters are included and described • Setting are included and described • A triggering event is included • Events are described • There is a logical solution • Text is written in sequence 	<p>Fiction- made up – not real.</p> <p>Characters- people/creatures in the story</p> <p>Setting- where the story takes place</p> <p>Structure- the way something is set out</p> <p>Dilemma- problem</p> <p>Resolution- solving a problem</p> <p>Event- something happening</p>
3	<p>As above...</p> <ul style="list-style-type: none"> • The title reflects what will happen in the story 	<p>Fiction- made up – not real.</p> <p>Characters- people/creatures in the story</p>

	<ul style="list-style-type: none"> • Language to make the story flow well and create suspense (openers, time connectives) • Language descriptions to keep the reader’s attention (adjectives, adverbs, interesting verbs) • Correct tense • Dialogue using inverted commas • Introduce the main character • Set the scene (who, what, when, where, why) • Introduce a problem • Resolve the problem • Write in chronological order of events • Include emotions and feelings of characters • End a story successfully 	<p>Setting- where the story takes place</p> <p>Structure- the way something is set out</p> <p>Dilemma- problem</p> <p>Resolution- solving a problem</p> <p>Event- something happening</p> <p>Emotions- feelings</p> <p>Dialogue- speech (using inverted commas)</p> <p>Chronological Order- in order of events happening</p> <p>Tense- past, present, future</p>
4	<p>As above...</p> <ul style="list-style-type: none"> • Work organised into paragraphs around a theme • Create settings, characters and a plot • Use nouns and pronouns appropriately • Use expanded noun phrases to add more detail • Include dialogue • Use ambitious vocabulary • Include a range of year 3 and 4 punctuation and grammar • Know that your writing should interest the reader • Include a title • Include a beginning, a build-up, a dilemma, a resolution and include an ending 	<p>Fiction- made up – not real.</p> <p>Characters- people/creatures in the story</p> <p>Setting- where the story takes place</p> <p>Structure- the way something is set out</p> <p>Dilemma- problem</p> <p>Resolution- solving a problem</p> <p>Event- something happening</p> <p>Emotions- feelings</p> <p>Dialogue- speech (using inverted commas)</p> <p>Chronological Order- in order of events happening</p> <p>Tense- past, present, future</p> <p>Ambitious Vocabulary- high level adjectives and description</p>
5	<p>As above...</p> <ul style="list-style-type: none"> • Include a beginning which sets the scene and introduces the characters • Include a build -up – make tension and suspense • Include a dilemma • Include a resolution • Include an ending • Introduce speech between characters • Vary length of sentences for effect 	<p>Title- the name of the piece of work</p> <p>Narrative- story</p> <p>Atmosphere- tone or mood</p> <p>Dilemma- problem</p> <p>Resolution- solving a problem</p> <p>Fiction- not real, imaginary</p> <p>Dialogue- speech (using inverted commas)</p> <p>Clauses- main clause – makes sense on its own. Subordinate clause – doesn’t make sense on its own.</p> <p>Genre- style or category, e.g. adventure, sci -fi, horror, romance.</p>
6	<p>As above...</p> <ul style="list-style-type: none"> • To include an interesting title. • To include a beginning which sets the scene and introduces characters 	<p>Title- the name of the piece of work</p> <p>Narrative- story</p>

- To include a build up by creating an atmosphere and tension
- To include a dilemma
- To include a resolution
- To include an ending
- Use dialogue to move on the action
- Use a range of clauses
- Be able to adapt your writing to suit the genre of the story e.g. horror, suspense and tension building.

Atmosphere- tone or mood
Dilemma- problem
Resolution- solving a problem
Fiction- not real, imaginary
Dialogue- speech (using inverted commas)
Summary- a brief statement about the main points
Clauses- main clause – makes sense on its own. Subordinate clause – doesn't make sense on its own.
Genre- style or category, e.g. adventure, sci -fi, horror, romance.

PLANNING SHEET- KS1



PLANNING SHEET- KS2

Title: _____

Author: _____

Opening

Build Up

Climax

Resolution

Ending

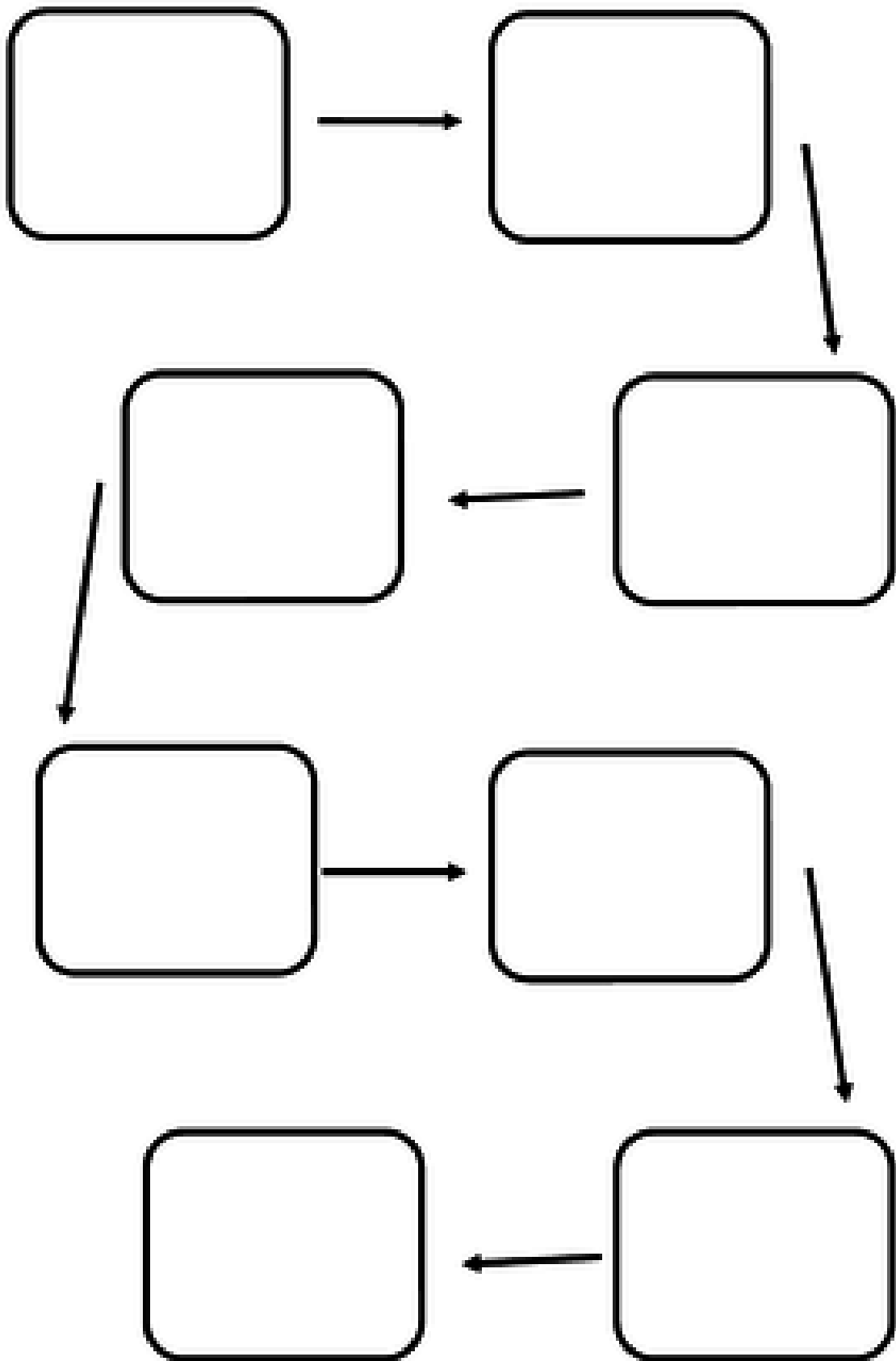
Moral

Characters

Setting

Vocabulary

PLANNING SHEET- RETELLING



SETTING/ CHARACTER DESCRIPTIONS

See grammar progression grid and medium term plans for progression.

Year Group	Grammatical features to include in setting/ character descriptions	Vocabulary
Rec	<ul style="list-style-type: none"> • adjectives to describe people and places • adjectives to describe what someone or something looks like 	Verb Noun
1	As above... <ul style="list-style-type: none"> • 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 	Adjective Personality Appearance Setting
2	As above... <ul style="list-style-type: none"> • Simple adverbs to express how to do an action • Noun phrases to describe • Adverbs to show when and how- suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily • Adverbs for description e.g. <i>Snow fell gently and covered the cottage.</i> • Sentence starter- sometimes, all around • subordinating and coordinating conjunctions • adding 'er' and 'est' to show comparisons in adjectives • Alliteration 	Adverbs Noun phrases Conjunctions Tense
3	As above... <ul style="list-style-type: none"> • Variation in sentence structures: • Prepositional phrases • Expanded noun phrases • Subordinate clauses • Simile and Metaphor ...as small as a mouth... ...strong like a bull... ...he was a walking encyclopaedia. • Adverbs to show when and how- suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily • Accurate action verbs-pushed, rushed, shoved • Nouns and pronouns used for clarity and cohesion • A wider range of conjunctions • Correct use of simple present, present progressive and present perfect • Powerful verbs • Boastful language • Specific/ technical language to aid description, e.g Rottweiler • Sentence of 3 for description 	Simile Metaphor Subordinate clause Prepositions present, present progressive and present perfect
4	As above... <ul style="list-style-type: none"> • Variation in sentence structures: 	Fronted adverbials

	<ul style="list-style-type: none"> • Prepositional phrases • Expanded noun phrases • Subordinate clauses • Simile and Metaphor ...as small as a mouth... ...strong like a bull..... ...he was a walking encyclopaedia. • Adverbs for frequency or subtlety- often, seldom, exactly, suspiciously, craftily • Adverbs of time, place and to show how often • Conjunctions to add information-moreover, furthermore, in addition, in due course • 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 • Sentence of 3 for description • 'ed' clauses for starters- Frightened, Tom always hid behind the sofa. • Expanded 'ing' clauses Grinning menacingly, he slipped the treasure into his rucksack • Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> 	<p>Expanded noun phrase Clauses</p>
5	<p>As above...</p> <ul style="list-style-type: none"> • Variation in sentence structures • Prepositional phrases • Expanded noun phrases • Subordinate Clauses • Relative Clauses • Variation in sentence length • Simile and Metaphor ...as small as a mouth... ...strong like a bull... ...he was a walking encyclopaedia. • Adverbs for frequency or subtlety- often, seldom, exactly, suspiciously, craftily • Repetition- The boys ran and ran until they could run no more. • Personification- The first rays of morning tiptoed through the field. • More complex examples of adverbs of time, place and to show how often • Nouns and pronouns used for clarity and cohesion • Correct use of simple present, present progressive and present perfect • Fronted adverbials • Use of modal verbs • Pronouns used to hide the doer of the action – it crept into the woods • Indicate degrees of possibility e.g. using might, should, will, must or adverbs - perhaps, surely • Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane always enjoyed a morning walk. • Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify) 	<p>Relative clauses Personification Modal verbs</p>
6	<p>As above...</p> <ul style="list-style-type: none"> • Variation in sentence structures • Prepositional phrases • Expanded noun phrases 	<p>Active and passive Modifiers</p>

	<ul style="list-style-type: none">• 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.• More complex examples of adverbs of time, place and to show how often• Nouns and pronouns used for clarity and cohesion• Correct use of simple present, present progressive and present perfect• Fronted adverbials• Use of modal verbs• Pronouns used to hide the doer of the action – it crept into the woods• Developed use of rhetorical questions for persuasion	
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PLAYSCRIPTS

Television shows, films, theatre shows and more all have play scripts.

Year Group	Grammatical features to include in play scripts	Vocabulary
3	<ul style="list-style-type: none"> • Include a character list. • Speaker's name is on the left with a colon after their name. • Write in present tense. • Use basic stage directions with brackets. • Include dialogue between characters. • Inverted commas are not used. • Include a range of year 2 and 3 punctuation and grammar 	<p>Narrator- someone who tells or recounts the story.</p> <p>Stage Director- person who directs what happens on the stage.</p> <p>Actors- people who act out the parts in the play script.</p> <p>Acts- chapters in a play.</p> <p>Scene- place of action.</p> <p>Props- objects needed for the play.</p> <p>Dialogue- speech/conversation</p> <p>Colon</p> <p>Brackets</p>
4	<p>As above...</p> <ul style="list-style-type: none"> • The name of some famous plays. • Include a character list. • Speaker's name is on the left with a colon after their name. • Write in present tense. • Use basic stage directions with brackets for how characters speak and move. • Set the scene with a narrator/ description. • Include dialogue between characters. • Inverted commas are not used. • Include a range of year 3 and 4 punctuation and grammar 	<p>Narrator- someone who tells or recounts the story.</p> <p>Stage Director- person who directs what happens on the stage.</p> <p>Actors- people who act out the parts in the play script.</p> <p>Acts- chapters in a play.</p> <p>Scene- place of action.</p> <p>Props- objects needed for the play.</p> <p>Dialogue- speech/conversation</p> <p>Colon</p> <p>Brackets</p>
5	<p>As above...</p> <ul style="list-style-type: none"> • Use act or scene numbers. • Include a character (cast) list. • Include props and a costume list. • Set the scene for the audience (short description) • Speaker's name is on the left with a colon after their name. • Write in present tense. • Use basic stage directions with brackets for how the characters speak as well as any props and character movement. • Include dialogue between characters. • Start a new line for every new speaker. • Inverted commas are not used. • Know when to use standard and non-standard English. • Include a range of year 4 and 5 punctuation and grammar 	<p>Narrator- someone who tells or recounts the story.</p> <p>Stage Director- person who directs what happens on the stage.</p> <p>Actors- people who act out the parts in the play script.</p> <p>Acts- chapters in a play.</p> <p>Scene- place of action.</p> <p>Props- objects needed for the play.</p> <p>Dialogue- speech/conversation</p> <p>Colon</p> <p>Brackets</p> <p>Cast- characters in the play</p>

PLAYSCRIPTS PLANNING SHEET

Which **characters** will be in your play?

What **entertaining event(s)** will happen?

Where will each scene take place (settings)?

Scene 1: **Scene 4:**

Scene 2: **Scene 5:**

Scene 3: **Scene 6:**

Describe the opening **stage directions**:

How will the **play end**?