

Key subject knowledge

- Used by many different cultures to explain (world, beliefs, cultures, traditions etc. and presented as something that happened
- Handed down through generations: orally and written down later
- May involve journeys/quests/trials
- Characters may have special powers/unusual characteristics
- Has a hero and a villain (could include gods/fantastical beasts/supernatural beings): good wins over evil
- Events are often out of the ordinary/unbelievable
- Uses powerful verbs (*escaped, burst etc.*) and rich adjectives to describe characters and settings
- Often set in the past
- May include figurative language *e.g. similes*
- May be symbolic
- Action filled/quick paced
- Dialogue may be integrated but limited
- May use adverbs to signal time and place
- Use show not tell
- Usually third person
- Usually past tense
- Events usually in chronological order

Purpose for writing

- To entertain/explain

Ideas for publication

- Comic
- Graphic novel
- Book of myths
- Children's book
- eBook
- Oral retelling

Consider carefully who your **audience** will be. This will inform how it is written, how much detail is needed and the level of formality

Narrative: Myths

Progression

The table below illustrates progression in the national curriculum and how it **could** be linked to the text type

<p>Year 1</p>	<p>Listen to and discuss a range of stories, including myths drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Say, compose and sequence sentences relating to a myth</p> <p>Re-read to check for sense</p> <p>Discuss writing with the teacher or other pupils</p> <p>Read writing out loud</p> <p>Use 'and' to join clauses</p> <p>Punctuate using capital letters and full stops (<i>other punctuation could be used: question marks, exclamation marks</i>)</p> <p>Use a capital letter for people, places, days of week and person pronoun, 'I' as needed</p>
<p>Year 2</p>	<p>Listen, discuss and express views on myths</p> <p>Discuss the sequence of events and how they are related</p> <p>Retell a myth</p> <p>Develop vocabulary, linking to known words and discussing favourite words and phrases</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Write a narrative about experiences and those of others (real and fictional)</p> <p>Have a clear purpose for writing</p> <p>Before writing, say and note key ideas and appropriate vocabulary</p> <p>Punctuate using capital letter and full stops (<i>other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession</i>)</p> <p>Write statements (<i>other sentence types could be used: commands, questions, exclamations</i>)</p> <p>Noun phrases to describe (<i>jagged rocks, majestic forest, tiring journey</i>)</p> <p>Progressive form of verbs to mark actions in progress</p> <p>As appropriate: commas to separate items in a list</p> <p>Conjunctions (<i>because, when, if, when, that, etc.</i>)</p> <p>Adverbs of time to support sequence (<i>first, then, after that, etc.</i>)</p> <p>Evaluate writing for sense, correct verb form, including the progressive (where appropriate)</p> <p>Proof-read for spelling, punctuation and grammar</p> <p>Read aloud with appropriate intonation to support meaning</p>

Narrative: Myths

Year 3/4	<p>Listen to, read and discuss a range of myths and retell some orally</p> <p>Identify themes and conventions of myths</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas and summarising</p> <p>Discuss how language, vocabulary, structure, and presentation of a myth contribute to meaning</p> <p>Discuss myths similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and record ideas in advance of writing</p> <p>Compose and rehearse sentences orally (including dialogue) building a varied and rich vocabulary</p> <p>Increase range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Create settings, character and plot</p> <p>Use a wider range of conjunctions (<i>when, if, because, although, etc.</i>)</p> <p>As appropriate, using the present perfect form of verbs in contrast to the past tense</p> <p>Select nouns and pronouns for clarity and cohesion</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Adverbs and prepositions to express time and cause (meanwhile, after a while, with, before, until, onto, etc.)</p> <p>Using fronted adverbials (later that day, all of a sudden, completely exhausted)</p> <p>Using and punctuating direct speech</p> <p>Use commas after fronted adverbials</p> <p>Evaluate own and other's writing by suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p>
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Narrative: Myths

<p>Year 5/6</p>	<p>Reading and discuss and increasingly wide range of myths, including different structures and for a range of purposes</p> <p>Recommend myths, giving reasons for their choices</p> <p>Identify and discuss themes and conventions across a wide range of writing</p> <p>Make comparisons with and across myths</p> <p>Explore meanings of words in context</p> <p>Ask questions to improve understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader</p> <p>Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Consider how authors have developed characters and settings from what has been read, listened to or seen performed.</p> <p>Describe settings, characters and atmospheres and integrating dialogue to convey character and advance the action</p> <p>Use a range of devices to build cohesion within and across paragraphs: adverbials of time, place and number</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses</p> <p>As appropriate, question tags</p> <p>As appropriate: commas to clarify meaning; hyphens to avoid ambiguity; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Evaluate how effective their own and others' writing is</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p>
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