Year 2 Narrative Unit 1 Stories with Familiar Settings - *Locked Out*

Relevant objectives from the Renewed Framework:

1. Speak with clarity and use appropriate intonation when reading and reciting texts. Tell real and imagined stories using the conventions of familiar story language.

3. Adopt appropriate roles in small or large groups and consider alternative courses of action.

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

6. Draw together ideas and information from across a whole text, using simple signposts in the text. Give some reasons for why things happen or characters change.

8. Read whole books on their own, choosing and justifying selections. Explain their reactions to texts, commenting on important aspects.

9. Draw on knowledge and experience of texts in deciding and planning what and how to write. Sustain form in narrative, including use of person and time.

**Pick and Mix Planning:**
Adapt for your class and curriculum – use other texts and resources during the unit

**Narrative (4 weeks)**

- **Introduction.** Tell an anecdote from your own childhood. During the course of the unit read stories set today with simple problems in them that might have happened to the children.

- **Read and role play *Locked Out*** with the children over several days. Revisit the story from the point of view of different characters. Predict what might happen. Look at different options. Focus on careful problem solving.

- Children retell stories in pairs using the prompts in the resources.

- Look at a character. Use role play to tell the story from their point of view? Encourage the children to be the characters both during the story and in acting what happened afterwards. How might the mother explain what happened to her partner?

- Identify the characters. Use role-play to retell the story from one character's point of view and explore different courses of action.

- Children describe a character orally and in writing

- **Read books with set in a familiar setting.** Discuss how one things leads to another and there are consequences to actions. Do a plot diagram to show this.
- Plan a story. Opening, something happens, events to sort it out, ending. Demonstrate writing parts of it.

- Children plan and write.

- Children select a character and describe what they do in the story, orally and in writing.

- (Analysis): Review the stories. Discuss the way that one event leads to another and identify temporal connectives. Represent the story structure in note form.

- Begin to tell another story. Invite predictions about characters' actions and the sequence of events.

- (Writing): Demonstrate how to plan the structure of a story: opening, something happens, events to sort it out, ending. Demonstrate how to write the beginning of the story. Children write their own endings.

- Children plan and tell stories based on their own experience. They use the structure from shared writing to write their own complete stories.