

<p>Story structure;</p>	<p>I can spot common features and themes in stories that have familiar settings. I can study plots and suggest reasons for actions and events.</p>		<p>I can spot common features and themes in different types of traditional story: fables, myths, legends, fairy and folk tales. I can analyse and compare plot structure and identify formal elements in story openings and endings. I can identify the range of connectives used to link events and change scenes.</p>	<p>I can investigate common features, structure and typical themes in adventure and mystery stories. I can analyse story structure by identifying the most exciting part of the story and plotting other events around it. I can study the use of language to set scenes, build tension or create suspense.</p>
<p>Viewpoint: author; <i>narrator</i></p>		<p><i>I can talk about the role of the narrator in stories and play-scripts. I can take part in dramatised readings.</i></p>		<p>I can talk about the author's techniques, e.g. using cliff-hangers at the end of chapters. I can read and compare books by the same author. I can express a personal response to books and comment on elements of style.</p>
<p>Character; <i>dialogue</i></p>	<p>I can identify with characters in stories. When making judgements about characters' actions in stories, I make links with my own experience.</p>	<p><i>I can talk about conventions for punctuation and presentation of dialogue. I can talk about what dialogue tells me about characters' feelings, motives and relationships.</i></p>	<p>I can spot the way authors use stock characters in particular types of story.</p>	<p>I can explore a moral dilemma for a character and demonstrate understanding of their situation when making judgements about their actions.</p>
<p>Setting</p>	<p>I can compare settings in different stories. I can analyse words and phrases used for description.</p>		<p>I can recognise typical settings in particular types of story.</p>	<p>I can comment on the effect of scene changes, e.g. moving from a safe to a dangerous place to build tension.</p>

Record of Achievement/Self Assessment Sheet: **Telling and Writing Stories**

<p>Telling stories</p>		<p>I can act out a conversation between characters.</p>	<p>I can plan and tell stories, (e.g.) own version of a fable When I tell stories, I change my voice to show different characters and mood and to help keep the audience interested.</p>	<p>I can plan stories orally. I can explore moral dilemmas for characters using drama.</p>
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<p>Writing</p>	<p>I can plan and write stories based on my own experiences using the structure - <i>opening, dilemma/conflict/problem, resolution and ending</i> to organise my writing into paragraphs for each stage of the story. I make sure that the sequence of events is clear. I use the first person and past tense consistently when writing stories about my own experiences.</p>	<p>I can make up new dialogue for characters using proper speech punctuation.</p>	<p>I can plan and write complete stories using a familiar plot and altering characters or setting. I include a structured sequence of events organised into paragraphs in my stories. I describe new characters or settings. I use complete sentences in the third person and past tense. I can include examples of patterned story language and I include dialogue with speech marks.</p>	<p>I can write adventure stories that:</p> <ul style="list-style-type: none"> • have a problem and resolution; • are organised into paragraphs and/or chapters; • have connectives to signal time, sequence and/or place; • include description of a typical adventure setting and characters; • use written dialogue to move the plot on.
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