Year 1 Narrative Unit 4 – Stories about fantasy worlds

Stories about fantasy worlds (4 weeks or 2 x 2 weeks)

This is the last in a sequence of four narrative units in Year 1. The unit builds on children's prior experience of settings and traditional narrative structures in unit 1 and in unit 3 where they write their own adventure based on a well-known picture book. The unit has three phases using visual stimuli and small-world play to develop the written outcome. It can be linked to many other curriculum areas.

Phase 1

Read, compare and contrast a range of fantasy world settings from different text sources. Identify objects found in the settings that make them different from the world around us. Create fantasy settings using knowledge from shared reading.

Phase 2

Orally compose an adventure narrative. Drama techniques and digital photographs enable children to record their ideas and develop the pattern of conflict and resolution in a narrative.

Phase 3

Model the use of visual plans to support writing. Apply sentence-level skills developed in previous guided sessions. Compose adventures in fantasy settings applying the concept of problem and resolution using interactive whiteboard (IWB) software.

Overview

- Read stories about fantasy worlds, for example imaginary lands, space, animal homes. Visualise settings, talk about what is new or unexpected and predict how characters will look and behave in these settings. Make links with children's experience, for example, what would you do if you found yourself here? Compare and contrast stories with different settings and encourage children to express preferences.
- Identify the main characters and events in a story. Children retell orally with main events in sequence.
- Watch a short performance or film version of a story with a fantasy setting. Ask children to identify the key features and express views about, for example, how they created a sense of excitement. Children write about a significant incident from the story that was performed.
- Read several short stories with similar imaginary settings. Ask groups of children to make predictions about what will happen in that type of story and how characters will behave. They check their predictions by reading further stories.
- Create an imaginary setting and characters with the class. Explore story ideas using discussion and role-play. Record the main events for a class story based on children's suggestions and tell the story orally. Children then write their own version of the story, using or adapting the class ideas. Support children in writing stories with a clear beginning, middle and end. Each part has more than one sentence and events are sequenced logically. The stories could include good and bad characters and examples of story language.
1998 Framework objectives covered:

Year 1, Term 3: T1 and T2 apply reading skills; T3, T5 and T6 retell orally; T4 read whole texts; T8 compare settings; T10 compare themes and preferences; T12 spelling; T13 write about significant incidents; T14 write stories using simple settings.

**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.)

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 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

   • Use syntax and context when reading for meaning
   • Recognise the main elements that shape different texts

9. Creating and shaping texts

   • [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)

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:

• Offer opinions about a specific author's work.
• Understand the concept of a simple sentence.

Teaching sequence overview

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.

Context

During the unit of work children will use their own drawings and digital photographs and IWB software to create and publish their own digital picture book. Links to educational visits and themes such as the sea, animals or dinosaurs could provide additional stimuli for children during the writing process, enabling them to build on first-hand experiences.

Introduction to the unit

Establish a box of resources on the theme of fantastic settings in the class reading area. Encourage children to add items to the box and model reading the resources during independent reading sessions. The box should contain relevant artefacts, role-play toys, photographs and ICT-based and paper texts. Continue the themes contained in the texts as part of the outdoor classroom, role-play, or sand and water areas to provide children with quality language experiences and stimuli for writing.

Teaching sequence phase 1

Shared reading (7 days)

Teaching content:

• Compare, contrast and discuss a range of fantastic settings from a variety of paper and ICT sources (films, paintings, picture books, photographs). Themes could include jungles, outer space or under water.
• Identify the different objects found in the settings that identify them as different from each other and children's everyday environment. Use an IWB to circle and annotate images with key vocabulary. Save the annotated images into a shared file for children to access during later sessions.
• In guided writing, continue building a word bank with children based around descriptions of the settings. Sticky notes and visual images could be used to record the vocabulary on a class display.
• Reinforce the use of this vocabulary during independent sessions in the role-play and small-world play areas.
• Read a simple picture book about a character's adventures in a fantasy setting, for example in a magical wood or fantasy island. Discuss the setting by the author and compare them to those read in previous sessions.
• Collect thoughts on what an interesting fantasy setting could contain.
• With their responses partners, ask children to discuss their ideas. During the independent session, children draw their setting. In pairs ask children to review a partner’s work, sharing ideas for hidden fantastic elements, referring back to the illustrations used and the unusual objects used to create the setting. What unusual objects have they hidden in their settings?
• Children create two contrasting fantasy settings, based on their drawings and discussions with response partners. The illustrations can be created using art materials, collage or paint programs on the computer.
• In guided reading, return to children's images to predict what they think could happen if they went on a walk through their setting. Encourage children to refer to evidence from books, films or TV programmes they have seen and evidence from the whole-class text. Children record key ideas for future reference.

Learning outcome:

• Children can predict possible events in a narrative based on their experience of other texts.

Teaching sequence phase 2

Role-play and idea generation (5 days)

Teaching content:

• Return to the shared text and look for evidence of the central character's reaction to the events in the narrative. Use freeze-frame and mind-tapping drama approaches to support children’s understanding and encourage them to find evidence from the text.
• During independent sessions children repeat the freeze-frame technique to create images of themselves reacting in different ways. These can then be used in their own adventure narratives. Emphasise that children will need to use face and body posture to show the reader or viewer what they are thinking. Working in pairs, children take photographs of each other to use in their book.
• Return to the shared text and discuss how the author has created a pattern in the narrative - a problem appears in the setting and the central character has to solve it quickly.
• Model planning a whole-class narrative using role-play and oral storytelling during shared sessions. Use the different settings created in phase 1 and the photographs from the previous sessions to act out the narrative with children, drawing on the language and ideas developed in shared and guided sessions. Focus on the narrative structure of problem and resolution.
• Children repeat this process independently using their own images and photographs to role-play their own narrative adventure.
• In guided writing, consolidate children’s understanding of sentences using Developing early writing (Ref: 0055-2001), Year 1 units.

Learning outcome:

• Children can orally tell an adventure narrative during role-play with the events organised sequentially into problem and resolution.
Teaching sequence phase 3

Writing (8 days)

Teaching content:

The writing process will need to be undertaken over a number of sessions paced to reflect children's prior writing experience. Children's images of settings and digital photographs will need to be saved on a PC prior to the sessions.

- Model the writing process for children. Start by creating the visual text to support children. This will be drawn upon when generating the written text.
- Use an IWB to demonstrate how to cut around images of children and paste them onto the fantasy backgrounds. Refer back to the role-play in phase 2 and decide what kind of problem the main character might face as they walk through the setting at a particular point in the narrative, for example beginning, middle or end. Use supported composition to ask children to share their ideas with the whole class on whiteboards. Discuss how the problem would relate to the fantastic nature of the setting. Insert an image of the object or character linked to the problem onto the background. Images could be sourced from clip art files or children's own drawings.
- During independent sessions, children work on writing their own narratives, following the process modelled during whole-class sessions.
- In shared writing, children work in pairs discussing ways in which the main character overcomes the problem. They draw a solution. Use supported composition to ask children to share their ideas with the whole class on whiteboards. Share the ideas as a class and select an appropriate resolution to add to the whole-class text. Emphasise why the chosen idea would be most appropriate in the context of the narrative. Provide positive feedback to the alternative ideas and collect them on a chart for use in the course of independent writing. Use an IWB pen tool to draw the solution onto the background.
- Children work on their own narratives following the writing sequence modelled in the shared session, using their own ideas. Tablet PCs, graphics tablets or the mouse could be used by children to draw their resolutions onto the fantasy backgrounds.
- As a whole group, reread the whole-class shared writing. Talk through the ideas in the visual text and model changing the orally composed ideas into formal written sentence structure. Often the sentence hints at what might be taking place; the reader has to look at the illustration to find out what is actually happening. Model writing the sentences underneath the visual text. Use supported composition to assess children's application of sentence-level work from guided sessions.
- Children work on their own narratives planning their sentences orally, using the visual text as support, and then writing or typing their sentences underneath the image.
- During guided writing apply the sentence-level skills developed in previous guided sessions to children's own narrative. Target the sessions to the particular needs of the guided groups, for example applying capital letters and full stops independently or understanding the concept of a sentence.
- Reread the whole-class narrative, reviewing the visual and written text to ensure that the ideas flow and resolutions to problems make sense.
- The final narratives can remain as electronic books for children to read on screen or be printed and bound to create full colour picture books.

Learning outcomes:

- Children can compose complete sentences correctly demarcated by capital letters and full stops.
- Children can write a short story with the events organised sequentially into problem and resolution.
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.

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**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 story with a fantasy setting, with a problem and a resolution. 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 1 (write imaginative, interesting and thoughtful texts), 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.
### Learning outcomes

<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 predict possible events in a narrative based on their experience of other texts.</td>
<td>The class has built up knowledge of fantasy settings over a period of time, through reading, viewing and discussion. They have created pictures of their own ideas for fantasy settings. In discussion, and drawing on their previous experience, they use their own and others’ pictures to predict what might happen if they went through a walk through their setting. They may annotate their pictures with the predictions.</td>
<td>Teacher observation, children’s pictures and annotations</td>
<td>Teacher observation, discussion</td>
</tr>
<tr>
<td>Children can orally tell an adventure narrative during role-play with the events organised sequentially into problem and resolution.</td>
<td>The teacher and the class have discussed the problem and resolution in the whole-class text. Using their own pictures of settings, and digital photographs of themselves reacting to problems the setting might throw up, the children role-play their own narrative adventure, focusing on the problem and their reaction to it as the central character and the resolution. Other children observe and comment.</td>
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<td>Teacher observation</td>
</tr>
</tbody>
</table>

### 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).

#### Problem solving

Children will identify problems and resolutions for a main character, applying their prior experience of adventure narratives to consider a range of possible solutions.

#### Creative thinking

Children will generate imaginative ideas in response to visual stimuli and make connections through play.

#### Reasoning

Children will predict events in a text, expressing and justifying their opinions based on evidence from the text and prior experience.

#### Evaluation

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

#### Empathy

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