

Story structure	I know the stages in a story and can identify the introduction, build-up, climax or conflict and resolution in a story. I can say how the author shows the passing of time and point out some key words and phrases used to introduce paragraphs or chapters. I can identify the events that are presented in more detail and those that are skimmed over.	I know the structure and features of adventure stories.	I know the structure and features of different types of story, (e.g. traditional tales and contemporary stories I have read in out work on stories from other cultures).	I can analyse the structure and chronology of a story. I can comment on the time covered in the story as a whole. I can discuss why some events are presented in more detail and others are skimmed over.
Viewpoint: author; narrator	I can say what I feel about particular characters in a story. I can identify some techniques used by the author to persuade the reader to feel sympathy or dislike.	<i>I can identify and discuss the narrative voice.</i>		I can discuss the decisions that the author has made in setting up issues for the characters and choosing how to resolve them. I can say how good I think the writing is and say whether children agree or disagree with the way that the problem in the story was solved. <i>I can study the text of a story and find evidence of the opinions of the narrator and any comments they make on the events in the story.</i>
Character; dialogue	In a story set in the past, I can point out the way that the historical setting effects characters' appearance, actions and relationships. <i>I can talk about the differences between what characters say and what they do. I can make deductions about the feelings and motives that might lay behind characters' words.</i>	I can identify examples of figurative and expressive language which help build a fuller picture of a character. I can discuss the behaviour of characters in a story how much this is changed by the imaginary world.	When discussing a book set in a different part of the world, I can talk about how the customs and beliefs of the culture effects characters' behaviour and actions. I can make predictions about actions and consequences and discuss whether they behaved in expected or unexpected ways. I can make deductions about characters' motives and feelings.	When studying a story, I can look at the way that key characters respond to a problem and make deductions about their motives and feelings. I can discuss alternative outcomes to the main issue. <i>When I study a passage of dialogue from a story, I can make judgements about the extent to which the characters reveal their true feelings or motives.</i>
Setting	When I study a story set in the past, I can point out how the historical setting is created using small details and longer descriptions. I can talk about the similarities and differences between the historical period in the story and my own experiences.	I can collect evidence from stories which help me build up a picture of an imagined world. I can point out examples of language describing the setting and talk about the mood or atmosphere they create. I can make predictions about how characters will behave in such a place.		When I study a story set in a different place and/or time I can point out and talk about how descriptive language and small details are used to build an impression of an unfamiliar place. I can make predictions about how characters will behave in such a setting.

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

Telling stories	<p>I can tell short stories set in the past. I include descriptive detail to help a reader picture the historical setting in their mind and make it more vivid. I sequence events clearly. I show how one event leads to another. I use a range of connectives to show changes in time and place.</p>	<p>I can use drama to explore consequences of introducing new characters to a particular setting.</p>	<p>I can work in role to 'interview' story characters. I can re-tell a traditional tale from another culture using techniques to entertain the audience (such as gestures, repetition, traditional story openings and endings).</p>	<p>I can use improvisation to explore alternative actions and different outcomes to an issue.</p>
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Writing	<p>I can write short stories set in the past. I include descriptive detail to help a reader picture the historical setting in their mind and make it more vivid. I sequence events clearly I show how one event leads to another. I use a range of connectives to show changes in time and place.</p>	<p>I can plan and write a long adventure story set in an imagined world. I can organise my story into chapters using the structure: introduction, build-up, climax or conflict and resolution. I include details of the setting, using figurative and expressive language to create mood and atmosphere.</p>	<p>When I am reading a god story, I have noted down my thoughts and feelings about the text and my predictions in a reading journal.</p>	<p>I can write in role as a character from a story. I can plan and write a longer story where the central character faces a dilemma that needs to be resolved. I use a clear story structure and organise my writing into chapters. I include character descriptions designed to make the reader sympathise with or dislike the characters. I try using some figurative or expressive language to build detail.</p>
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