

Year 2 Narrative Unit 2 – Traditional stories

Traditional stories (4 weeks)

This is the second of four narrative units in Year 2. The unit has two alternative outcomes. Children can work towards their own written version of a traditional narrative, or create a digital text combining words, images and sounds using presentation software. The unit can be linked to many other curriculum subjects or themes.

Phase 1

Read and compare alternative versions of traditional stories. Discuss opposing characters from the narrative. Discuss and compose dialogue for different characters.

Phase 2

Discuss how characters behave if their roles in a narrative are exchanged. Plan an alternative traditional story. Write a short alternative traditional story using connectives to indicate time and tension.

Phase 3

Discuss how words, sounds and images can convey different information to a reader. Demonstrate how images and sounds can tell a reader a different version of a story. Children create their own digital story, adding dialogue and images to a written narrative.

Overview

- (Reading and response): Read several traditional stories with examples of predictable and patterned language. Children join in and recite familiar words and phrases. Identify examples of formal story language.
- Children prepare and retell familiar stories using appropriate voice for different characters and incorporating some formal story language. Encourage them to sustain the account whilst keeping the listener's interest.
- (Analysis): Compare the themes, settings and characters in several stories. Locate key descriptive words and phrases. Identify sequence of events and compare the plots of different stories. Predict incidents and endings based on experience of traditional tales. Use improvisation and role-play to explore alternatives.
- (Speaking and listening): Watch presentation (live performance/video) of traditional tale(s) from another culture. Discuss how mood and atmosphere were created. Describe characters orally and in writing.
- (Writing): Using a familiar setting from a traditional tale, demonstrate how to structure a new sequence of events and use this as a story plan. Children write own short stories in the style of a traditional tale. Include elements from reading, for example formal story language, typical dialogue. Use past tense consistently and temporal connectives to introduce the different parts of the story.

1998 Framework objectives covered:

Year 2, Term 2: T3 compare story themes; T4 predict story endings/incidents; T5 discuss and compare story settings; T6 identify and describe characters; T7 prepare and retell stories; T13 use story settings from reading; T14 write character profiles.

Objectives

To ensure effective planning of literacy teachers need to ensure they plan for all elements of literacy effectively across the year ensuring that assessment for learning is used to plan and amend teaching. It is essential that core skills such as phonic strategies, spelling, and handwriting are incorporated into these exemplar units to ensure effective learning.

Most children learn to:

(The following list comprises only the strands, numbered 1 through 12, that are relevant to this particular unit. Where there are relevant Steps in Learning for an objective, a link has been included.)

1. Speaking

- Tell real and imagined stories using the conventions of familiar story language

2. Listening and responding

- Respond to presentations by describing characters, repeating some highlights and commenting constructively

4. Drama

- Present part of traditional stories, their own stories or work from different parts of the curriculum for members of their own class

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

- Read independently and with increasing fluency longer and less familiar texts
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
- Know how to tackle unfamiliar words that are not completely decodable
- Read and spell less common alternative graphemes including trigraphs
- Read high and medium frequency words independently and automatically

6. Word structure and spelling

- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
- Read and spell less common alternative graphemes including trigraphs

7. Understanding and interpreting texts

- Draw together ideas and information from across a whole text, using simple signposts in the text

- Give some reasons why things happen and or characters change

9. Creating and shaping texts

- Draw on knowledge and experience of texts in deciding and planning what and how to write
- Select from different presentational features to suit particular writing purposes on paper and on screen

10. Text structure and organisation

- [Use planning to establish clear sections for writing](#)

11. Sentence structure and punctuation

- [Write simple and compound sentences and begin to use subordination in relation to time and reason](#)

12. Presentation

- Word process short narrative and non-narrative texts

Prior learning

Check that children can already:

- Recognise speech punctuation.
- Be familiar with the use of time connectives.
- Write in complete sentences with capital letters and full stops.
- Navigate an on-screen text with some confidence.

Teaching sequence overview

This teaching sequence is based on files from the multimodal writing kit *Little Red Riding Hood*, which includes:

- a written story: *The True Story of Little Red Riding Hood*
- a multimodal version of The True Story of Little Red Riding Hood
- an alternative multimodal story, *Little Red Riding Hood and the Vegetarian Wolf*, presented as screens with words only that can be matched to images from *The True Story of Little Red Riding Hood* or can have classroom-generated images inserted
- IWB files 'Little Red Riding Hood character' and 'Little Red Riding Hood veg wolf'
- photograph files.

The two stories, *The True Story of Little Red Riding Hood* and *Little Red Riding Hood and the Vegetarian Wolf*, reverse the roles of the main characters in order to subvert the traditional tale and create an alternative version. Whereas in the traditional story of *Little Red Riding Hood* the main character is portrayed as sweet and innocent and the Wolf as mean, hungry and scheming, in these versions the roles are changed so that *Little Red Riding Hood* becomes devious and the Wolf is kind and polite.

The kit suggests ways of writing stories and composing multimodal texts on the computer, combining still images, sound effects and printed words.

Multimodal texts combine elements of:

- gesture or movement

- images (moving and still)
- sound (spoken words, sound effects and music)
- writing

When composing multimodal texts, children need to be clear about:

- what the words contribute to communicating meaning
- what the images contribute
- what the sound effects or spoken words contribute.

The text is used as a basis for discussing the roles of sound, image, gesture and written text in creating a narrative. It is adapted by using the template or by removing elements of the original presentation. Innovation includes creating a new story based on another traditional tale. A traditional story has been chosen because it is likely to be familiar to the children, so they concentrate on how they tell the story rather than what the story contains.

The audience for the story could be Year 1 or Foundation Stage children in school. The narratives could be stored on the school network for future access by staff and children. The outcome could be a written extended narrative based on an alternative version of a traditional story (phases 1 and 2) or a multimodal extended narrative based on a traditional story (phases 1, 2 and 3).

Phases 1 and 2 make up a 2-week teaching sequence. If you wish, you can follow all three phases as a 3-week or 4-week sequence. Note: Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group. For further advice see the progression strands and hyperlinks to useful sources of practical support.

Teaching sequence phase 1

Reading, capturing ideas, immersion in the text-type (7 days)

Teaching content:

- Shared reading: Compare and contrast a traditional and alternative version of a traditional tale or fairy story. There is usually a 'good' central character and a villain.
- Discuss with children the roles of the characters, and ask: What are the 'good' central characters like? What are 'villains' like? What do they do? What do they say? Is this the same in other stories we have read? Create a class chart of ideas collected. Save the chart to use later for shared writing.
- Independent group work: Working in pairs, one child describes what the central character is like, based on the shared text and the child's own experience. The other child describes what the 'villain' is like. Remind children that they need to use evidence from the text to convince their partner how good or bad their characters really are.
- Follow these discussions by using a drama technique such as hotseating. Add children's further ideas to the whole-class chart under the categories What the character says, What the character does.
- Shared writing: Bring up the plain text version of The True Story of Little Red Riding Hood on an IWB. Use the IWB tools to highlight the dialogue. Use the saved chart from earlier sessions to model creating new dialogue. During discussion, children might work with a partner to try out some different examples for themselves, then draft them onto mini-whiteboards. Selected examples can then be included in the whole-class text.
- Independent work: Children work in four groups. One group works on Little Red Riding Hood's dialogue, another on the Wolf's dialogue, the third on Granny's dialogue and the fourth on the Woodcutter's. The work can be differentiated by the amount of dialogue for each character (Little Red Riding Hood has the most, Granny and the Wolf have about the same and the Woodcutter has the least).
- Shared writing: Bring up the plain text version of The True Story of Little Red Riding Hood on the IWB. Use the IWB tools to highlight time connectives such as eventually, meanwhile, just as, then and when. Building on previous work on connectives, discuss alternative words or phrases that can be used to add more tension to the story. Model replacing some expressions.

- Independent work: In groups or pairs and using word banks of connectives, children take part of the story and replace the connectives with an emphasis on creating tension.

Learning outcomes:

- Children can express ideas about a character using evidence from the text to justify their opinion.
- Children understand that connectives can be used to link ideas and create tension in a narrative.

Teaching sequence phase 2

Planning, writing and re-drafting (7-8 days)

Teaching content:

- Shared reading: Return to one of the traditional stories used earlier and use the 'villain' as a model of how characteristics can be reversed. Using the saved chart of characteristics, discuss how the class can alter what the characters say and do in their reversed roles.
- Independent work: Children change the characteristics of the 'good' character either by drawing and adding speech bubbles or by working in role.
- Shared writing: Using the IWB, model story-boarding by drawing four key episodes from the story (one from the beginning, two from the middle and one from the ending). Taking the characters from shared reading, emphasise how facial expression, posture and gesture indicate what they are like, for example frowning or hands-on-hips showing anger, drooped body posture showing unhappiness. Remind the class that the characters have reversed roles from the original traditional tale.
- Independent work: In pairs, children repeat work from the shared session, independently creating their own story boards to represent their view of the story.
- Shared writing: Use the class story board to model how to develop a written story from the separate episodes depicted. Emphasise the creation of character.
- Independent work: Using their story boards, children write their own stories.
- Shared writing: Building on work on connectives, model using time connectives to create tension in the narrative. Ask children to identify in their own stories connectives that can be replaced to make the story better.
- Independent work: Children concentrate on replacing connectives to improve their stories.
- Share stories to evaluate and reflect on character depiction and creating tension in a story.
- This is the end of the teaching sequence for the writing-only outcome.

Learning outcome:

- Children can write a simple traditional story using a range of connectives to link ideas and build tension for the reader.

Teaching sequence phase 3

Leading to a multimodal text outcome (5-6 days)

Teaching content:

- Shared reading: Read The True Story of Little Red Riding Hood from the presentation, where the humour of the narrative is enhanced by the way in which the images and the words interact. Building on previous sessions, discuss how the characters are depicted. Model finding evidence about the characters from the

words, images or sounds. Use the IWB file 'Character comparison chart' to record their ideas. Keep this chart for shared writing.

- Shared reading: Bring up the plain text version of *The True Story of Little Red Riding Hood* on the IWB. Model identifying how the author shows what the characters are like, building on the work about what characters do and say. Record your findings on the comparison chart.
- Bring up the multimodal version of *The True Story of Little Red Riding Hood*. Discuss how the sound files, when they are compared to the written text on screen, tell the reader that Little Red Riding Hood is selfish and the Wolf is thoughtful. Repeat the process for the visual text where the images contradict the words on screen. Record the findings on the comparison chart.
- Shared writing: Bring up the presentation template for Little Red Riding Hood and the Vegetarian Wolf, which has only words on the screens. Explain that the class will be making a story like *The True Story of Little Red Riding Hood* where the words and pictures contradict each other. Select the third screen ('This is the Big Bad Wolf') to model how the images can be made to show a vegetarian wolf. Using the IWB file 'Little Red Riding Hood veg wolf', discuss what kinds of thing a vegetarian wolf would say and do. Add notes to the image of the wolf in preparation for adding sound and completing the whole story in the following sessions.
- Independent work: Select screen 2 of the presentation 'This is Little Red Riding Hood' for children to decide what their new Little Red Riding Hood is like. In pairs or groups children discuss, draw and make notes about their alternative Little Red Riding Hood. Remind them to use the list of characteristics of a bad character to support their choices. The list could be left on the IWB during this independent session.
- Shared reading to writing: Read the whole of the presentation Little Red Riding Hood and the Vegetarian Wolf with children. Using the IWB file 'Little Red Riding Hood veg wolf', and building on the wolf image from the shared work in the previous session, select screens 5 and 6 ('Wilfred Wolf was on the prowl' and 'He was looking for something to eat') to model making decisions about sounds and images that will make the Wolf look kind and friendly. For example, as he is vegetarian he might be making a shopping list of vegetables. Sketch in images for the screens.
- Independent work: In pairs or groups, children decide what sounds can be added to help present the Wolf as friendly and harmless. In feedback, discuss, select and add one of the ideas to the class plan. Children continue for the following screens, drawing and making notes about sound.
- Shared writing: Continue making the multimodal story. Children draw images, or use freeze-framing to act out the images and then take photographs. Emphasise how gesture shows what characters are like. Model adding visual images to the presentation text. Once the images are in place, discuss what the characters are saying or thinking. Model recording sound text and adding it to the presentation. Model making changes so that written, sound and image text work together to show the reader an alternative version of the traditional narrative. Review shared narrative against the original criteria for characters' role reversal. Discuss and evaluate how the sound, image and written text work together.
- Independent work: This will follow the flow of the shared sessions. In pairs or groups, children discuss and then note on their whiteboards or paper plans what each character thinks or says. They take photographs or draw images, import images, record their sound text and add it to the presentation and then complete and evaluate their own texts.

Learning outcomes:

- Children understand that words, images and sounds can convey different elements of a narrative for a reader.
- Children can write a traditional narrative using words, sounds and images to convey information about the main characters.

Complete teaching sequence

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Learning outcomes:

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- Children can write a traditional narrative using words, sounds and images to convey information about the main characters.

Assessment

Assessing Pupils' Progress

In this exemplified unit we have identified the 'main' assessment focuses for reading and writing. However, it is important to remember that teachers should interpret and adapt the teaching sequence to meet the needs of particular classes and this may affect the types of evidence which it is desirable and possible to gather.

In order for a judgement to be made against writing assessment focuses 1 and 2 it is important that children are given space and time to develop their own ideas and define their own purposes for writing. Opportunities to plan for this will arise throughout the literacy curriculum as well as through the application of skills across the curriculum.

The suggested outcome for this unit is a traditional tale, either in a written version, or created electronically as a multimodal text using text, sound and images. It is important to be aware that with good teaching, many children will be able to go beyond this, and to encourage this where possible.

The teaching of this unit should particularly support the collection of evidence against **Reading assessment focuses 1** (*Use a range of strategies, including accurate decoding of text, to read for meaning*), **2** (*understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text*) and **6** (*identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader*) and also **Writing Assessment Focuses 3** (*organise and present whole texts effectively, sequencing and structuring information, ideas and events*), **5** (*vary sentences for clarity, purpose and effect*) and **6** (*write with technical accuracy of syntax in phrases, clauses and sentences*).

It is important to remember to link this work for the children with the learning they do during discrete phonics or spelling sessions, and encourage them to apply their knowledge when reading and writing.

Evidence against a variety of assessment focuses will be collected at many points during the teaching sequence. Independence and opportunities to make decisions are integral to children's development in reading and writing, and it will be important to collect evidence of achievement against the assessment focuses from occasions where children can demonstrate some independence and choice away from direct teaching.

Suggestions for the collection of assessment information against a range of assessment focuses are found below.

Opportunities for assessment

The following are examples selected from the teaching content for this unit of work that will support planning for effective assessment as an integrated part of the teaching and learning process. Evidence gathered during this ongoing work will contribute to the periodic assessment of pupils' progress.

Learning outcomes	Example of teaching content and assessment opportunities	Evidence	Approach to assessment
Children can express ideas about a character using evidence from the text to justify their opinion. (Building on Y1 Narrative unit 3)	The children and the teacher have read a traditional tale and reminded themselves of others they know. They have discussed the roles of 'goodies and baddies' in the stories and identified who these are in the story they are focusing on. Using the IWB or a blown-up text, the teacher asks children to identify and highlight parts of the text which give evidence for the goodness or badness of the character. Using this information and working in pairs, the children describe to one another what either the good person or the villain is like, drawing on the evidence. Some pairs could go on to role-play a conversation between the two, providing dialogue that illustrates their character.	Teacher observation, children's identification of evidence in the text.	Teacher observation, peer and self-assessment

Learning outcomes	Example of teaching content and assessment opportunities	Evidence	Approach to assessment
<p>Children can write a simple traditional story using a range of connectives to link ideas and build tension for the reader.</p>	<p>Children are planning their own version of a traditional tale they know well, reversing the stereotypes of the two main characters. Shared writing is used to focus children's attention on the way they can create sentences for effect during the next stage of writing.</p> <p>The teacher models drafting the first few lines in the style of the original story. Simple sentences are drafted and read aloud, modelling consistency of tense and person (Cinderella was...She shouted...She was nasty to her...)</p> <p>The teacher edits the drafted text to combine two sentences, creating a compound sentence using and, or or but.</p> <p>Example</p> <p>Cinderella</p> <p>Cinderella was a selfish girl. She shouted a lot. She was nasty to her stepsisters.</p> <p>Cinderella was a selfish girl. She shouted a lot and was nasty to her stepsisters.</p> <p>The new sentence is read aloud and the effect compared with the original, shorter sentences, checking that tense (past) and person (third) are still maintained.</p> <p>This process is repeated and the children contribute their own suggestions for compound sentences, first using two simple sentences drafted by the teacher and then without prompting.</p> <p>Cinderella was going to the ball. Her stepsisters were not allowed to go.</p> <p>Cinderella was going to the ball but her stepsisters were not allowed to go.</p> <p>'Shall I wear the silver dress? Shall I wear the gold one?' she asked her fairy godmother.</p> <p>'Shall I wear the silver dress or shall I wear the gold one?' she asked her fairy godmother.</p> <p>In guided and supported writing, children continue their own version of the traditional tale, writing both simple and compound sentences.</p>	<p>Children's writing or electronic text, teacher observation</p>	<p>Marking, teacher observation</p>
<p>Children understand that words, images and sounds can convey different elements of a narrative for a reader.</p>	<p>Using an alternative version of a traditional tale, children freeze-frame key moments in the story and take photographs. In their freeze-frame, they play 'speech bubble, thought bubble', first saying what their character might actually say, then what he or she is actually thinking. For example:</p> <p>Little Red Riding Hood: (Says) I'm on my way to visit my poor old granny. (Thinks) Boring! I'd rather be playing on my computer!</p>	<p>Children's photos and writing.</p> <p>Teacher observation of group work.</p>	<p>Teacher observation, marking, peer and self-assessment.</p>

Learning outcomes	Example of teaching content and assessment opportunities	Evidence	Approach to assessment
	Using sticky note, children first add narrative to the scene (So little Red Riding Hood set out through the forest. Soon she met a woodcutter, who asked her where she was going.) and then attach speech bubbles and/or thought bubbles to their pictures. They can then use these when creating an electronic version of the story.		

Key aspects of learning

For further information, see the booklet *Progression in key aspects of learning* (Ref: 0524-2004) from [Learning and teaching in the primary years: Professional development resources](#) (Ref: 0518-2004G).

Problem solving

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

Creative thinking

Children will generate imaginative ideas to make connections and see relationships between different modes of communication. Children will experiment with different modes of communication to respond to different points of view.

Evaluation

Children will discuss success criteria for their written and oral work, give feedback to others and judge the effectiveness of their own writing and speaking.

Social skills

When working collaboratively children will learn about listening to and respecting other people's ideas and taking on different roles within a group.

Communication

Children will recognise communication in different modes. They will work collaboratively to discuss, plan and create a traditional tale.

