

Narrative – Unit 4 **Stories about fantasy worlds**

Page 65 Slime World

Narrative objective: To identify objects found in settings that make them different from the world around us.

Setting the homework: Tell the children to explain to their helpers that the homework activity is about talking together in order to explore the detail in the picture, and how it differs from their own world.

Back at school: Organise the children to work in groups of four to discuss and agree on a fantasy setting they create through a collaborative painting.

Link to 100 Literacy Framework Lessons Y1: NU4, Phase 1: work on objects that identify a setting.

Page 66 Book covers

Narrative objective: To explore fantasy settings, make predictions and express preferences.

Setting the homework: Explain to the children that it is important they should be able to talk about books, to be able to predict what a book might be about and to explain why they may prefer one book rather than another. Tell them they should talk to their helpers about what they think the books shown on the homework sheet might be about and whether or not they would like to read them.

Differentiation: Some children will need greater support from their helper when producing explanations and reasons for their preferences.

Back at school: In a whole-class shared reading lesson, show the children two different book covers. Elicit a discussion that will allow the children to practise their skills in speaking about story predictions and preferences.

Link to 100 Literacy Framework Lessons Y1: NU4, Phase 1: predicting events in a narrative.

Page 67 What sort of story?

Narrative objective: To explore fantasy settings, make predictions and express preferences.

Setting the homework: Ask the children what 'blurbs' on books do and explain that their homework involves reading 'blurbs'. Tell the children that they will be expected to report back to the class on the discussions they have with their helpers about what sort of stories they think the books will be about.

Differentiation: Children who are less confident with books will require increased support from their helper in the form of more questioning and prompting.

Back at school: Organise children into groups so that they can share their opinions about what the books might be about. Follow this up by trying the activity in a whole-class shared reading session with some books from your classroom library.

Link to 100 Literacy Framework Lessons Y1: NU4, Phase 1: predicting events in a narrative.

Page 68 Tell your fantasy story

Narrative objective: To orally compose an adventure narrative.

Setting the homework: Tell the children that the pictures on the homework sheet are to give them ideas and help them make predictions about what might happen. They should choose the pictures that they find most interesting and use them to create an adventure story that they can tell orally.

Differentiation: All children will need to engage in discussion with their helper, who should support them by helping them to talk about what might happen.

Back at school: Provide a role-play area where the children can re-enact their own stories.

Link to 100 Literacy Framework Lessons Y1: NU4, Phase 2: telling an adventure narrative.
