



Progression in Openings and Endings



EYFS	KS1 - as for EYFS plus:	LKS2 - as for KS1 plus	UKS2 - as for 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 e.g. 'finally' or 'in the end' plus 'happily ever after'	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Use a contrast e.g. inside/outside: Outside the sun shone brightly, but inside 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.

		<ul style="list-style-type: none">• 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.	<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, 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.
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