

Year 1 Literacy – Narrative Unit 4 – Stories about Fantasy Worlds ‘Class 3 All At Sea’.

Week 1: Familiarize children with stories from Fantasy genre

Read, compare and contrast a range of fantasy world settings from different text sources. Retell orally the main events. Discuss, sequence and order the pictures from the story.

Collect thoughts on what a pirate fantasy setting could contain. Identify objects found in the settings that make them different from the world around us. Using visual stimuli and small-world play create a small world model in the classroom of a pirate setting. Use an IWB to circle and annotate images with key vocabulary. Begin to build a word bank of describing words to use about our setting. Take photos of the small world we have made. Begin to build a word bank of things associated with different settings.



Find key words to label your small world and create a wordbank.



Week 2 Prediction of events and characterisation

Picture walk through the story 'Class Three All At Sea'. Identify what the pirates did in the story and record as shared writing activity with children participating with spellings. Independent writing -describe small world island.

Treasure box containing pirate objects, discuss names of objects and their uses, where did they come from? Who would use them? Read labels of items from the treasure chest- coin, ring, gold, silver, penny, ruby etc match to object/ make a list of things in the pirate chest.

Predict what the children think could happen if they were on a boat sailing into the pirate setting. What other characters might they meet? How would they feel? What would they do? Reading Activity: Yes /No statements to sort ,predicting what pirates will do to the children : The pirate will make me walk the plank- yes/no: The pirate will take me to the moon-yes/no.

Identify main character in 'Class Three All At Sea' (pirate – Rotten Teeth) and brainstorm words to describe appearance. Model drawing a picture of the main character and label as a diagram.

Discuss Rotten Teeth's behaviour and brainstorm words that describe his character. Hot seat 'Rotten Teeth' (teacher in role) children ask questions. Write simple sentences to describe main character's behaviour, i.e. mean, selfish, greedy, unkind, good, friendly, helpful.

Invent your own character to use in an independently written story. Discuss words which will describe appearance and behaviour.

Reenact an example of a scene from the story using children in role as characters. Involve whole class in making suggestions about how the characters should behave and what they should say. Orally compose an adventure narrative to tell the story of their play. Take digital photographs enable children to record their ideas.

Week 3 Understanding the Pattern of Problem and Resolution

Read 'Class Three All At Sea' and look for evidence of the 'class' reaction to the events in the narrative- frightened/ shocked/ sad etc Make facial expressions to express different emotions. Children hold freeze frame of facial expressions for different emotions. Teacher can photograph to build a word bank of words to describe different emotions.

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. Identify problems that occur. Role play problem- How would you feel if that happened to you?

Plan a whole- class narrative using role-play and oral storytelling during shared sessions. Think about the events that happen and how we can role play them and resolve the problems. Model writing the story that we have made up during the session.

Week 4 Extended story writing through the week.

Monday: Begin to make a class story board for the beginning of the story. They are on a class trip at sea. How would they feel? What would they see? Model how to write the opening of the story using the details from the story board. Children independently write opening to the story where they begin their class trip to sea and describe the setting. Edit and improve sentences by making them longer by adding 'and'.

Tuesday: Teacher to model writing next paragraph which introduces and describes main character of the pirate. Record chosen idea on storyboard. Children independently write next paragraph which introduces and describes main character of the pirate (using their own ideas.) Edit and improve sentences by using describing words.

Wednesday: Teacher to brainstorm and model how to begin middle section of story when the pirate boards their class boat. How would they feel? What would the pirate do to them? Value suggestions and choose one to draw on story board. 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.

Children independently write next paragraph which describes what happens when the pirates board the class boat. What do the pirates do to the children (using their own ideas)?

Thursday: Teacher to brainstorm how the class get the better of the pirates- record on story board. Teacher models how to write this section of the text. Children independently write next paragraph which describes how the class get the better of the pirates. Edit and improve sentences by using words to describe how they feel. Class Three All At Sea'

Friday: Write end of the story including how they find the pirate's treasure and how their day trip ends. Record ideas on a storyboard. Children independently write ending of story using their own ideas. Class Three All At Sea'

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.