

STRUCTURE/ PLOT

Context

Structure / plot

Children need to be able to identify the structure/ plot of a story in order to be able to write effectively. Structure of a narrative can vary according to the type e.g. fairy stories, myths, fables, contemporary stories. The most common structure is: an opening that establishes setting and introduces characters, a complication and resulting events, a resolution/ending. (Opening, build up, dilemma/ problem, resolution and ending.) Although this structure is evident in many stories, it can be adapted, modified or expanded. Children will hear and read many different stories and will gain an understanding of the ways that authors vary narrative structure, for example; using time shifts or starting the story with an exciting incident and then 'back-tracking'. They will learn that stories in a particular genre tend to have distinctive structures, e.g. adventure stories often have a series of 'cliff-hangers' before the final resolution. Children's growing awareness of more complex narrative structures in the stories they read or listen to is likely to be ahead of their development as writers. The aim is for them to internalise the basic structure and use it to organise their creative ideas when writing their own, original stories, rather than being constrained by having to imitate a particular style of story. It is important for children to be able to identify the underlying structure of stories in order to be able to recreate stories with a secure structure.

Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify a generic structure (e.g. changing chronology by not telling the events in order (time shifts, flashbacks, backtracking). Children can add these less predictable narrative structures to their own writing repertoires.

Children can be taught to identify structure and plot through shared reading. Younger children will learn stories by heart and create story maps/ story hills to record the events. Children will then move on to identifying the structure through boxing up. As they progress they will be taught how to manipulate story structure to create a specific effect.

Pie Corbett suggests identifying overall plot/ pattern/ theme of a text and the 'story idea'. Patterns/ plot in narrative often follow similar and simple lines when reduced down to the bare bones. There are several sorts of narrative plots/ patterns that are constantly recycled. e.g. wishing, warning, finding, losing, journey/ quest tales, rags to riches tales, beating the baddie, rescues, meeting someone, character flaw stories. One of the advantages of getting used to sorting out an underlying pattern is that this can be used as a basis for children's own writing.

	Word reading	Comprehension	Read as a writer	Creating stories that will impact on listeners and readers
Year 6	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation Read aloud new words and work out the definition of unfamiliar words Understand nuances in vocabulary choice and age appropriate vocabulary 	<ul style="list-style-type: none"> Read books that are structured in different ways Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding Know that texts have different layers of meaning. – between the lines and beyond the lines. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence, returning to text to support opinions predict what might happen from details stated and implied summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Recognise that authors use language carefully to influence the reader's view of a situation. Raid their reading for new and interesting words. Learn their meanings and how to use them in context. 	<ol style="list-style-type: none"> Understand aspects of narrative structure, e.g.: <ul style="list-style-type: none"> Identify story structures typical to particular fiction genres how chapters in a book (or paragraphs in a short story or chapter) are linked together how structure can be adapted and events revealed in different ways e.g. flashbacks, stories within stories, dreams, revelations, prophecies how the passing of time is conveyed to the reader; Identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody Analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built Analyse how individual paragraphs are structured in writing and note how links are made, e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force; (Grammar for writing Unit 52) <p>Extension: Compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator</p>	<ol style="list-style-type: none"> Write own story, varying the narrative structure (e.g.) flashbacks or a story within a story to convey the passing of time, start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives Write an extended narrative, worked on over time on a theme identified in reading. Use different genres as models to write, e.g. short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language Use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect;