

# Narrative

*A narrative text tells a story and entertains the reader.*

A highly effective narrative will likely include:

- A clear, engaging title
- A clear structure e.g. orientation, complication, resolution
- Time connectives and sequencing words e.g. once upon a time, suddenly, soon
- Descriptive language and literary techniques
- Illustrations, where appropriate
- Dialogue, where appropriate e.g. speech marks, play script lines of dialogue

## EXPERIENCES AND OUTCOMES

Early Level LIT 0-01a / LIT 0-11a / LIT 0-20a / ENG 0-12a / LIT 0-13a / LIT 0-21a / LIT 0-21b / LIT 0-26a / LIT 0-09b / LIT 0-31a

First Level LIT 1-20a / LIT 1-21a / LIT 1-22a / LIT 1-23a / LIT 1-24a / LIT 1-25a / LIT 1-26a / LIT 1-28a / LIT 1-29a / ENG 1-31a

Second Level LIT 2-20a / LIT 2-21a / LIT 2-22a / LIT 2-23a / LIT 2-24a / LIT 2-25a / LIT 2-26a / ENG 2-27a / LIT 2-28a / ENG 2-31a

Third Level LIT 3-21a / LIT 3-22a / LIT 3-23a / LIT 2-24a / LIT 3-25a / LIT 3-26a / ENG 3-27a / LIT 3-28a / ENG 3-31a

# Narrative Assessment at Early Level

<b>Creating Written Texts</b>	Includes a clear title.	
	There is a simple orientation (who, when and where), complication (problem to solve) and resolution.	
	The writing meets its purpose to tell a story and entertain the reader.	
	<b>Shares feelings, experiences, information, messages or ideas in pictures, print or digital text.</b>	
	<b>Invents own stories and characters to share with others in play, imaginative and real contexts.</b>	
<b>Tools for Writing</b>	Uses simple sentences.	
	<b>Writes words from left to right.</b>	
	<b>Leaves a space between words when writing.</b>	
	<b>Makes an attempt to use a capital letter and a full stop in at least one sentence.</b>	
	A range of nouns and noun groups (common and proper) are used to describe people and places.	
	Descriptive sentences are used, relating to: size, colour, shape, number, texture, action.	
	Understanding of noun/pronoun relationship (e.g. he, they) is demonstrated.	
	Simple time connectives are used to link sentences in the text (e.g. then, later).	
	The writing uses consistent tense.	
	<b>Forms most lower-case letters legibly.</b>	
<b>Tools for Writing Phonology</b>	Uses known sounds to attempt to write a sentence. Words may be represented with mainly consonants.	
	<b>Makes an attempt to spell familiar words correctly.</b>	
<b>Finding, Using and Organising Information</b>	<b>Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.</b>	
	Uses varied, appropriate vocabulary (e.g. simple adjectives or phrases such as “Once upon a time”, “Happily ever after”)	

# Narrative Assessment at First Level

<b>Creating Written Texts</b>	Includes a clear, engaging title.
	There is an orientation (who, when and where), complication (problem to solve) and resolution. There may also be a coda (e.g. <i>And they all lived happily ever after</i> ).
	The writing meets its purpose to tell a story and entertain the reader.
	<b>When writing imaginatively and creatively:</b> <ul style="list-style-type: none"> <li>• <b>Creates own texts, for example, stories, poems and plays with recognisable features of genre.</b></li> <li>• <b>Creates texts with evidence of structure.</b></li> <li>• <b>Creates interesting characters through their feelings and actions and physical description.</b></li> </ul>
<b>Tools for Writing</b>	Uses simple and compound sentences.
	<b>Writes independently, punctuating most sentences accurately (e.g. using a capital letter, full stop, question mark or exclamation mark.)</b>
	<b>Starts sentences in a variety of ways to engage the reader.</b>
	<b>Links sentences using common conjunctions (e.g. and, but, because or so.)</b>
	A range of nouns and noun groups (common and proper) are used to describe people and places.
	Descriptive words and sentences are used, relating to size, colour, shape, number, texture, position, and action.
	Demonstrates understanding of noun/pronoun relationship (e.g. his, they, I).
	May be attempting to use speech marks to indicate direct speech.
	Uses articles correctly (e.g. the, a, an).
	Uses appropriate subject and verb agreement (e.g. is/are)
	Some complex sentences may be used, with subordinating conjunctions (e.g. although, however).
	Paragraphs may be attempted (each one containing at least two sentences) for orientation, complication and series of events.
	The writing uses consistent tense (past or present).
	<b>Writing has been checked to ensure it makes sense.</b>
	<b>Presents writing in a clear, legible way using images and other features as appropriate.</b>
<b>Tools for Writing Phonology</b>	Represents all substantial sounds within words (perhaps without regard for conventional spelling patterns).
	<b>Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.</b>
	<b>Spells most commonly used words correctly.</b>
	<b>Spells most vocabulary used across the curriculum correctly.</b>
<b>Finding, Using and Organising Information</b>	Includes relevant information in written texts.

	<b>Organises writing in a logical order and as appropriate to the audience</b> (e.g. may be attempting paragraphs).	
	<b>Uses relevant and/or interesting vocabulary as appropriate for the context</b> (e.g. adjectives are used to describe aspects such as shape, size, colour, number, texture. May also be beginning to use some positional or figurative language to enhance effect on the reader where appropriate).	

# Narrative Assessment at Second Level

<b>Creating Written Texts</b>	Includes a clear, engaging title.	
	Written in the appropriate 1 <sup>st</sup> or 3 <sup>rd</sup> person perspective, providing a point of view through the eyes of the character/s telling the story or giving information.	
	There is an orientation (who, when and where), complication (problem to solve), resolution and a coda. This will be a moral or social comment, either implicit or explicit.	
	The writing meets its purpose to tell a story and entertain the reader.	
	<p><b>When writing imaginatively and creatively:</b></p> <ul style="list-style-type: none"> <li>• Applies a few features of the chosen genre.</li> <li>• Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue.</li> <li>• Creates setting/context with some descriptive detail.</li> <li>• Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.</li> <li>• Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.</li> </ul>	
	<b>Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to the genre.</b>	
<b>Tools for Writing</b>	Uses simple and compound sentences.	
	<b>Uses a range of punctuation, for example capital letters, full stops, comma, inverted commas (speech marks), exclamation marks question marks and /or apostrophes. Punctuation is mainly accurate.</b>	
	<b>Uses sentences of different lengths and types and varies sentences openings.</b>	
	<b>Links sentences using a range of conjunctions.</b>	
	A range of nouns and noun groups (common and proper) are used to describe people and places.	
	Descriptive words and sentences are used, relating to size, colour, shape, number, texture, position, and action.	
	Demonstrates understanding of noun/pronoun relationship (e.g. his, they, I).	
	Uses speech marks appropriately to indicate direct speech.	
	Uses apostrophes appropriately for contractions and possession.	
	Uses articles correctly (e.g. the, a, an).	
	Uses appropriate subject and verb agreement (e.g. is/are)	
	Some complex sentences may be used, with subordinating conjunctions (e.g. although, however).	
	The writing uses consistent tense (past or present).	
	<b>Writes most sentences in a grammatically accurate way.</b>	

	<b>Uses paragraphs to separate thoughts and ideas.</b>	
	<b>Writing has been reviewed and corrected to ensure it makes sense, is technically accurate and meets its purpose.</b>	
	<b>Writes in a fluent and legible way.</b>	
	<b>Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader (e.g. headings, bullet points, fonts, graphics, and/or captions where appropriate). Diagrams, illustrations, charts, maps and photos may be used to support information.</b>	
<b>Tools for Writing Phonology</b>	Represents all substantial sounds within words (perhaps without regard for conventional spelling patterns).	
	<b>Though spelling may lack accuracy, all vowel and consonant sounds are represented in a word.</b>	
	<b>Applies knowledge of spelling patterns rules and strategies to spell most words correctly.</b>	
<b>Finding, Using and Organising Information</b>	Includes relevant information in written texts.	
	<b>Organises writing in a logical order and as appropriate to the audience.</b>	
	<b>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience</b> (e.g. an increasing use of technical and more specific, descriptive vocabulary is demonstrated to describe aspects such as shape, size, colour, number, texture. May also be using some positional or figurative language well to enhance effect on the reader).	

# Narrative Assessment

## At Third Level

<b>Creating Written Texts</b>	Includes a clear, engaging title.	
	Written in the appropriate 1 <sup>st</sup> or 3 <sup>rd</sup> person perspective, providing a point of view through the eyes of the character/s telling the story or giving information.	
	There is an orientation (who, when and where), complication (problem to solve), resolution and a coda. This will be a moral or social comment, either implicit or explicit.	
	The writing meets its purpose to tell a story and entertain the reader.	
	<b>Creates short and extended texts regularly for a range of purposes and audiences</b>	
	<b>Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre</b>	
	<b>Applies key features of the chosen genre.</b>	
	<b>Creates interesting and convincing characters.</b>	
	<b>Creates a clear sense of setting with descriptive detail.</b>	
	<b>Makes some attempt to engage the reader and achieve effects through, for example, narrative structure, mood/atmosphere and language.</b>	
<b>Tools for Writing</b>	Uses simple and compound sentences.	
	<b>Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.</b>	
	<b>Uses a variety of sentence structures, varying openings and lengths for example simple and complex sentences, lists and repetition.</b>	
	Uses an appropriate range of conjunctions to structure writing for effect.	
	A range of nouns and noun groups (common and proper) are used to describe people and places.	
	Descriptive words and sentences are used, relating to size, colour, shape, number, texture, position, and action.	
	Demonstrates understanding of noun/pronoun relationship (e.g. his, they).	
	Uses speech marks appropriately to indicate direct speech.	
	Uses apostrophes appropriately for contractions and possession.	
	Uses articles correctly (e.g. the, a, an).	
	Uses appropriate subject and verb agreement (e.g. is/are)	
	Some complex sentences may be used, with subordinating conjunctions (e.g. although, however).	
	The writing uses consistent tense (past or present).	
	<b>Writes almost all sentences in a grammatically accurate way.</b>	
	<b>Uses paragraphs to structure content. Uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.</b>	

	<b>Reviews and edits writing to ensure clarity of meaning, technical accuracy and to improve language or content.</b>	
	<b>Writes in a fluent and legible way.</b>	
	<b>Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience</b> (e.g. headings, bullet points, text boxes, and/or relevant graphics where appropriate).	
<b>Tools for Writing Phonology</b>	Uses knowledge of many characteristic patterns and rules in order to correctly spell words.	
	<b>Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.</b>	
<b>Finding, Using and Organising Information</b>	<b>Organises information in a logical order.</b>	
	<b>Selects relevant ideas and information including supporting detail or evidence.</b>	
	<b>Uses varied and appropriate vocabulary to make meaning clear and/or to attempt to enhance writing.</b> (e.g. clear use of any appropriate technical and increasingly precise word choice is demonstrated. Positional or figurative language has been used well to enhance effect on the reader.	