

# KNOWLEDGE ORGANISER: YEAR 1 – NARRATIVE WRITING

PURPOSE: **TO ENTERTAIN**

To tell a story      To use written language to communicate imaginative ideas      To use descriptive language to create a picture in the reader's head

*What should I already be able to do before writing a story?*

- I can write simple sentences
- I know what adjectives are (describing words e.g. angry, enormous, pesky etc.)
- I can retell a simple story in order, using some story language
- I can share my story ideas verbally

## Important Vocabulary

Term	Examples/Definition
Past tense	The wolf <b>was</b> hiding. The boy <b>grew</b> the turnip
Time adverbials	first, next, then, after, finally, until, before, earlier, later, last week
Conjunctions	<b>and, so, but, because</b> <i>The bus rode along the road <b>but</b> the road was bumpy</i>
Title/Author	The name of the story/Who it is written by
Adjectives	Describing words e.g. large, upset, lumpy,
Prepositions	<b>Up, down, into, onto</b>
Fiction	Not true

## WAGOLL (what a good one looks like)

Aqsa<sup>2</sup> loved dinosaurs<sup>8</sup>.<sup>3</sup> She<sup>1</sup> had dinosaur toys<sup>8</sup> and<sup>4</sup> lots of dinosaur books<sup>8</sup>. One<sup>1</sup> day her nan came to visit. She<sup>5</sup> gave Aqsa<sup>2</sup> a box. In the box was a beautiful<sup>12</sup> stegosaurus and<sup>4</sup> a poster.<sup>3</sup> Aqsa unfolded<sup>7</sup> the poster and looked<sup>9</sup> at it. It was a poster of<sup>5</sup> a dinosaur land. It had hills<sup>8</sup> and<sup>4</sup> sand. It had lakes<sup>8</sup> and trees<sup>8</sup>.<sup>3</sup> It also had a T. rex in it. Aqsa ran upstairs<sup>6</sup> and put it on her wall. She put<sup>5</sup> her stegosaurus in front of the poster. She<sup>1</sup> called<sup>9</sup> him Steggy<sup>2</sup>.

That<sup>1</sup> night Aqsa was<sup>5</sup> in bed. She heard a crunching<sup>9</sup> noise.<sup>3</sup> She<sup>1</sup> looked and saw that Steggy<sup>2</sup> was inside the<sup>5</sup> poster.<sup>3</sup> Was Aqsa dreaming?<sup>11</sup> He was eating the leaves<sup>8</sup> from one of the trees<sup>8</sup>. Aqsa jumped out of bed and<sup>4</sup> ran to the poster. She put out her hand to touch it and<sup>4</sup> it went inside!<sup>11</sup> The poster was<sup>5</sup> like a magic door to another world. Aqsa walked<sup>9</sup> into the poster. She<sup>1</sup> was in a dinosaur world!<sup>11</sup>

*This child goes on to write about a getting stuck in a dinosaur swamp (problem) and her mummy rescuing her (resolution).*

## Story Writing checklist...

	✓
My story is written in the past tense	
My story has a clear beginning (introduce character/setting), middle (problem) and end (resolution)	
My story is in order	
Each sentence has a capital letter and full stop.	
I have used time adverbials to show order ('first' 'then' 'next')	
Some of my sentences might use conjunctions to make the description more detailed.	
I can read my story to an adult	

**Know how to improve my own and my partner's writing focusing on sentences, grammar, punctuation, vocabulary and spelling:**

1. Work with a partner or adult.
2. Partner A and Partner B read each other's instructions and tell them what they could improve.
3. Use a green pen to make changes

Don't Forget!

capital letters

finger spaces

punctuation