

Key subject knowledge

- Used by many different cultures to explain (world, beliefs, cultures, traditions etc. and presented as something that happened
- Handed down through generations: orally and written down later
- May involve journeys/quests/trials
- Characters may have special powers/unusual characteristics
- Has a hero and a villain (could include gods/fantastical beasts/supernatural beings): good wins over evil
- Events are often out of the ordinary/unbelievable
- Uses powerful verbs (*escaped, burst etc.*) and rich adjectives to describe characters and settings
- Often set in the past
- May include figurative language *e.g. similes*
- May be symbolic
- Action filled/quick paced
- Dialogue may be integrated but limited
- May use adverbs to signal time and place
- Use show not tell
- Usually third person
- Usually past tense
- Events usually in chronological order

Purpose for writing

- To entertain/explain

Ideas for publication

- Comic
- Graphic novel
- Book of myths
- Children's book
- eBook
- Oral retelling

Consider carefully who your **audience** will be. This will inform how it is written, how much detail is needed and the level of formality

Narrative: Myths

Progression

The table below illustrates progression in the national curriculum and how it **could** be linked to the text type

<p>Year 1</p>	<p>Listen to and discuss a range of stories, including myths drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Say, compose and sequence sentences relating to a myth</p> <p>Re-read to check for sense</p> <p>Discuss writing with the teacher or other pupils</p> <p>Read writing out loud</p> <p>Use 'and' to join clauses</p> <p>Punctuate using capital letters and full stops (<i>other punctuation could be used: question marks, exclamation marks</i>)</p> <p>Use a capital letter for people, places, days of week and person pronoun, 'I' as needed</p>
<p>Year 2</p>	<p>Listen, discuss and express views on myths</p> <p>Discuss the sequence of events and how they are related</p> <p>Retell a myth</p> <p>Develop vocabulary, linking to known words and discussing favourite words and phrases</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Write a narrative about experiences and those of others (real and fictional)</p> <p>Have a clear purpose for writing</p> <p>Before writing, say and note key ideas and appropriate vocabulary</p> <p>Punctuate using capital letter and full stops (<i>other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession</i>)</p> <p>Write statements (<i>other sentence types could be used: commands, questions, exclamations</i>)</p> <p>Noun phrases to describe (<i>jagged rocks, majestic forest, tiring journey</i>)</p> <p>Progressive form of verbs to mark actions in progress</p> <p>As appropriate: commas to separate items in a list</p> <p>Conjunctions (<i>because, when, if, when, that, etc.</i>)</p> <p>Adverbs of time to support sequence (<i>first, then, after that, etc.</i>)</p> <p>Evaluate writing for sense, correct verb form, including the progressive (where appropriate)</p> <p>Proof-read for spelling, punctuation and grammar</p> <p>Read aloud with appropriate intonation to support meaning</p>

Narrative: Myths

<p>Year 3/4</p>	<p>Listen to, read and discuss a range of myths and retell some orally</p> <p>Identify themes and conventions of myths</p> <p>Discuss words and phrases that capture the reader’s interest and imagination</p> <p>Drawing inferences such as inferring characters ‘feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas and summarising</p> <p>Discuss how language, vocabulary, structure, and presentation of a myth contribute to meaning</p> <p>Discuss myths similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and record ideas in advance of writing</p> <p>Compose and rehearse sentences orally (including dialogue) building a varied and rich vocabulary</p> <p>Create settings, character and plot</p> <p>Evaluate own and other’s writing by suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p>	<p><u>Year 3 (Grammar specific)</u></p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Introduction to inverted commas to punctuate direct speech</p>
	<p><u>Year 4 (Grammar specific)</u></p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>]</p> <p>Use of commas after fronted adverbials</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>]</p>	

Narrative: Myths

<p>Year 5/6</p>	<p>Reading and discuss and increasingly wide range of myths, including different structures and for a range of purposes Recommend myths, giving reasons for their choices Identify and discuss themes and conventions across a wide range of writing Make comparisons with and across myths Explore meanings of words in context Ask questions to improve understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary Consider how authors have developed characters and settings from what has been read, listened to or seen performed. Describe settings, characters and atmospheres and integrating dialogue to convey character and advance the action Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors</p>	<p><u>Year 5 (Grammar specific)</u> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use expanded noun phrases to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause</p> <p><u>Year 6 (Grammar specific)</u> Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>] Use expanded noun phrases to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause</p>
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