KS3 English –Narrative –Sports Day

In this unit pupils will experience and explore narrative. They will develop an understanding of the difference between fiction and non fiction. They will revisit the genre narrative - story telling, character, setting and plot. They will learn how a character develops in a longer story and become familiar with key parts of the story.
Students will use this knowledge to develop appropriate skills to identify descriptive language and dialogue in their reading, watching and listening and produce texts that describe and entertain.

Reasoning - Children will predict and anticipate events based on the actions of key characters and settings using the language of cause and effect.
Evaluation - Children will express their own views and preferences against agreed criteria to evaluate their own work and the work of others.
Empathy - Writing, reading and listening to stories will help children to understand what others might be thinking or feeling in a particular situation.
Social skills - When working collaboratively, children will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.
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 when appropriate.

Unit Learning Objectives:
Students should use **speaking and listening skills** to discuss the key events and characters; and to use role play / hot seating to explore key events and characters
Students should use **reading skills** to identify features that writers use to provoke readers' reactions (language and structure, e.g. descriptive language, plot); to identify use of dialogue and speech marks; to engage in detailed character /setting studies; and to sequence narratives in which events are logical.
Students should use **writing skills** to create and shape their own texts, to write texts linked to a book, to organise information following a narrative structure; and to develop understanding of spelling, punctuation and grammar.

Keywords
Fiction, narrative, sequence, author, plot, beginning, build up, conflict (problem), end, conclusion, character, feelings, emotions, personality, motives, appearance, describe, setting, verb, adverb, adjective, simile, noun, pronoun, dialogue, language, structure

Suggested Texts:
Sports Day,

Cross curricular links:
Theme – Sport and Health
PE/ Physical Literacy: Athletics, Adapted Games, Striking & Fielding Games
Maths: Measure, length
Science – Human bodies
Life Skills – RSE
ICT – Researching information about topics, drafting, editing and presenting written work.

RRS Articles: This unit of work is linked to **Articles 14** of the UN Convention on the Rights of the Child.
Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Subject: Narrative – Sports Day | Suggested Flow of Learning | Term: Summer 1 2022

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-2	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	Cold Task / Have a Go Task Use an interesting stimulus/ starting point with minimal teaching and students to write a story Immersion – explore a range of modern fiction, different settings and characters, build up word bank of useful words. Explore structure of modern narratives. Introduce model text of Sports Day - story map and learn text. Role play scenes from model text Box up model text Use Narrative Therapy & Colourful Semantics to learn model text
Wks 3-4	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	Students identify and arrange key features of a story Students explore and rewrite character descriptions and settings Students explore structure of a narrative – opening, build up, problem, resolution, ending Students begin to create new characters, settings and events Use word bank and structure of original text Use mind map to generate and record different ideas. Box up original text and amend / innovate key elements Use Narrative Therapy & Colourful Semantics to revise model text
Wks 5	Invention / Independent application	Students create original texts as independently as possible	Students use structure of a story Students create new characters, setting and plot to create a new modern narrative Use word bank and structure of original text Use mind map to generate and record different ideas. Students plan, review, edit and revise their writing. Use Narrative Therapy & Colourful Semantics to create new text Hot Task / Show us what you have learnt – An independent task on a similar type of writing

	B2 P Step P4-6	B2 P Step P7-8	B2 NC Step 1	B2 NC Step 2	B2 NC Step 3
Key Learning Theme: Narrative					
Speaking and Listening **Subject specific knowledge** How to communicate ideas effectively. How to respond to others appropriately.	Students are able to identify key ideas and concepts used to communicate a story. Students are able to identify the key element in questions about a story or experiences e.g. 'What happened on Sports Day? What happens next?' Students understand requests and instructions containing at least two key words, signs or symbols. Students know how to initiate and maintain short and simple conversations about a story. Students understand how to take turns and to listen to others in conversations and in role play.	Students are able to identify up to four key words, signs or symbols to communicate key elements of a story. Students understand that events and experiences happen in the present, past and future. Students understand the importance of turn-taking, listening to /watching others and how to speak/ act in role play with confidence. Students are able to identify conjunctions that communicate cause to link ideas e.g. because & so. Students know how to form regular plurals.	Students are able to identify the key vocabulary to retell a fictional story / part of a fictional story in their own words. Students are able to identify the vocabulary to talk about the plot, a character or setting of Sports Day. Students understand how to gain, maintain and monitor the interest of the listener when retelling a story. Students know how to add detail to extend their ideas.	Students know a range of descriptive words that can be used to add detail and interest. Students hear familiar phrases from the story and complete the last phrase of a. key sentence. Students can identify the main characters and events of stories. Students understand that stories have a beginning and an end point. Students use an expanding vocabulary.	Students can identify the main themes of stories and what makes them interesting. Students identify some of the differences between written and spoken English and are beginning to be aware when Standard English is used or when informal language is used. Students are aware that they can use more colloquial language in dialogue.
Speaking and Listening **Subject specific skills** How to communicate ideas effectively. How to respond to others appropriately.	Students are able to combine two key ideas and concepts. They are able to combine single words, signs or symbols to communicate meaning and create desired impact on listeners. Students are able to respond appropriately to questions about a story or experiences e.g. 'How does the race start? How do you carry the egg?'" Students are able to follow requests and instructions containing at least two key words, signs or symbols.	Students listen, attend to and follow simple elements of a story for short stretches of time. Students attend to and respond to questions from adults and their peers about experiences, narratives and stories. Students communicate ideas about present, past and future events and experiences, using simple phrases and statements. Students are able to link ideas using conjunctions that	Students select a range of vocabulary to retell a fictional story / part of a fictional story in their own words. Students select a range of vocabulary to talk about a character, plot or setting in Sports Day. Students talk about matters of immediate interest relating to a fictional story e.g. running in a race etc. Students convey simple meanings to a range of listeners, speaking audibly,	Students enhance detail when retelling a story related to Sport and Health. Students vary volume, change tone or accent to maintain engagement of the audience when retelling a story. Students develop and explain ideas, using a more extensive vocabulary and begin to adapt style based on narrative. Students begin to show confidence in talking and listening, discussing	Students discuss the main themes of stories and what makes them interesting. Students develop ideas through discussion with a group, responding to what they have read/heard with others and listening to the opinions of others. Students listen and respond by communicating ideas, expressing themselves confidently. Students use relevant comments and questions to

	Students are able to initiate and maintain short and simple conversations about stories and experiences e.g. sporting events they dislike etc Students are able to take turns and to listen to others in conversations about a story or experiences.	communicate cause e.g. because & so. Students use regular plurals correctly. Students take part in role play with confidence. Students are able to link up to four key words, signs or symbols to communicate about stories and experiences in a group or one-to-one. Students are able to select and use specific vocabulary related to Sports Day to convey desired meaning to the listener. Students are able to take turns, listen and watch others and speak/ act in role play with confidence.	and begin to extend their ideas or narratives to provide some detail e.g. about characters, plot or setting. Students listen to and follow what others say and usually respond appropriately. Students effectively convey meaning by gaining, maintaining and monitoring the interest of the listener. Students speak clearly and audibly to convey meaning to a range of listeners. Students include relevant detail to extend their ideas.	preferences, characters and settings. Students sustain listening to a longer story and show supportive body language when listening and look from speaker to speaker. Students work constructively with others and responds to a peer's contribution in discussing or planning a story. Students adjust the style of their speech and vary their accent to communicate the dialogue between characters in a story. Students speak clearly and use an expanding bank of vocabulary. Students retell the beginning and the end point of a story.	show they have listened to or read a story carefully. Students begin to adapt what they are communicating to the needs of the listener, varying the use of vocabulary and level of detail. Students use Standard English when reading or retelling the narrative of a story. Students can use more colloquial language in dialogue. Students face the camera or audience, keep head raised, use facial expressions and appropriate gestures when sharing a story with others. Students take an active role in role play.
<u>Suggested teaching activities</u> <u>How should I teach this?</u> Spoken language/ speaking and listening. How to communicate ideas effectively. How to respond to others appropriately.	• Hot seat characters from the story ➢ Develop understanding of character, personality and significant events ➢ Gain insight into motives and emotions ➢ Record key quotes • Role play key events / Film It / new scene or alternate ending ➢ Sequence parts of the story ➢ Work collaboratively ➢ Clear focus, e.g. character expressions, body movement, speaking in a specific tense ➢ Create short films by recreating scenes from the story ➢ Perform and peer assess • Puppet show - Use props/puppets to recreate a narrative • Soundscape - Use ICT skills to create a soundscape for the setting				

	Step P4-6	Step P7-8	Step 1	Step 2	Step 3
Key Learning Theme: Narrative					
Reading **Subject specific knowledge** What do pupils need to know? How to infer. How to understand how language is used. How to understand how structure is used How to compare.	Students are able to identify a few words, symbols or pictures familiar to them in a story presented to them in a familiar way. Students are able to recognise objects and their pictorial or symbolic representations. Students know how to express their curiosity about a story at a simple level. Students are able to identify a small number of words or symbols linked to the vocabulary of a story. Students are able to identify letters and short words related to a story.	Students predict key elements of a familiar story e.g. when the adult stops reading, students fill in the missing word. Students distinguish between print or symbols and pictures in a narrative. Students understand the conventions of reading e.g that texts flow from left to right and from top to bottom Students understand that words, symbols and pictures convey meaning within a narrative. Students recognise 50% of the letters of the alphabet by shape, name or sound. Students are able to identify what comes next in familiar word patterns, sentences and text structures.	Students are able to remember key information from a story. Students recognise familiar words in a story. With some support, students are able to identify graphemes and their corresponding phoneme. With some support, students are able to identify some common exception words. Students know the vocabulary needed to express what they like when reading a story. Students begin to be able to identify full stops and other forms of punctuation in a story.	Students understand why characters act in certain ways. Students understand that the emotions, the actions of others, and motives explain the actions of characters in a story. Students are familiar with a range of punctuation e.g. full stops, commas, question and exclamation marks, inverted commas etc Students identify new vocabulary. Students know that they can use a dictionary to check spelling or meaning of a word. Students can identify the position of a letter in alphabet i.e. beginning, middle or end. Students understand how words are organised in a dictionary.	Students are able to identify key themes and features of a story. Students name some conventions of story writing. Students are familiar with the basic plots of simple stories. Students identify when the text isn't making sense Students know that words are listed in a dictionary in alphabetical order Students are aware of different types of punctuation used in fiction texts, including dialogue.
Reading **Subject specific skills** What do pupils need to be able to do? How to infer. How to understand how language is used. How to understand how structure is used How to compare.	Students use a few familiar words, symbols or pictures to derive meaning from a story. Students match objects to their pictorial or symbolic representations. Students ask and answer basic two key word questions about a story. Student select and recognise/ read a small	Students join in a discussion about a story. Students sequence 3 pictures and use them to re-tell a familiar story. Students show an interest in the activity of reading a story, using some text with pictures and symbols. Students apply the conventions of reading, following the text left to	Students recognise familiar words used in a story. Students re-tell a story to a peer. Students express their response to a story by identifying aspects that they like. Students express an opinion on the different characters in a story.	Students explain the actions of characters and compare to other characters in a story. Students give a reason why they think something has happened in a story. Students' reading of texts shows understanding and is generally accurate.	Students identify some key features of a story. Students read, discuss and give their own views on the characters, setting and plot of a story. Students draw inferences on what they have read/ heard. Students read texts with fluency and accuracy.

	number of words or symbols linked to the vocabulary in a familiar story. Students match letters and short words related to a familiar story.	right, top to bottom and page following page. Students recognise or read an increasing repertoire of familiar words or symbols within a narrative. Students display interest in extracting information from a narrative. Students are able to predict elements of a familiar story e.g. when the reader pauses, students fill in the missing word. Students extract information from words, symbols and pictures convey meaning within a narrative.	With some support, students are able to use their phonic knowledge to read words and establish meaning when reading aloud. With some support, students are able to use their knowledge of common exception words to read words and establish meaning when reading aloud. Students select the vocabulary needed to express what they like when reading a story. Students begin to show awareness of how different forms of punctuation are used in reading.	Students listen to and read a range of fiction and non-fiction texts. Students correctly identify how a story is organised, e.g. use of capitals and font, paragraphs, full stops, commas, question and exclamation marks, inverted commas, key words etc Students reread a text when attempting to understand new vocabulary Students use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning Students use knowledge of alphabet to open dictionary in an appropriate place. Students read simple prefixes or suffixes without overt sounding.	Students respond to character descriptions and show preferences. Students make predictions about what might happen in a story. Students compare books / stories sharing a similar theme. Students identify the treatment of different characters in a story. Students identify specific vocabulary within a story that captures the reader's / listener's interest. Students identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary. Students confidently use knowledge of phonic structure. Students use knowledge of root words, suffixes and prefixes to attempt new/longer words.
Suggested teaching activities **How should I teach this?** **Reading** How to infer. How to understand how language is used. How to understand how structure is used. How to compare.	• Read extracts / simplified excerpts and answer comprehension questions (written and verbal) ➢ Identify key information / key words ➢ Make inferences and deductions • Identify key language features of a piece of modern literature. ➢ Structure, word picture, similes & metaphors, alliterative, assonance, colloquial language • Identify and explore the structure of a piece of modern literature. • **Guided reading sessions using modern literature** ➢ Discussing the text ➢ Responding to the text verbally ➢ Comprehension activities, e.g. questions, storyboarding, key points & words/ phrases ➢ Activities to unpick language and structure				

Key Learning Theme: Narrative					
Writing **Subject specific knowledge** What do pupils need to know? How to plan a narrative What good looks like: appropriate form, language and structure. How to edit. How to proof read.	Students are able to identify marks or symbols associated with familiar spoken words, actions, images or events relating to a story. Students know how to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy writing patterns. Students are able to identify marks, letters, symbols and photographs to use in a story.	Students are aware that a story has a beginning, middle and end. Students know to group letters and leaves spaces in their writing to form separate words. Students demonstrate understanding of how a narrative is arranged on the page, sequencing information from left to right and top to bottom and captions underneath any pictures	Students are able to identify simple words and phrases to communicate meaning related to a story. Students begin to be able to identify how full stops are used in writing. Students are able to identify how to clearly shape and correctly orientate letters.	Students identify alternative words to enhance their descriptive writing. Students read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing. Students know when to use capital letters in their writing. Students spell high frequency words that do not conform phonetically. Students are aware of the placing of a possessive apostrophe in regular and irregular plurals.	Students are familiar with the style and layout of stories. Students are aware of the terms of grammar - subordinate clause, direct speech/inverted commas, preposition, conjunction, possessive pronoun, determiner, adverbial, vowel consonant Students understand the language of punctuation. Students spell high frequency words that do not conform to normal patterns. Students know how to write in a joined up style and whether to use a diagonal; or horizontal join to a letter.
Writing **Subject specific skills** What do pupils need to be able to do? How to plan a narrative. What good looks like: appropriate form, language and structure. How to edit. How to proof read.	Students produce marks or symbols associated with familiar spoken words, actions, images or events relating to a story. Students are able to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy shapes and straight line writing patterns. Students select and use meaningful marks, letters, symbols and photographs to produce a story.	Students are able to identify the beginning, middle and end sections of a story. Students place pictures in the correct order to retell a story. Students display knowledge of how a narrative is arranged on the page, e.g. by writing or producing letter sequences going left to right and top to bottom. Students group letters and leaves spaces in their writing to form separate words. Students select and link symbols and one or two simple key words to correctly retell a story from memory	Students use simple words and phrases to communicate meaning related to a story. Students place the elements of a story in the correct order. Students add simple adjectives to writing to enhance detail. Students make contributions to class or group discussions when planning a story. Students clearly shape and correctly orientate letters. Students begin to show awareness of how full stops are used in their writing.	Students develop their ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops. Students build the simple profile of a character. Students build up a simple setting for a story. Students communicate meaning in their writing, using appropriate and interesting vocabulary. Students use descriptive words and phrases to impact the reader. Students use capital letters correctly.	Students use the main features of stories appropriately. Students sequence sentences, extend ideas logically and choose words for variety and interest. Students are beginning to structure their writing into paragraphs. Students correctly use the basic grammatical structure of sentences. Students use a range of punctuation and grammatical devices s: eg fronted adverbials, conjunctions, adverbs and prepositions to express time and cause.

		Students write or produce letter or symbol sequences moving from left to right and make accurate use of upper and lower case letters.		Students use question marks and exclamation marks correctly in dialogue. Students use a class word bank to check spelling and spell words consistently in their piece of descriptive writing. Students usually spell correctly, simple, monosyllabic words and where there are inaccuracies the alternative is phonetically plausible. Students write their ascenders and descenders clearly and consistently.	Students usually spell words accurately, including common, polysyllabic words. Students accurately use punctuation to mark sentences e.g. full stops, capital letters and question marks. Students begin to structure writing into paragraphs. Students write in a mainly joined up style joining letters correctly and legibly.
Writing How to plan for a narrative text. What good looks like: appropriate form, language and structure. How to edit. How to proof read.	➢ Talk for Writing ➢ Rewriting a story using 'box it up' structure ➢ Writing own story using 'box it up' structure ➢ Writing activities ➢ Vocabulary building ➢ Use adjectives / describing words ➢ Write own narrative ➢ Write instructions (e.g. how to make wormy spaghetti) ➢ Create storyboards ➢ Write similes and metaphors				
Online resources https://www.literacyshed.com/the-sports-shed.html					
Evidencing Work Photographic & video evidence Talk for writing worksheets Phonics worksheets Guiding reading records					