



## Progression Document: Plot/ Structure

### Progression by Key Stage

#### EYFS

- Learn 'Once upon a time' or a similar opening.
- Learn to end a story in an appropriate way e.g. 'finally' or 'in the end' plus 'happily ever after'

#### KS1

- Add more ways to start the story using the 'time' starter 'one', e.g. One day; one morning etc.
- Add in 'early' or 'late' e.g. 'Late one night; Early one morning...'
- Use 'place' starters e.g. 'In a distant land; Far, far away; On the other side of the mountain, etc...'
- Use other kinds of time starters e.g. 'Once, not twice; Long ago; Many moons ago...'
- End by stating how a character has changed or what they have learned. Or, take your characters home.

#### LKS2

- Use a variety of openings incl. fronted adverbials to orientate the reader e.g.: Time: 'Late one night' Weather: 'Snow fell' Place: 'In the enchanted forest'
- Start by introducing your character and use 'show' not 'tell' techniques to reveal important facts about their feelings or personality e.g. 'James trembled as Billy entered the class.'
- Start with questions or exclamations to hook the reader's interest. E.g. "Scarper!! They yelled. / "What is it?" she whispered.
- End by showing how the character has changed or what has been learned i.e. a moral.
- The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the opening/ending.
- Use adverbials e.g. therefore, however to creates cohesion within and across paragraphs.
- Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John... they... the boys..., the two friends...
- Use paragraphs to organise openings/endings.

## UKS2

- Use a contrast e.g. inside/outside: Outside the sun shone brightly. Inside, however, there was a strange icy feeling.
- Use a dilemma, desire or the unexpected.
- Suggest that something dangerous might happen e.g. the rickety old house shook violently in the wind.
- Suggest something dangerous has happened e.g. smoke rose from the wreckage.
- Dismiss a threat e.g. Jane had never believed in witches anyway. □ Use figurative language to create a mood e.g. The fog shrouded the houses like.
- Use a trigger to catch the reader's interest e.g. someone wants something; is warned not to do something; has to go somewhere; is threatened; has lost something; a mysterious parcel arrives
- Use a flashback or flash forwards.
- End by showing what the main character(s) have learnt or how they have changed. Make a link back to the beginning. Have the author comment on events.
- Use modals to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to...
- Adverbs can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...
- Parenthesis can be used to improve openings/endings by adding additional information through the use of brackets, dashes or commas. E.g. Our friends, now older and wiser, knew that they had been on the adventure of a lifetime.
- The passive voice can be used to add additional information to openings or endings. e.g. it was possible that..., the map was given to the children by...
- Use the subjunctive mood to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.
- Past perfect progressive forms can be used to give additional detail and to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life...