Year 2 Narrative Unit 4 – Extended stories/Significant authors

Extended stories/Significant authors (3 weeks)

This is the final unit in a block of four narrative units in Year 2. It builds on children's experience and knowledge from the previous three units. Phases 1 and 2 are designed to run concurrently so that children hear an extended text read aloud while also having the opportunity to write a longer story themselves. This unit can be linked to many other curriculum subjects and themes.

Phase 1

Read an extended story by a significant author as a serial. Summarise the plot and look at links between events. Make predictions at key moments in the story. Track a particular character and notice ways that they change. Analyse pieces of dialogue, re-enact and improvise new dialogue. Evaluate the story and discuss techniques used by the author to sustain the reader's interest.

Phase 2

Children plan and write a sustained story independently. Provide story ideas and support for planning and writing by working with groups during the writing process. Discuss and agree success criteria based on learning in previous units. Provide class teaching on particular aspects of writing: composing compound sentences and using subordination; temporal connectives. Children review their own writing and decide how it should be presented to the class (on paper or on screen).

Phase 3

Groups work together to dramatise a scene from one of the stories they have written. They present it to the class who then evaluate the performance and make constructive comments.

Overview

- (Reading, response, analysis): Begin reading an extended story by a significant children's author as a serial story. Continue throughout the unit and have other longer stories available for children to read independently. At key moments in the story, use improvisation and discussion to explore what could happen next. Children note their own ideas and check and confirm their predictions as you read on. Keep a record of key events and review the structure of the story. Discuss techniques used by the author to sustain the reader's interest.
- (Writing): Children work independently to plan and write their own sustained story with a logical sequence of events. They include elements from reading, for example characterisation, setting, story language, and add detail and dialogue to sustain the reader's interest.
- (Speaking and listening): Groups of children work on a short dramatised presentation of a key moment in one of their stories. They decide on roles and practise to produce a polished performance for the rest of the class.
1998 Framework objectives covered:

Year 2, Term 3: T10 write sustained stories; T12 write simple evaluations of books read and discussed.

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.)

2. Listening and responding

• Respond to presentations by describing characters, repeating some highlight and commenting constructively

4. Drama

• Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class

5. Word recognition: decoding (reading) and encoding (spelling)

• Read independently and with increasing fluency longer and less familiar texts
• Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
• Know how to tackle unfamiliar words that are not completely decodable
• Read and spell less common alternative graphemes including trigraphs
• Read high and medium frequency words independently and automatically

6. Word structure and spelling

• Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including between inflections and use of double letters
• Read and spell less common alternative graphemes including trigraphs

7. Understanding and interpreting texts

• Give some reasons why things happen or characters change

8. Engaging with and responding to texts

• Engage with books through exploring and enacting interpretations
9. Creating and shaping texts

- Sustain form in narrative, including use of person and time
- Select from different presentational features to suit particular writing purposes on paper and on screen

10. Text structure and organisation

- Use appropriate language to make sections hang together

11. Sentence structure and punctuation

- Compose sentences using tense consistently (present and past)

12. Presentation

- Word process short narrative and non-narrative texts

**Prior learning**

Check that children can already:

- Explain reasons for events in stories with reference to characters’ actions and motives.
- Work collaboratively in a group, taking turns and reaching agreement.
- Identify story elements: characters, setting, and key events.
- Plan a story by making notes under the headings Opening, Something happens, Events to sort it out, Ending.
- Write simple and compound sentences.
- Use temporal connectives.
- Use the third person and past tense consistently in narrative writing.

**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.

Note: Phases 1 and 2 are designed to run concurrently.

**Reading; response; analysis (12 days - to run alongside phase 2)**

**Teaching content:**

- Begin reading an extended story by a significant children's author as a serial story. Continue throughout the unit. Make brief notes summarising the plot as you read and encourage children to comment or raise questions. Keep a record of key events and review the structure of the story at intervals.
- Look at the way that one event leads to another. Select extracts from the story that demonstrate cause and effect so that children can reread together. Ask children to give explanations of why things happen in the story.
- At key moments in the story, use improvisation and discussion to explore what could happen next. Children note their own ideas and check and confirm their predictions as you read on.
• Focus on a particular character and reread extracts from the text together to gather information about that character. Build on previous work by asking children to consider what the character might be thinking and feeling. Look at ways that characters change during the course of the story.
• Select key pieces of dialogue to read together and talk about how they move the story on or reveal more about a particular character. Children could work in small groups to enact pieces of dialogue and improvise further conversations, for example What would these two characters say if they met at this point in the story? Encourage children to speak clearly and use intonation.
• At the end of the serial story, demonstrate how to write an evaluation of the book, commenting on important aspects. Discuss features of extended stories, for example more complicated plots, finding out more about characters. Discuss techniques used by the author to sustain the reader's interest, for example cliff-hangers at the end of chapters.
• Have other longer stories available for children to read independently. Support children in selecting and reading whole books on their own: for example, give a group copies of the same book, ask them each to read up to a certain point and then discuss it together.

Learning outcome:

• Children can make predictions about a text and discuss the way characters develop across a story.

Teaching sequence phase 2

Writing (12 days – to run alongside phase 1)

Teaching content:

• Introduce the independent writing task: children plan and write their own sustained stories. Build on work in previous units to agree the ingredients they will need to write their stories: characters, setting, events in a logical sequence leading to the ending.
• Discuss ideas for these ingredients and provide support if needed, for example cards with pictures of settings, characters and key events for children to mix and match. Children talk in pairs to develop their story ideas. Children then plan independently, making notes under headings and using arrows to link events, as demonstrated in previous units.
• Discuss expectations and agree success criteria for the finished stories: a logical sequence of events; complete sentences grouped together to tell the different parts of the story; temporal connectives to link each part; story language; consistent use of the third person and past tense; descriptions of characters and setting; some dialogue.
• Children write independently over several days. They follow their story plans, rehearse sentences orally, reread and check as they are writing. Work with guided writing groups to review writing and offer support as appropriate.
• Focus on specific teaching points with the whole class at intervals, and encourage children to use them in their own writing.
• Explore different ways to combine more than one idea in a sentence using oral and written activities. Demonstrate how to compose sentences with subordination for time and reason, for example The children rushed home as soon as school was over.
• Review the use of temporal connectives to make the sections of their story hang together.
• Once they have finished writing, children review their own work using the criteria agreed by the class and make changes or improvements.
• Individuals decide how to present their finished stories so that other class members can read them (on paper or on screen), for example adding illustrations or making them into books.

Learning outcomes:

• Children can plan a story that has a logical sequence of events.
• Children can write an extended narrative with:
Teaching sequence phase 3

Speaking and listening (3 days)

Teaching content:

- Groups of children work collaboratively on a short dramatised presentation of a key moment in one of their stories. They decide on roles and practise to produce a polished performance for the rest of the class.
- The audience respond to the presentation, talking about the highlights and making constructive suggestions about changes or improvements.

Learning outcomes:

- Children can work as a member of a group to present a scene from a known story to an audience.
- Children can respond to presentations by making constructive comments.

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.

Note: Phases 1 and 2 are designed to run concurrently.

Phase 1: Reading; response; analysis (12 days – to run alongside phase 2)

Teaching content:

- Begin reading an extended story by a significant children's author as a serial story. Continue throughout the unit. Make brief notes summarising the plot as you read and encourage children to comment or raise questions. Keep a record of key events and review the structure of the story at intervals.
- Look at the way that one event leads to another. Select extracts from the story that demonstrate cause and effect so that children can reread together. Ask children to give explanations of why things happen in the story.
- At key moments in the story, use improvisation and discussion to explore what could happen next. Children note their own ideas and check and confirm their predictions as you read on.
- Focus on a particular character and reread extracts from the text together to gather information about that character. Build on previous work by asking children to consider what the character might be thinking and feeling. Look at ways that characters change during the course of the story.
- Select key pieces of dialogue to read together and talk about how they move the story on or reveal more about a particular character. Children could work in small groups to enact pieces of dialogue and improvise further conversations, for example What would these two characters say if they met at this point in the story? Encourage children to speak clearly and use intonation.
At the end of the serial story, demonstrate how to write an evaluation of the book, commenting on important aspects. Discuss features of extended stories, for example more complicated plots, finding out more about characters. Discuss techniques used by the author to sustain the reader's interest, for example cliff-hangers at the end of chapters.

Have other longer stories available for children to read independently. Support children in selecting and reading whole books on their own: for example, give a group copies of the same book, ask them each to read up to a certain point and then discuss it together.

Learning outcome:

- Children can make predictions about a text and discuss the way characters develop across a story.

Phase 2: Writing (12 days – to run alongside phase 1)

Teaching content:

- Introduce the independent writing task: children plan and write their own sustained stories. Build on work in previous units to agree the ingredients they will need to write their stories: characters, setting, events in a logical sequence leading to the ending.
- Discuss ideas for these ingredients and provide support if needed, for example cards with pictures of settings, characters and key events for children to mix and match. Children talk in pairs to develop their story ideas. Children then plan independently, making notes under headings and using arrows to link events, as demonstrated in previous units.
- Discuss expectations and agree success criteria for the finished stories: a logical sequence of events; complete sentences grouped together to tell the different parts of the story; temporal connectives to link each part; story language; consistent use of the third person and past tense; descriptions of characters and setting; some dialogue.
- Children write independently over several days. They follow their story plans, rehearse sentences orally, reread and check as they are writing. Work with guided writing groups to review writing and offer support as appropriate.
- Focus on specific teaching points with the whole class at intervals, and encourage children to use them in their own writing.
- Explore different ways to combine more than one idea in a sentence using oral and written activities. Demonstrate how to compose sentences with subordination for time and reason, for example The children rushed home as soon as school was over.
- Review the use of temporal connectives to make the sections of their story hang together.
- Once they have finished writing, children review their own work using the criteria agreed by the class and make changes or improvements.
- Individuals decide how to present their finished stories so that other class members can read them (on paper or on screen), for example adding illustrations or making them into books.

Learning outcomes:

- Children can plan a story that has a logical sequence of events.
- Children can write an extended narrative with:
  - a logical sequence of events
  - sentences grouped together
  - temporal connectives
  - consistent use of the third person and past tense.
Phase 3: Speaking and listening (3 days)

Teaching content:

- Groups of children work collaboratively on a short dramatised presentation of a key moment in one of their stories. They decide on roles and practise to produce a polished performance for the rest of the class.
- The audience respond to the presentation, talking about the highlights and making constructive suggestions about changes or improvements.

Learning outcomes:

- Children can work as a member of a group to present a scene from a known story to an audience.
- Children can respond to presentations by making constructive comments.

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 an extended narrative. A further outcome might be a short dramatisation of a scene from their story. 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), 2 (Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text), 3 (Deduce, infer or interpret information, events or ideas from texts), 5 (Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level) and 6 (Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader) and also Writing Assessment Focuses 1 (Write imaginative, interesting and thoughtful texts), 3 (organise and present whole texts effectively, sequencing and structuring information, ideas and events), 4 (Construct paragraphs and use cohesion within and between paragraphs), 6 (Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences) and 8 (use correct spelling).

It is important to remember to link this work for the children with the learning they do during discrete spelling and 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 make predictions about a text and discuss the ways characters develop across a story</td>
<td>The children and the teacher are reading an extended story. They have pictures or outlines of one or two of the main characters on the working wall or the IWB as they read, with a simple timeline of the story beside them. At key points during the story, they discuss what the character is like, adding key words to the timeline. They think about what might happen to the character at the end, possibly recording their thoughts in a reading journal, and compare their predictions to what happens in the text.</td>
<td>Children's reading journals, jottings on timeline, teacher observations</td>
<td>Teacher observation, discussion</td>
</tr>
<tr>
<td>Children can write an extended narrative with a logical sequence of events, sentences grouped together, temporal connectives and consistent use of the third person and past tense</td>
<td>Children are independently planning and writing their own sustained stories, with success criteria that reflect their prior learning about sustaining narrative: for example, sequencing events, development of setting and character, using story language. During the writing process, children build on their knowledge of sentence structure and apply their skill in shaping sentences deliberately for effect. They are provided with resources they can access independently to support and focus them on creating complex sentences that use subordinate clauses for time (...after the lights went out.) and reason (...because she was so happy.) to add detail about plot and character. Children are given appropriate levels of individual support to help them include subordinate clauses during independent writing. <strong>Examples</strong> An aide memoire A list or a set of word cards of subordinating connectives to provide ideas for connecting clauses.</td>
<td>Children's writing or electronic text, teacher observation</td>
<td>Marking, teacher observation</td>
</tr>
</tbody>
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### Learning outcomes

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<tr>
<td>Two cards each showing a prompt question to think about when composing a new sentence (<em>Why? When?</em>).</td>
</tr>
<tr>
<td>Sample sentences that model different structures:</td>
</tr>
<tr>
<td><em>When</em> she was tired, the girl fell asleep.</td>
</tr>
<tr>
<td>The girl fell asleep <em>when</em> she was tired.</td>
</tr>
<tr>
<td><em>If</em> you do that, <em>I will be angry</em>.</td>
</tr>
<tr>
<td><em>I will be angry</em> <em>if</em> you do that.</td>
</tr>
<tr>
<td>The boy was sad. <em>He started to cry</em>.</td>
</tr>
<tr>
<td>The boy was sad <em>so</em> he started to cry.</td>
</tr>
<tr>
<td>The boy started to cry <em>because</em> he was sad.</td>
</tr>
<tr>
<td><em>Because</em> he was sad, the boy started to cry.</td>
</tr>
<tr>
<td>A writing response partner</td>
</tr>
<tr>
<td>Have we used <em>long</em> and <em>short sentences</em>?</td>
</tr>
<tr>
<td>Have we used <em>different kinds of sentences</em>?</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).

### Evaluation

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

### Social skills

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

### Self-awareness

As they work on an extended piece of writing children will learn how to organise their own work and how to maintain their concentration to complete a polished story.
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.