Year 1 Narrative Unit 3 – Traditional and fairy stories

Traditional and fairy stories (4-5 weeks or 2-3 + 2 weeks)

This is the third of a block of four narrative units in Year 1. It builds on children's knowledge and experience from narrative units 1 and 2. The unit can be linked to many other curriculum areas. It is designed to be taught over four weeks or could be divided into two sequences (phases 1-3 and phases 4-6), each lasting two weeks.

Phase 1

Read and tell a selection of familiar and less familiar traditional tales. Identify basic story elements and summarise the plot using 'beginning-middle-end'.

Phase 2

Compare stories and draw out typical features: beginnings and endings, story language, characters and plots. Re-enact using pictures, puppets or props. Individuals retell stories for the group using story language and organising events in sequence.

Focus on particular characters from stories read. Identify information in text about appearance, behaviour, goals and characteristics. Explore motives and behaviour using hotseating and role-play. Write character profiles using pictures, words and captions, based on evidence from text and additional information from role-play.

Phase 4

Select a story with versions in written text, audio tape or video and playscript. Read the story and identify basic elements. Listen to the audio or video version and make comparisons. Comment on how interest and excitement are created.

Phase 5

Read the same story as a playscript. Make comparisons with the written version, for example regarding the role of the narrator. Reread with children joining in, using features of the playscript and adapting voices for different characters. Explore the way that characters are presented. Children retell the story using puppets.

Phase 6

Retell the story orally using pictures as prompts. Demonstrate how to plan making brief notes of main events and organising into ‘beginning-middle-end’. Demonstrate how to write the story in your own words, referring to the plan and asking children to contribute ideas. Children plan and write their own version of another traditional tale, sequencing events and using complete sentences.
Overview

- Read and tell a range of traditional stories and fairy tales. Include well-known stories and some that children will be less familiar with. Identify basic story elements and represent outlines of plots. Talk about the reasons for events in stories.
- Make comparisons between stories and identify typical features, for example beginnings and endings, story language, typical characters.
- Children use pictures, puppets or props to help them remember the main events and characters as they re-enact stories. Individuals then retell whole stories for a group of children. Include story language and present events in the correct order.
- Look at particular story characters and identify information in the text, for example appearance, behaviour, how they speak. Make predictions about how they will behave in different situations. Demonstrate how to write a character profile. Children select own character and write a simple profile based on evidence from the text.
- Watch/listen to a film/tape version of a familiar traditional tale. Comment on how the story is presented.
- Read a version of a familiar traditional tale written as a playscript. Talk about similarities and differences with a written story. Children join in with the script, using voices for different characters.
- Groups of children select a story and retell it using puppets. Use this as basis for a written version of the story. Children retell a traditional tale in their own words using a series of sentences to sequence events. Support children in organising the sentences into three sections: beginning, middle and end.

1998 Framework objectives covered:

Year 1, Term 2: T1 and T2 apply reading skills; T4 retell stories; T5 story language; T6 story themes; T7 reasons for incidents; T8 characters; T9 character and dialogue; T10 basic story elements; T12 spelling; T14 represent outlines of plots; T15 character profiles; T16 use elements of stories to structure own writing.

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
- Interpret a text by reading aloud with some variety in pace and emphasis

2. Listening and responding

- Listen with sustained concentration, building new stores of words in different contexts
- Listen to tapes or video and express views about how a story or information has been presented
3. Group discussion and interaction

- Take turns to speak, listen to others’ suggestions and talk about what they are going to do

4. Drama

- Explore familiar themes and characters through improvisation and role-play
- Act out their own and well-known stories, using voices for characters

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
- Make predictions showing an understanding of ideas, events and characters
- Recognise the main elements that shape different texts

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 their 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
- Find and use new and interesting words and phrases, including story language
- 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
- Use capital letters and full stops when punctuating simple sentences

12. Presentation

- Use the space bar and keyboard to type their name and simple texts

Prior learning

Check that children can already:

- Re-enact a story with events in the right order.
- Use words and phrases or patterns from texts read when writing their own stories.
- Write in complete sentences with capital letters and full stops.

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.

Reading and analysis (4 days)

Teaching content:

- Read and tell a selection of traditional stories and fairy tales. Include well-known stories and some that children will be less familiar with. Involve children in applying their word reading skills and strategies, for example using phonics to read unknown words. Draw attention to typical words and phrases used in this type of story to widen children's vocabulary.
- At the end of each story, use a series of questions to help children identify the basic story elements and to summarise the plot: Who was the story about? Where did it take place? How did it start? What happened in the middle of the story? How did it end? What do you think the most important event was? Demonstrate how to summarise the plot by making brief notes under three headings: beginning, middle, end.
- Look for 'sequencing words' within the text, for example then, after that, the next day, and talk about their purpose. Make a collection to display in class and invite children to add words and phrases from other books that they read.
- Give pairs of children sets of sentences summarising the story (or sets of pictures). They discuss where each one occurs in the story and arrange them under the headings Beginning, Middle, End. Reread the story and ask children to check their decisions.

Learning outcome:

- Children can identify the main events in traditional tales, sequencing them in chronological order.
Teaching sequence phase 2

Analysis and storytelling (3 days)

Teaching content:

- Reread or retell two or three favourite stories. Discuss similarities and differences, for example in types of character, story language, happy endings.
- Play a game using puppets, props and pictures. Give children one of these and ask them to allocate them to the correct story. Encourage them to recognise that some props, puppets, etc. could belong to more than one story.
- Make a chart showing different stories and identifying goodies, baddies or magical characters.
- Have large print or whiteboard versions of the stories and highlight recurring story language. Make a poster of story language phrases and encourage children to refer to it.
- Have a selection of story bags or boxes containing appropriate props and puppets and/or dressing-up clothes. Include the text version of the story for children to refer to if they wish. Ask children to use props, puppets, etc. to retell the story within the group, offering support if necessary, for example in allocating roles. Encourage children to think about the sequence of the story and to use story language.
- Ask children to retell their chosen story to the rest of the class. Ask the watching children to look out for correct sequence and listen for story language. (Some children could have a checklist to tick off, with support.) Ask the rest of the class to give feedback to the group.

Learning outcome:

- Children can retell a familiar traditional story in chronological order using story language.

Teaching sequence phase 3

Analysis, drama and writing (3 days)

Teaching content:

- Refer back to the stories read and heard so far. Focus on particular story characters and look for information in the text and illustrations about their appearance and behaviour. Point out examples of dialogue and think about how a character speaks. Encourage children to join in when reading aloud, using different voices for different characters. Talk about whether the dialogue gives further information about a character. Draw out the idea that traditional stories have good and bad characters.
- Talk about a character's main goal or motive and think about how this drives the plot on. Make predictions about how a character might behave in different situations.
- Use hotseating to explore a character further. Demonstrate how to work in role as a familiar character, answering children's questions and explaining your behaviour, motives and goals. Invite children to do the same.
- Encourage children to explore characters using the role-play area. Create the setting from a familiar traditional tale and provide costumes and props to encourage children to take on particular roles. Provide a tape recorder or digital sound recorder for children to talk into while in role and writing materials for them to write messages and letters in role.
- Demonstrate how to write a character profile. Involve children in suggesting ideas from the text and further information based on hotseating and role-play. Children select their own character and create a simple profile using pictures, labels and captions. Encourage them to include words and sentences from the text.
Learning outcomes:

• Children can discuss the appearance, behaviour, characteristics and goals of characters.
• Children can write a profile of a character using visual and written text.

Teaching sequence phase 4

Speaking and listening (3 days)

Teaching content:

• Select a traditional tale that children can explore through the written text, tape or video and playscript during phases 4, 5 and 6 of the unit, for example Cinderella.
• Introduce the teaching sequence by reading the story. Involve children in applying their word reading skills and strategies, for example using phonics to read unknown words. Draw attention to words and phrases used in this story, for example to introduce different parts of the story, to describe characters.
• Involve children in identifying who is in the story, where it takes place and what the main events are.
• Watch or listen to a video or audio version of the same traditional tale. Comment on how the story is presented and how interest or excitement is created, for example the use of music, sound effects, voices for different characters. Make a list of the similarities and differences with the written text and other versions of the story that they know. Encourage children to say what they liked or disliked about it in comparison with other versions.
• Provide further taped stories for children to listen to independently or in small groups during the rest of the unit. Prepare a simple response sheet for them to record what they liked or disliked in the taped version.
• Set up the role-play area so that children can re-enact scenes from the story and take on the roles of different characters.

Learning outcome:

• Children can discuss how narratives on audio tape or video are presented and express an opinion about the different versions.

Teaching sequence phase 5

Reading and analysis (3 days)

Teaching content:

• Read a version of the chosen story written as a playscript. Talk about similarities to and differences from the written version of the story, for example the way the text is presented, the role of the narrator.
• Reread the playscript so that children become familiar with it and can join in. Encourage them to notice when each different character is speaking and to use different voices for different characters.
• Discuss the way that characters are presented, building on work in phase 3. Talk about how we know what type of character they are, not only through their actions but by what they say and the way that they speak. Experiment with adapting voices to show more about a character, for example a fierce voice to make a bad character sound frightening.
• Children work in small groups to retell the story using puppets. Encourage them to apply what they have learned from reading a playscript and listening to an audio tape or viewing a video, for example having a narrator to introduce the scene or using different voices for different characters. Check that they can present the events in the correct order and encourage them to use story language.
• Provide simple playscripts at an appropriate reading level for children to read in groups during the rest of the unit. Children could read through several times and then record a performance on tape or present it for a small audience.

Learning outcomes:

• Children can say what a playscript is for and can identify some ways in which it differs from a story text.
• Children can read a simple playscript aloud using appropriate expression.

Teaching sequence phase 6

Retelling, writing (4 days)

Teaching content:

• Prepare a series of pictures of significant events from the story. Ask children to work in groups to sequence the pictures and then retell the story in their own words.
• Listen to some groups telling parts of the story for the class. Draw attention to their use of words and phrases from the story and voices for different characters.
• Demonstrate how to make a story plan using boxes for beginning, middle and end and then making brief notes for each section. Start writing the beginning of the story using complete sentences. Point out the use of story language, for example Once upon a time…, and involve children in reading through what you have written to check for meaning and accuracy.
• Continue writing, referring to the plan to check where you are up to. Ask children to retell each part of the story with a partner, write it on a whiteboard and then select one to use for the shared version. Continue rereading and checking as you write until the story is complete.
• Children use picture cards for the same story or another familiar story to write their own versions following the same sequence: retelling orally; making notes under Beginning, Middle and End headings; writing each part of the story using complete sentences. They read through their finished stories with a partner to check that the events are in the correct order.

Learning outcome:

• Children can write their own version of a traditional story, using a series of complete sentences organised into chronological order.

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.

Phase 1: Reading and analysis (4 days)

Teaching content:

• Read and tell a selection of traditional stories and fairy tales. Include well-known stories and some that children will be less familiar with. Involve children in applying their word reading skills and strategies, for example using phonics to read unknown words. Draw attention to typical words and phrases used in this type of story to widen children's vocabulary.
• At the end of each story, use a series of questions to help children identify the basic story elements and to summarise the plot: Who was the story about? Where did it take place? How did it start? What happened in
the middle of the story? How did it end? What do you think the most important event was? Demonstrate how to summarise the plot by making brief notes under three headings: beginning, middle, end.

- Look for ‘sequencing words’ within the text, for example then, after that, the next day, and talk about their purpose. Make a collection to display in class and invite children to add words and phrases from other books that they read.
- Give pairs of children sets of sentences summarising the story (or sets of pictures). They discuss where each one occurs in the story and arrange them under the headings Beginning, Middle, End. Reread the story and ask children to check their decisions.

Learning outcome:

- Children can identify the main events in traditional tales, sequencing them in chronological order.

Phase 2: Analysis and storytelling (3 days)

Teaching content:

- Reread or retell two or three favourite stories. Discuss similarities and differences, for example in types of character, story language, happy endings.
- Play a game using puppets, props and pictures. Give children one of these and ask them to allocate them to the correct story. Encourage them to recognise that some props, puppets, etc. could belong to more than one story.
- Make a chart showing different stories and identifying goodies, baddies or magical characters.
- Have large print or whiteboard versions of the stories and highlight recurring story language. Make a poster of story language phrases and encourage children to refer to it.
- Have a selection of story bags or boxes containing appropriate props and puppets and/or dressing-up clothes. Include the text version of the story for children to refer to if they wish. Ask children to use props, puppets, etc. to retell the story within the group, offering support if necessary, for example in allocating roles. Encourage children to think about the sequence of the story and to use story language.
- Ask children to retell their chosen story to the rest of the class. Ask the watching children to look out for correct sequence and listen for story language. (Some children could have a checklist to tick off, with support.) Ask the rest of the class to give feedback to the group.

Learning outcome:

- Children can retell a familiar traditional story in chronological order using story language.

Phase 3: Analysis, drama and writing (3 days)

Teaching content:

- Refer back to the stories read and heard so far. Focus on particular story characters and look for information in the text and illustrations about their appearance and behaviour. Point out examples of dialogue and think about how a character speaks. Encourage children to join in when reading aloud, using different voices for different characters. Talk about whether the dialogue gives further information about a character. Draw out the idea that traditional stories have good and bad characters.
- Talk about a character’s main goal or motive and think about how this drives the plot on. Make predictions about how a character might behave in different situations.
- Use hotseating to explore a character further. Demonstrate how to work in role as a familiar character, answering children’s questions and explaining your behaviour, motives and goals. Invite children to do the same.
- Encourage children to explore characters using the role-play area. Create the setting from a familiar traditional tale and provide costumes and props to encourage children to take on particular roles. Provide a
tape recorder or digital sound recorder for children to talk into while in role and writing materials for them to write messages and letters in role.

- Demonstrate how to write a character profile. Involve children in suggesting ideas from the text and further information based on hotseating and role-play. Children select their own character and create a simple profile using pictures, labels and captions. Encourage them to include words and sentences from the text.

**Learning outcomes:**

- Children can discuss the appearance, behaviour, characteristics and goals of characters.
- Children can write a profile of a character using visual and written text.

**Phase 4: Speaking and listening (3 days)**

**Teaching content:**

- Select a traditional tale that children can explore through the written text, tape or video and playscript during phases 4, 5 and 6 of the unit, for example Cinderella.
- Introduce the teaching sequence by reading the story. Involve children in applying their word reading skills and strategies, for example using phonics to read unknown words. Draw attention to words and phrases used in this story, for example to introduce different parts of the story, to describe characters.
- Involve children in identifying who is in the story, where it takes place and what the main events are.
- Watch or listen to a video or audio version of the same traditional tale. Comment on how the story is presented and how interest or excitement is created, for example the use of music, sound effects, voices for different characters. Make a list of the similarities and differences with the written text and other versions of the story that they know. Encourage children to say what they liked or disliked about it in comparison with other versions.
- Provide further taped stories for children to listen to independently or in small groups during the rest of the unit. Prepare a simple response sheet for them to record what they liked or disliked in the taped version.
- Set up the role-play area so that children can re-enact scenes from the story and take on the roles of different characters.

**Learning outcome:**

- Children can discuss how narratives on audio tape or video are presented and express an opinion about the different versions.

**Phase 5: Reading and analysis (3 days)**

**Teaching content:**

- Read a version of the chosen story written as a playscript. Talk about similarities to and differences from the written version of the story, for example the way the text is presented, the role of the narrator.
- Reread the playscript so that children become familiar with it and can join in. Encourage them to notice when each different character is speaking and to use different voices for different characters.
- Discuss the way that characters are presented, building on work in phase 3. Talk about how we know what type of character they are, not only through their actions but by what they say and the way that they speak. Experiment with adapting voices to show more about a character, for example a fierce voice to make a bad character sound frightening.
- Children work in small groups to retell the story using puppets. Encourage them to apply what they have learned from reading a playscript and listening to an audio tape or viewing a video, for example having a narrator to introduce the scene or using different voices for different characters. Check that they can present the events in the correct order and encourage them to use story language.
Provide simple playscripts at an appropriate reading level for children to read in groups during the rest of the unit. Children could read through several times and then record a performance on tape or present it for a small audience.

Learning outcome:

- Children can say what a playscript is for and can identify some ways in which it differs from a story text.
- Children can read a simple playscript aloud using appropriate expression.

Phase 6: Retelling, writing (4 days)

Teaching content:

- Prepare a series of pictures of significant events from the story. Ask children to work in groups to sequence the pictures and then retell the story in their own words.
- Listen to some groups telling parts of the story for the class. Draw attention to their use of words and phrases from the story and voices for different characters.
- Demonstrate how to make a story plan using boxes for beginning, middle and end and then making brief notes for each section. Start writing the beginning of the story using complete sentences. Point out the use of story language, for example Once upon a time…., and involve children in reading through what you have written to check for meaning and accuracy.
- Continue writing, referring to the plan to check where you are up to. Ask children to retell each part of the story with a partner, write it on a whiteboard and then select one to use for the shared version. Continue rereading and checking as you write until the story is complete.
- Children use picture cards for the same story or another familiar story to write their own versions following the same sequence: retelling orally; making notes under Beginning, Middle and End headings; writing each part of the story using complete sentences. They read through their finished stories with a partner to check that the events are in the correct order.

Learning outcome:

- Children can write their own version of a traditional story, using a series of complete sentences organised into chronological order.

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 new version of a traditional story, told in chronological order. 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 3 (organise and present whole texts effectively, sequencing and structuring information, ideas and events), 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 retell a familiar traditional story in chronological order using story language</td>
<td>The class has read and heard a selection of traditional stories, repeated often. The teacher uses Talk for Writing techniques such as a story map and models actions to help children remember the story. They practise telling the story all together, and then use puppets or other props to help them tell it to one another in small groups or pairs.</td>
<td>Teacher observation</td>
<td>Teacher observation</td>
</tr>
</tbody>
</table>
| Children can discuss the appearance, behaviour, characteristics and goals of characters | After shared writing where a simple plot has been drafted for a traditional tale, children are guided in creating the characters. They are not responsible for planning the narrative structure so they can focus in more detail on vocabulary and language effects.  
As part of their own retelling of a traditional tale, children discuss the main characters during guided writing. They decide which characters show the archetypal opposites of good and bad, rich and poor, old and young, for example. They use a familiar resource such as an electronic word bank to help them choose and discuss words that will help them reflect these opposites in their writing.  
**JACK** is **brave**, **kind**, **helpful**, **a bit lazy**.  
**The GIANT** is **mean**, **spiteful**, **a bully** and **a coward**.  
Focusing on one 'pair' of characters, they plan how they will reveal character information to the reader/listener by telling them what each person said.  
**What did they say?**  
Working in pairs, children add speech bubbles to pictures of two main characters to show what they are like or how they feel.  
**JACK**: Please don't cry, Mum. I will go to market. | Teacher observation, marking | Teacher observation |
Learning outcomes  | Example of teaching content and assessment opportunities | Evidence | Approach to assessment
---|---|---|---
GIANT: *Come here you! Bring me that magic hen right now.*
Children perform the dialogue in their speech bubbles for their group or class and the other children guess which character is which.
Using examples from the children's own speech bubbles, a plenary session establishes how a writer can use dialogue to give information to a reader about a character.

| Children can write their own version of a traditional story, using a series of complete sentences organised into chronological order. | Using a well-known story, the teacher draws on work already done, for example story maps, examples of dialogue showing character, and models how to imitate it by substituting characters or events (e.g. the little red hen becomes the big black cat). The class agrees success criteria (for example, use of some story language, at least three events). In groups or pairs, children decide on their own new character and using appropriate scaffolds (story maps, pictures of key events, word banks) they write their own version of the story. The class assesses the stories against the agreed success criteria. | Marking, teacher observation peer- and self-assessment against agreed criteria | Peer- and self-assessment against agreed 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).

**Reasoning**

Children will have opportunities to compare different versions of stories (written, audio tape or video, play script) to express their opinions and make judgements about which they prefer.

**Creative thinking**

Children will respond imaginatively to character descriptions, exploring motives and behaviour through role-play.

**Empathy**

Children will consider the thoughts, feelings and actions of characters in stories.

**Social skills**

Children will learn about taking turns, listening to others and trying to reach agreement as they work together in a group.
Communication

Children will develop their ability to speak for an audience as they tell stories for a group.

Evaluation

Children will listen to one another's oral and written stories and give feedback about specific aspects. They will have the chance to judge their own work and decide on areas that they would like to improve.