

Narrative – Unit 3 **Adventure and mystery**

Page 48 Will-o'-the-wykes and bogles

Narrative objective: To analyse language use in a story.

Setting the homework: Explain that part of our enjoyment of a story is in the build-up and atmosphere as much as in the events themselves.

Differentiation: Less confident learners should focus on more basic points of literature study such as plot and character.

Back at school: Talk about definitions of the atmosphere created – anything in the 'spooky' or 'frightening' line will do. Discuss which words and phrases were highlighted. Debate what might happen next. The children can write the next scene.

Page 49 Pirates

Narrative objective: To discuss characters' feelings and relationships.

Setting the homework: Explain that both texts give us clues about the characters' feelings and relationships. Children should first study the basic character description, then look for evidence for the characters' feelings and relationships.

Differentiation: You may wish to ask less confident learners to omit the highlighting of adjectives exercise.

Back at school: Discuss the two characters. Long John's appearance is rough and forbidding, but at this point in the story he appears to be a kindly, cheerful person. Captain Hook comes across as a cruel man who dominates others by fear.

Page 50 Emil

Narrative objective: To discuss characters' feelings and behaviour.

Setting the homework: Explain to the children that this extract introduces us to Emil. In order to get enough information for a full character study we would have to find out what he does and how he changes throughout the story.

Back at school: Discuss the children's answers. The third question could be used as a basis for the children to write their own adventures for Emil.

Link to 100 Literacy Framework Lessons Y3: NU3, Phase 1, Day 2: characters.

Page 51 Character card

Narrative objective: To discuss characters' feelings and behaviour.

Setting the homework: Ask the children to use the template (enlarged to A3 if possible) to write about one of the main characters in a story that has been read and studied in class. Note that they will need to take the text home with them. If this is not possible, provide them with a written summary of the text and some notes and quotes – or get the children to do this in a lesson.

Differentiation: More confident learners should be encouraged to write more extensive portraits.

Back at school: Share ideas about the main characters.

Link to 100 Literacy Framework Lessons Y3: NU3, Phase 1, Day 2: characters.

Page 52 Layla's adventure

Narrative objective: To write a recount of an incident from a story in the form of a letter.

Setting the homework: Children will need to know the basic format of writing a letter before doing this activity. Explain that they will be writing in role, so will need to imagine the character's thoughts and feelings, and how they would explain these to a close friend. Remind them about using the first person.

Back at school: Children read their letters to a partner before feeding back to the class the similarities and differences between their letters.

Link to 100 Literacy Framework Lessons Y3: NU3, Phase 2, Days 3 to 5: recounting a character's feelings.
