Year 1 Narrative Unit 1 – Stories with familiar settings

Stories with familiar settings (4 weeks or 2 x 2 weeks)

This is the first of a block of four narrative units in Year 1. It builds on children's experience and knowledge from the Early Years Foundation Stage and introduces new areas of learning that will be developed during the year. The unit can be linked to many other curriculum areas such as history or personal, social and health education. It can be taught in two sequences each lasting two weeks, as illustrated below, or as a single 4-week unit. The teaching sequence is repeated but the texts read and the writing outcomes are different.

Sequence 1 phase 1

Read a selection of stories with incidents and settings familiar to the children. Identify characters, settings and main events.

Sequence 1 phase 2

Re-enact stories using puppets, story boxes, etc. Order events in the correct sequence.

Sequence 1 phase 3

Use role-play to explore imaginative ideas based on a theme from reading and devise a class story. Take photographs to use as a story plan. Demonstrate how to write the story. Children write their own versions of the story.

Sequence 2 phases 1 and 2

As above, using different stories.

Sequence 2 phase 3

Tell a story based on your own experience. Demonstrate how to compose a short written version. Pairs recount their own experiences and draw a sequence of pictures. Children write a story based on their own experiences.

Overview

- Read several stories during the unit which are based around incidents and settings that are familiar to the children. Identify where the story takes place, who is involved and what happens. Introduce the words 'character', 'setting', 'events'. Demonstrate how to apply word reading skills and strategies and involve children in using these strategies themselves.
- Children identify the main events in a story and re-enact using, for example, props, pictures or puppets.
- Identify and discuss a familiar experience in a story, for example getting lost. Children make links with their own experiences.
• Explore imaginative ideas arising from this using role-play, for example 'The day Class 1 got lost'. Make a simple story plan, for example using a sequence of photos from the drama activity. Demonstrate how to write sentences to tell the story. Reinforce the application of spelling strategies and correct sentence punctuation. Make a class book.
• Children recount their own real or imagined experiences orally. They record their plan by drawing a sequence of pictures, then writing sentence(s) to retell the story in writing. The sequence could be repeated twice using different books as a starting point.

1998 Framework objectives covered:

Year 1, term 1: T1 and T2 reinforce and apply reading skills and strategies; T3 oral and written forms; T4 read independently; T5 relate story settings and incidents to own experience; T7 re-enact stories; T8 spelling; T9 write about events in own experience; T11 make picture story books.

Objectives

To ensure effective planning of literacy teachers need to ensure they plan for all elements of literacy effectively across the year ensuring that assessment for learning is used to plan and amend teaching. It is essential that core skills such as phonic strategies, spelling, and handwriting are incorporated into these exemplar units to ensure effective learning.

Most children learn to:

(The following list comprises only the strands, numbered 1 through 12, that are relevant to this particular unit. Where there are relevant Steps in Learning for an objective, a link has been included.)

1. Speaking
   • Tell stories and describe incidents from their own experience in an audible voice
   • Retell stories, ordering events using story language

2. Listening and responding
   • Listen with sustained concentration, building new stores of words in different contexts

4. Drama
   • Explore familiar themes and characters through improvisation and role-play

5. Word recognition: decoding (reading) and encoding (spelling)
   • Recognise and use alternative ways of pronouncing the graphemes already taught
   • Recognise and use alternative ways of spelling the graphemes already taught
   • Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
   • Recognise automatically an increasing number of familiar high frequency words
   • Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
   • Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
   • Read and spell phonically decodable two-syllable and three-syllable words
6. Word structure and spelling

- Spell new words using phonics as the prime approach
- Segment sounds into their constituent phonemes in order to spell them correctly
- Recognise and use alternative ways of spelling the graphemes already taught
- Use knowledge of common inflections in spelling, such as plurals, -ly, -er
- Read and spell phonically decodable two-syllable and three-syllable words

7. Understanding and interpreting texts

- Identify the main events and characters in stories, and find specific information in simple texts
- Use syntax and context when reading for meaning

8. Engaging with and responding to texts

- Select books for personal reading and give reasons for choices
- Visualise and comment on events, characters and ideas, making imaginative links to own experiences

9. Creating and shaping texts

- Independently choose what to write about, plan and follow it through
- Use key features of narrative in their own writing
- Create short simple texts on paper and on screen that combine words with images (and sounds)

10. Text structure and organisation

- Write chronological and non-chronological texts using simple structures

11. Sentence structure and punctuation

- Compose and write simple sentences independently to communicate meaning

Prior learning

Check that children can already:

- Listen attentively to stories being told or read and then identify the main characters and the setting.
- Re-enact a story they have heard and include the main character and some of the main events.
- Begin to form a simple sentence when attempting writing for different purposes.

Teaching sequence phase 1

Note: Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group. For further advice see the progression strands and hyperlinks to useful sources of practical support.
Sequence 1 phase 1: Reading and exploring setting (3 days)

Teaching content:

- Read several stories based around incidents and settings that are familiar to the children, for example involving home, school, the park, a holiday. Demonstrate how to apply word reading skills and strategies and involve children in using these strategies themselves.
- At the end of each story, identify where it takes place, who is involved and what happens. Introduce the words character, setting, events. Involve children in identifying characters by finding names and illustrations in the text and talking about what they do.
- Ask children to look for details about the setting using the illustrations and reread descriptive words or phrases with them. Talk about what is familiar or unfamiliar in the setting, for example *Is this like the park you go to?*
- Support children in identifying the main events and recalling the story sequence by asking a series of questions: *What happened first?… next?… in the end?*

Learning outcome:

- Children can identify the main character and setting in a story using evidence from the illustrations and text.

Sequence 1 phase 2: Sequencing (2 days)

Teaching content:

- Provide pictures, puppets or story boxes to support pairs or small groups of children in re-enacting stories. Support them in sequencing the main events and encourage the use of phrases from the story, for example the story opening or some dialogue.

Learning outcome:

- Children can re-enact a story, sequencing the main events and using phrases from the text.

Sequence 1 phase 3: Role-play and narrative (5 days)

Teaching content:

- Identify and discuss a familiar experience in a story, for example getting lost. Ask children to think about similar experiences that they have had. Talk with a partner and then share ideas, for example *Where did it happen? How did you feel? Who found you?* Draw out common themes.
- Use role-play to explore imaginative ideas for a class story arising from the discussion, for example: *The day class 1 got lost.* Take photographs during the role-play to represent what happens at the beginning, in the middle and at the end of the story.
- Using the photographs as a simple story plan, demonstrate how to write a series of simple sentences to tell the story. Say each sentence aloud before writing and keep rereading to check for meaning and accuracy. Reinforce the application of spelling strategies and correct sentence punctuation.
- Provide children with sets of three photographs from the role-play (printed or on screen) and ask them to tell the story with their partner. Support children as they compose three sentences to tell the story. Encourage them to say the whole sentence before they write it and to keep rereading what they have written. Prompt them to segment sounds as they try to write unfamiliar words.
- Make the finished stories into a class book and read through it together.
Learning outcome:

- Children can write three simple sentences to tell a story.

Teaching sequence phase 2

Sequence 2 phases 1 and 2 (3 days and 2 days)

Teaching content:

- Repeat the teaching sequence above using different stories.

Learning outcome:

- Children can identify the main character and setting in a story using evidence from the illustrations and text.

Sequence 2 phase 3: Oral rehearsal and writing (5 days)

Teaching content:

- Tell a story based on personal experience, linked with an incident from a story, for example moving house (see also Developing early writing (Ref: 0055-2001), Year 1 unit 4: Where's my teddy?). Ask children to predict the ending and then tell the whole story.
- Demonstrate how to write a short written version of the oral recount using three sentences. Rehearse sentences orally before writing and cumulatively reread while writing. Involve children in spotting where each sentence begins and ends.
- Ask children to think about similar things that have happened to them and talk with a partner. Provide prompts or questions to help children structure their ideas, for example I remember when..., I felt..., In the end I... Ask pairs to recount their own real or imagined experiences orally. Encourage them to include story language and to check that the events are in the right order.
- Children draw a sequence of three or more pictures to record their oral recount and use as a story plan. They then write a series of sentences to tell their stories in sequence. Remind them to say the whole sentence before they write it and to keep rereading what they have written.

Learning outcome:

- Children can write three simple sentences to retell events based on personal experience.

Complete teaching sequence

Note: Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group. For further advice see the progression strands and hyperlinks to useful sources of practical support.
Sequence 1 phase 1: Reading and exploring setting (3 days)

Teaching content:

- Read several stories based around incidents and settings that are familiar to the children, for example involving home, school, the park, a holiday. Demonstrate how to apply word reading skills and strategies and involve children in using these strategies themselves.
- At the end of each story, identify where it takes place, who is involved and what happens. Introduce the words character, setting, events. Involve children in identifying characters by finding names and illustrations in the text and talking about what they do.
- Ask children to look for details about the setting using the illustrations and reread descriptive words or phrases with them. Talk about what is familiar or unfamiliar in the setting, for example Is this like the park you go to?
- Support children in identifying the main events and recalling the story sequence by asking a series of questions: What happened first?… next?… in the end?

Learning outcome:

- Children can identify the main character and setting in a story using evidence from the illustrations and text.

Sequence 1 phase 2: Sequencing (2 days)

Teaching content:

- Provide pictures, puppets or story boxes to support pairs or small groups of children in re-enacting stories. Support them in sequencing the main events and encourage the use of phrases from the story, for example the story opening or some dialogue.

Learning outcome:

- Children can re-enact a story, sequencing the main events and using phrases from the text.

Sequence 1 phase 3: Role-play and narrative (5 days)

Teaching content:

- Identify and discuss a familiar experience in a story, for example getting lost. Ask children to think about similar experiences that they have had. Talk with a partner and then share ideas, for example Where did it happen? How did you feel? Who found you? Draw out common themes.
- Use role-play to explore imaginative ideas for a class story arising from the discussion, for example: The day class 1 got lost. Take photographs during the role-play to represent what happens at the beginning, in the middle and at the end of the story.
- Using the photographs as a simple story plan, demonstrate how to write a series of simple sentences to tell the story. Say each sentence aloud before writing and keep rereading to check for meaning and accuracy. Reinforce the application of spelling strategies and correct sentence punctuation.
- Provide children with sets of three photographs from the role-play (printed or on screen) and ask them to tell the story with their partner. Support children as they compose three sentences to tell the story. Encourage them to say the whole sentence before they write it and to keep rereading what they have written. Prompt them to segment sounds as they try to write unfamiliar words.
- Make the finished stories into a class book and read through it together.
Learning outcome:

• Children can write three simple sentences to tell a story.

Sequence 2 phases 1 and 2 (3 days and 2 days)

Teaching content:

• Repeat the teaching sequence above using different stories.

Learning outcome:

• Children can identify the main character and setting in a story using evidence from the illustrations and text.

Sequence 2 phase 3: Oral rehearsal and writing (5 days)

Teaching content:

• Tell a story based on personal experience, linked with an incident from a story, for example moving house (see also Developing early writing (Ref: 0055-2001), Year 1 unit 4: Where's my teddy?). Ask children to predict the ending and then tell the whole story.
• Demonstrate how to write a short written version of the oral recount using three sentences. Rehearse sentences orally before writing and cumulatively reread while writing. Involve children in spotting where each sentence begins and ends.
• Ask children to think about similar things that have happened to them and talk with a partner. Provide prompts or questions to help children structure their ideas, for example I remember when..., I felt..., In the end I... Ask pairs to recount their own real or imagined experiences orally. Encourage them to include story language and to check that the events are in the right order.
• Children draw a sequence of three or more pictures to record their oral recount and use as a story plan. They then write a series of sentences to tell their stories in sequence. Remind them to say the whole sentence before they write it and to keep rereading what they have written.

Learning outcome:

• Children can write three simple sentences to retell events based on personal experience.

Assessment

Assessing Pupils' Progress

In this exemplified unit we have identified the 'main' assessment focuses for reading and writing. However, it is important to remember that teachers should interpret and adapt the teaching sequence to meet the needs of particular classes and this may affect the types of evidence which it is desirable and possible to gather.

In order for a judgement to be made against writing assessment focuses 1 and 2 it is important that children are given space and time to develop their own ideas and define their own purposes for writing. Opportunities to plan for this will arise throughout the literacy curriculum as well as through the application of skills across the curriculum.

The suggested outcome for this unit is a simple three-sentence recount or story, using story language where appropriate. It is important to be aware that with good teaching, many children will be able to go beyond this, and to encourage this where possible.
The teaching of this unit should particularly support the collection of evidence against **Reading assessment focus 1** (Use a range of strategies, including accurate decoding of text, to read for meaning) and **Writing assessment focuses 7** (Select appropriate and effective vocabulary) and **8** (use correct spelling). It is important to remember to link this work for the children with the learning they do during discrete phonics sessions, and encourage them to apply their knowledge when reading and writing.

Evidence against a variety of assessment focuses will be collected at many points during the teaching sequence. Independence and opportunities to make decisions are integral to children's development in reading and writing, and it will be important to collect evidence of achievement against the assessment focuses from occasions where children can demonstrate some independence and choice away from direct teaching.

Suggestions for the collection of assessment information against a range of assessment focuses are found below.

**Opportunities for assessment**

The following are examples selected from the teaching content for this unit of work that will support planning for effective assessment as an integrated part of the teaching and learning process. Evidence gathered during this ongoing work will contribute to the periodic assessment of pupils' progress.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Example of teaching content and assessment opportunities</th>
<th>Evidence</th>
<th>Approach to assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children can identify the main character and setting in a story using evidence from the illustrations and text.</td>
<td>During shared reading of stories based around incidents and settings that are familiar to the children (Sequence 1 Phase 1), the teacher develops a poster with the headings character, settings, and asks the children if they can help fill in the blanks by finding names and illustrations in the text and talking about the details.</td>
<td>Teacher observation and discussion Oral responses</td>
<td>Teacher questioning Teacher observation</td>
</tr>
<tr>
<td>Children can re-enact a story, sequencing the main events correctly and using phrases from the text.</td>
<td>During guided work, the teacher and the children re-read their favourite story and make a simple story map of events. They note and rehearse some key phrases, e.g. the opening, some repeated dialogue ('Oh no, this is really truly terrible!') Using puppets, the children re-enact the story, referring to the story map and using as many key phrases as they can. The teacher encourages self- and peer-assessment by asking the group to listen out for use of words and phrases from the story.</td>
<td>Teacher observation</td>
<td>Peer- and self-assessment, teacher observation</td>
</tr>
</tbody>
</table>
| Children can write three simple sentences to tell a story (real or imagined) where they are the main characters. Their pictures show:  
• an opening that establishes setting and introduces character(s)  
• the complication or main event(s)  
• a resolution/ending. | Writing independently, children draw three pictures to tell a story (real or imagined) where they are the main characters. Their pictures show:  
• an opening that establishes setting and introduces character(s)  
• the complication or main event(s)  
• a resolution/ending.  
Children take turns telling their story to a partner, using the first person to narrate what happened with the help of their pictures. During guided, supported or independent writing, as appropriate, they discuss main character, other characters, setting, opening, what happened and the ending. They write or orally compose a sentence for each picture, creating a short narrative text. | Children's writing and drawing Observation of retelling | Marking, children's own evaluation against agreed success criteria |
Key aspects of learning

For further information, see the booklet *Progression in key aspects of learning*, (Ref: 0524-2004), from *Learning and teaching in the primary years: Professional development resources* (Ref: 0518-2004G).

**Creative thinking**

Children will apply imaginative ideas to create ideas for drama and story writing based on familiar incidents and settings.

**Motivation**

Children will have a clear goal for their independent writing - composing three complete sentences - and will be able to assess their own progress in achieving that goal as they read through what they have written.

**Evaluation**

Children will discuss success criteria for their written work, give feedback to others and begin to judge the effectiveness of their own writing.

**Social skills**

When developing collaborative writing children will learn about listening to and respecting other people’s ideas.

**Communication**

Children will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT if appropriate.