Year 3 Unit 1 Narrative Stories with Familiar Settings - *Locked Out*

Relevant objectives from the Renewed Framework:

1. Sustain conversation, explain or give reasons for their views or choices

2. Follow up others’ points and show whether they agree or disagree in whole-class discussion

3. Use some drama strategies to explore stories or issues

7. Explore how different texts appeal to readers using varied sentence structures and descriptive language

8. Share and compare reasons for reading preferences, extending range of books read (this can include electronic texts). Identify features that writers use to provoke readers’ reactions

Pick and Mix Planning:
Integrate these suggestions with other texts and resources. Adapt them to the suit the needs of your class and curriculum.

*Stories with Familiar Settings (3 weeks)*

Use *Locked Out* to identify the features of plot structure and problem solving in a familiar setting; e.g. opening, events happen, problem, how problem is solved, ending. Then move on to story books of familiar settings.

Reading and analysis:

- Read a short story with a familiar setting and discuss the characters, plot and setting.

- Discuss views, response and preferences as a class.

- Compare settings in different stories or parts of the story and analyse words and phrases used for description.

Writing:

- The pictures of the settings in *Locked Out* can be used as there is no written text so the children need to invent their own.

- Teacher demonstrates and then children plan and write a story with description of setting, beginning, middle and end.

- Open with description of setting to set scene. Clear beginning, middle and end.
1998 Framework objectives covered:

Year 3, Term 1: T1 and T8 compare settings in different stories; express views about a story; T16 begin to organise stories using a series of paragraphs; T11 write descriptions for settings. (Build on Year 2: settings, narrative, characterisation and dialogue)