

Phase ① Sequencing

Learning outcome

Children can sequence the main parts of a story.

Success criteria

I can sequence the main parts of a story.

Setting the context

Prior to this assessment, the children will need to have read, listened to and told stories. They should recognise that a story has different parts and have experience of sequencing them. Read aloud the story, 'Lost!' from the photocopiable page. Allow time for the children to discuss the story before introducing the interactive activity.

Assessment opportunity

Ask the children to work in pairs to complete the first screen of the interactive activity 'Sequencing'. The children must place the images in the sequence that they occurred in the story. Once the children are happy with their choices, print out each pair's results. In pairs, invite the children to take turns playing the roles of storyteller and listener. The storyteller should retell the story to their listener, using the printed screen of pictures from the interactive activity as a prompt. Afterwards, let pairs progress to the second screen of the activity to assess if they can sequence a written version of the story.

Assessment evidence

At level 1, the children should understand the main sequence of the story and cope with the first screen of the interactive activity. When retelling the story to their partner, they will sometimes need to return to an earlier section having overlooked important details. At levels 2-3, the children will sequence events more confidently and may identify and correct an error in their picture sequencing when retelling the story. This activity will provide evidence towards Reading AF2.

Next steps

Support: If the children find the interactive sequencing difficult, reduce the task so that the children are just looking for the beginning and ending of the story. Once these have been determined, they can then add the remaining story sections. If children struggle with oral storytelling, let partners help each other out.

Extension: Print a copy of the second screen from the interactive activity so that children can do their own checking as they compare it with their picture sequence. Challenge them to add an event to each page.

Key aspects of learning

Problem solving: Children will respond to a task using trial and error and consider a range of possible solutions.

Phase ① Storytelling

Learning outcome

Children can plan and sequence pictorially a story.

Success criteria

I can plan a story in pictures.

Setting the context

The children will need to have completed the previous activity and sequenced a story. Display an enlarged copy of the photocopiable page 'Picture plan'. Retell, in your own words, key events from the story 'Lost!' using the four images as a prompt. Explain to the children that they are going to create a new story featuring Carl. Discuss some familiar settings where this new story could take place, such as a school, a supermarket, a park or the beach.