

NARRATIVE

UNIT 1 Stories with familiar settings

Speak and listen for range of purposes on paper and on screen

Strand 1 Speaking

- Tell stories and incidents from their own experience in an audible voice.
- Retell stories, ordering events using story language.

Strand 2 Listening and responding

- Listen with sustained concentration, building new stores of words in different contexts.

Strand 4 Drama

- Explore familiar themes and characters through improvisation and role play.

Read for a range of purposes on paper and on screen

Strand 5 Word recognition: decoding (reading) and encoding (spelling)

- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.

Strand 6 Word structure and spelling

- Spell new words using phonics as the prime approach.
- Segment sounds into their constituent phonemes in order to spell them.
- Recognise and use alternative ways of spelling the graphemes already taught.

Strand 7 Understanding and interpreting texts

- Identify the main events and characters in stories, and find specific information in simple texts.
- Use syntax and context when reading for meaning.

Strand 8 Engaging and responding to texts

- Select books for personal reading and give reasons for choices.
- Visualise and comment on events, characters and ideas, making imaginative links to own experiences.

Write for a range of purposes on paper and on screen

Strand 9 Creating and shaping texts

- Independently choose what to write about, plan and follow it through.
- Use key features of narrative in their own writing.
- Create short simple texts on paper and on screen which combine words with images (and sounds).

Strand 10 Text structure and organisation

- Write chronological and non-chronological texts using simple structures.

Strand 11 Sentence structure and punctuation

- Compose and write simple sentences independently to communicate meaning.

Progression in narrative

In this year children are moving towards:

- Listening to and reading a range of stories on page and screen which provoke different responses; identifying the beginning, middle and end in stories and recalling the main events; recognising main characters and settings using evidence from illustration and text.
- Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways; using patterns and language from familiar stories in own writing.