Story structure;	I can create a "story map" showing: • the development and structure of the story; • the high and low points; • links between sections, paragraphs and chapters. I can compare the "story map" of different stories.	I can compare the structure and features of different versions of the same story (e.g. re-tellings from different times or countries, adaptations for different age-groups.) In stories I read, I can spot repeated patterns of events, climax and resolution in extended narratives.	I can analyse the structure of more complex stories (e.g. stories with two parallel narrative threads). In the stories I read, I can look for examples of the way that the author signals a change in the narration. I can discuss the effect of seeing the story from different points of view.	I can analyse the structure of more complex stories – ones which do not have a simple time-line In the stories I read, I can look for examples of the way that the author signals changes in time and place, reality to unreality, e.g. paragraphs, connectives etc.

Viewpoint: author; *narrator*	I can explore aspects of an author's style by comparing themes, settings and characters in different stories. *I can find evidence of narrative viewpoint.*	I can make a sensible guess about the audience that the author had in mind for a particular story (and give reasons for my ideas). *In stories I have read, I can discuss how the author has chosen to make the narration link to the events.*	I can make inferences about the viewpoint of the author from what he/she written and what is implied. *I can rewrite passages changing the narrative viewpoint in different ways.*	I can find evidence of the author's viewpoint (perspective). I can find examples of the author addressing the reader directly.

Character; *dialogue*	I know different ways to build and present a character, (e.g. using dialogue, action and/or description). I can discuss my and my group's response to particular characters. *I can find examples of direct and reported speech.*	I can find evidence of characters changing during a story. I can discuss possible reasons for these changes and what it shows about the character. I can discuss whether the change was what I and my group expected or how and why it surprised us.	I know that different characters may have different points of view (perspectives) about issues in the story. I can discuss different points of view. *I know ways to vary pace in a story by using direct or reported speech at different points.*	I can find information about characters' appearance, actions and relationships in older literature. When reading older literature, I can make deductions about differences in patterns of relationships and attitudes in comparison with my own experience. *I can find examples of dialogue and different degrees of formality.* *I can talk about what this shows about relationships.*

Setting		I know some features of typical settings for different types of traditional story. I can identify examples of effective description which suggest a particular time or place.	I can find examples of description and discuss the author's use of language, (e.g. literal and figurative language) when describing settings.	When reading a "classic" story, I can think about the time and place in which it is set and find evidence of differences that will affect the way that characters behave and/or the plot unfolds.

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

Telling stories		I can plan and tell stories. I try to show awareness of my audience by using techniques such as recap, repetition of a catchphrase. I try to match the way I tell a story to my particular audience e.g. younger children. I can talk about the choices I make to ensure that the way I tell the story is really suitable for my audience.	I can improvise a role well and take part in role-play to explore different characters' points of view. I can re-tell a familiar story from the point of view of another character, using thoughtful vocabulary, changing my voice to match my character(s), etc. to entertain the listener.	

Writing	I can use different ways to open a story, e.g. dialogue, an important event. I can plan and write a complete short story with an interesting story opening. I organise my writing into paragraphs for build-up, climax or conflict, resolution and ending. I can use language to create a particular comic or dramatic effect. I use a range of connectives to introduce scenes and link events.	I can plan and write a complete short story aimed at a specific audience, e.g. a new version of a traditional tale for a younger audience. I organise my writing into paragraphs. I can adapt sentence length and vocabulary to be suitable for my reader.	I can plan and re-write a familiar story from an alternative point of view. I try to vary pace by using direct and reported speech. I vary sentence length and include examples of complex sentences. I use a range of connectives well to create links and show changes in time or place.	I can write in the style of a particular author to complete a section of a story, add dialogue or a new chapter. I can plan and write a longer story with a more complex structure, e.g. parallel narratives. I can experiment with the order of chapters or paragraphs to achieve different effects. I use dialogue to build character. I check for consistency in narrative voice when telling each part of the story.