



Progression in Openings and Endings

EYFS	KS1 – as in EYFS plus:	LKS2 - as in KS1 plus:	UKS2 – as in LKS2 plus:
<ul style="list-style-type: none"> • Learn ‘Once upon a time’ or a similar opening. • Learn to end a story in an appropriate way eg. <i>Finally / In the end / Happily ever after</i> 	<ul style="list-style-type: none"> • Add more ways to start the story using the time starter ‘one’ eg. <i>One morning; one day</i> • Add in ‘early’ or ‘late’ eg. <i>Late one night; Early one morning...</i> • Use ‘place’ starters eg. <i>In a distant land; far, far away; On the other side of the mountain</i> • Use other kinds of time starters eg. <i>Once not twice; Long ago, Many moons ago...</i> • End by stating how a character has changed or what they have learned. Or, take your characters home. 	<ul style="list-style-type: none"> • Use a variety of openings including fronted adverbials to orientate the reader eg. Time: <i>Late one night,</i> Weather: <i>Snow fell,</i> Place: <i>In the enchanted forest,</i> • Start by introducing your character and use ‘show’ not ‘tell’ techniques to reveal important facts about their feelings or personality eg. <i>James trembled as Billy entered the class.</i> • Start with questions or exclamation to hook the reader’s interest eg. <i>“Scarper!!” They yelled / “What is it?” she whispered.</i> • End by showing how the character has changed or what has been learned eg. a moral • The use of conjunctions eg. <i>when, before, after, while, so, because....</i> Enables causation to be included in the opening /ending. 	<ul style="list-style-type: none"> • Use a contrast eg. inside/outside: <i>Outside the sun shone brightly, but insider there was a strange icy feeling.</i> • Use a dilemma, desire or the unexpected. • Suggest that something dangerous might happen eg. <i>the rickety old house shook violently in the wind.</i> • Suggest something dangerous has already happened eg. <i>smoke rose from the wreckage.</i> • Dismiss a threat eg. <i>Jane had never believed in witches anyway.</i> • Use figurative language to create a mood eg. <i>The fog shrouded the housed like...</i> • Use a trigger to catch the reader’s interest eg. <i>someone wants something; is warned not to do something; has to go somewhere; has lost something; a mysterious parcel arrives.</i> • Use a flashback or a flash forward.



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		<ul style="list-style-type: none"> • Use adverbials eg. <i>therefore, however</i> to creates cohesion within and across paragraphs. • Create cohesion and avoid repetition through the use of nouns and pronouns eg. <i>Sammy and John... they... the boys... the two friends</i> • Use paragraphs to organise opening / endings. 	<ul style="list-style-type: none"> • 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, eg. <i>They <u>should</u> never have... If they were careful, the children <u>might</u> be able to...</i> • Adverbs can be used to suggest possibility eg. <i>They were <u>probably</u> going to be stuck there all night..., they were <u>definitely</u> on the adventure of a lifetime...</i> • Parenthesis can be used to improve openings/endings by adding additional information through the use of brackets, dashes or commas eg. <i>Our friends, now older and wiser, knew that they had been on the adventure of a lifetime.</i> • The passive voice can be used to add additional information to openings or endings eg. <i>the map was given to the children by...</i> • Use the subjunctive mood to hypothesise eg. <i>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...</i>