

Story structure;	I can analyse the structure and features of a story and compare this with its film or TV adaptation. I can identify different ways that information is revealed or events are presented, (e.g. dreams, flashbacks, letters).	I can identify story structures that are typical to particular fiction genres. I can explore differences in paragraph organisation and connectives. I know about a range of more complex narrative structures and those with non-linear chronology.	I can compare stories by the same author or on the same theme and make judgements in response to story endings, e.g. whether it was believable, whether dilemmas were resolved satisfactorily.
-------------------------	---	---	--

Viewpoint: author; narrator	I can consider when a story was first published and discuss the audience that the author had in mind, e.g. children reading a classic text published in the last century. <i>I know that the narrative viewpoint can be changed when adapting for film.</i> <i>I can discuss the effect that changing the narrative viewpoint has on the story and the reader's/viewer's response.</i>	I can discuss how style is influenced by the intended audience and think about author's use of language. <i>I know some ways to manipulate narrative viewpoint, e.g. by having a different character taking over the story-telling.</i> <i>I can discuss the effect of changing the narrative viewpoint.</i>	I can identify common elements of an author's style and then make comparisons between books. <i>I can think about and discuss the reader's response to narrative voice when I am evaluating a book, e.g. sympathising with the narrator's point of view; agreeing or disagreeing with their judgements about other characters.</i>
--	--	--	---

Character; dialogue	I can compare the way characters are portrayed in stories and film versions of a story. I can comment on whether the film version matched what my friends and I had imagined when reading. <i>I can analyse dialogue at particular points in a story and summarise the purpose of the dialogue (e.g. to explain plot, show character or relationships etc.)</i>	I can identify stock characters in different fiction genres. I can find evidence of characters that challenge stereotypes. <i>I can analyse examples of dialogue that are typical of different genres.</i>	I can express my opinions about favourite characters and discuss what makes them appealing. I can compare and contrast different responses to the same character.
--------------------------------	---	--	--

Setting	I can compare settings in stories and film. I can analyse changes of scene in stories, films and plays and discuss their timing and the effect on characters and events.	I can analyse the author's use of language to evoke a sense of time and place. I can identify particular techniques that an author can use to evoke a sense of time and place (such as using expressive of figurative language, describing a character's response, adding details of sights and sounds).	
----------------	---	---	--

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

Telling stories	I can change narrative writing into a play/film script and perform it as a short dramatised scene.	I can use improvisation and role play to explore typical characters, settings and events in different fiction genres. I can tell short stories in different genres which engage and entertain an audience.	
Writing	I can plan and write a short story, e.g. modern re-telling of a classic play. I can plan the plot, characters and structure quickly and effectively. I can describe a setting by referring to all the senses. I can vary sentence length to achieve particular effects and include complex sentences where appropriate. I can use dialogue at key points to move the story on or reveal new information.	I can plan and write a short story with non-linear chronology, e.g. using flashbacks. I arrange paragraphs carefully and use a range of connectives to signal that the narrative is moving back or forward in time. I can plan and write a complete story in a particular genre. I select and use features of narrative structure typical of the genre, (e.g. starting an adventure story with a dramatic event and then providing background information). I can create a typical setting and characters for the genre using expressive language and building up small details. I can plan and write a parody of a familiar story in a particular genre. I can manipulate typical characters, settings and events to surprise and amuse the reader.	I can plan and write an extended story. In my story writing, I use techniques I have learned from reading including: <ul style="list-style-type: none"> • creating mood and atmosphere by describing a character's response to a particular setting; • using changes of scene to move the plot on or to create a break in the action; • varying the pace by using sentences of different length and direct or reported speech. I create convincing characters and gradually reveal more about them as the story unfolds, through the way that they talk, act and interact with others