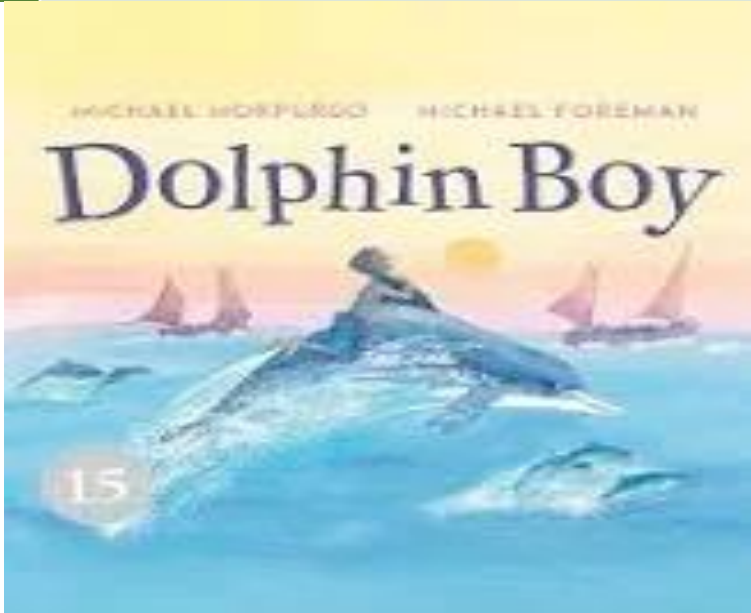




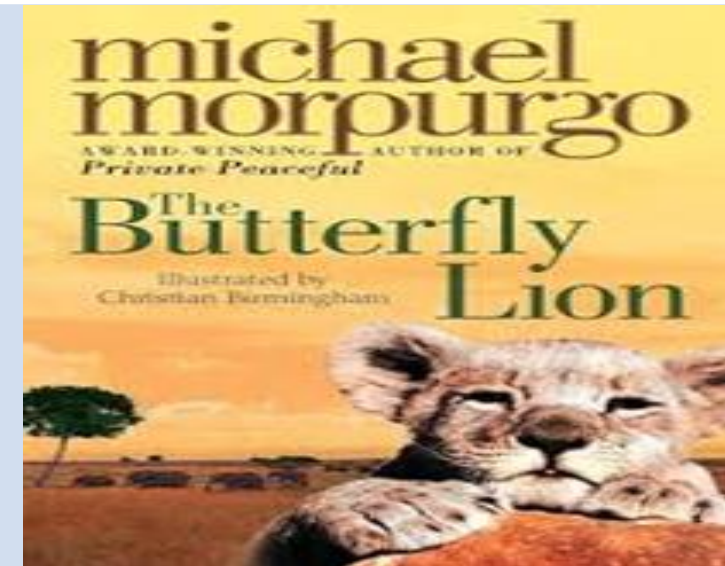
Narrative Texts/ Stories

We Will Be Exploring Across KS1 For Book Month 2025



Year 2 will also be exploring the writing of **Michael Morpurgo's Book: 'Butterfly Lion'** a touching adventure story about the bond between the main character and an orphaned white lion cub . The book is set initially on the continent of Africa as well as in the UK. Pupils to research facts about the author and find out more facts about white Lions and how they are cared for and treated today to gain a fuller understanding of the context of the story

Year 1 will be exploring the writing of **Michael Morpurgo's Book: 'Dolphin Boy.'** This is an adventure story in picture book format. It explores the bond between the main character and a dolphin that became beached on the coast of his village. It is believed that the book is set in one of the UK's many coastal villages (perhaps Cornwall). Pupils may research facts about the author as well as about Cornwall with their parents at home to gain a fuller understanding of the context in which the book is set.





Narrative Texts/ Stories

Our Writing Programme of Work for Book Month 2025

During **Week 1** of our **Narrative Writing Programme of Work** ...the first 1-3 days will be spent on:

- ✓ **READING THE BOOK** ...giving quality time to this/getting the children immersed-displaying the pages using your visualizer on the IWB where relevant -to highlight particular words, phrases, features, pictures and the range of sentences used by the author....for further discussion and class analysis
- ✓ While reading the story with the children use the **Metacognition Questions to further analyse and unpick the plot (the actions and events taking place in the story)** and further deepen the children's understanding of the book by asking the:
 - WHO?, WHAT?, WHEN?,
 - WHERE? , WHY?, HOW?,
 - EXPLAIN WHY YOU THINK... WHAT DO YOU WONDER MIGHT HAPPEN NEXT? WHAT HAVE YOU NOTICED ABOUT.....
 - WHAT DOES THE PICTURE/MAIN CHARACTER TELL US?
- ✓ At all times **explore and discuss the vocabulary encountered in your class' book** as you are reading along, to aid pupils' gaining a deeper understanding of the text's context and themes.





Exploring Narratives/ Stories

Our Writing Programme of Work –Week 1



During **days 4-5 of Week 1** of our **Narrative Writing Programme of Work** or when you as the CT feel that your children are ready for this next step (sooner/later during the week)... **further explore:**

- ✓ The author's **Use of Vocabulary listing interesting, exciting and unfamiliar words and phrases** for the children to discuss with you, facilitating them gaining a deeper understanding of the story through the daily discussion- always engaging their prior knowledge and experiences. Let them make sentences with words and phrases chosen from the text in their comprehension books to consolidate the learning of new vocabulary.
- ✓ Discussing **how the author has structured the story** and make deliberate links to aspects of the **Story Mountain (relevant to your year group and the stage of the story that you have covered)** to introduce the **Main Features of story's structure** as you progress through the reading of the story to the end.
- ✓ **Have the children identify** (using context clues and facts in the story which you have been explaining) **the parts of a story** as you progress along, have them tell you where the **OPENING** and **BUILD UP** etc. are in the story they are reading from clues **you point out** or they find themselves.
- ✓ **Compose a set of comprehension questions covering literal, inferential and higher level thinking** based on the story for the children to complete in their comprehension books **by the end of the first week.**

A great tool for helping children structure their story writing.





Exploring Narratives/ Stories



Our Writing Programme of Work –Weeks 2-3

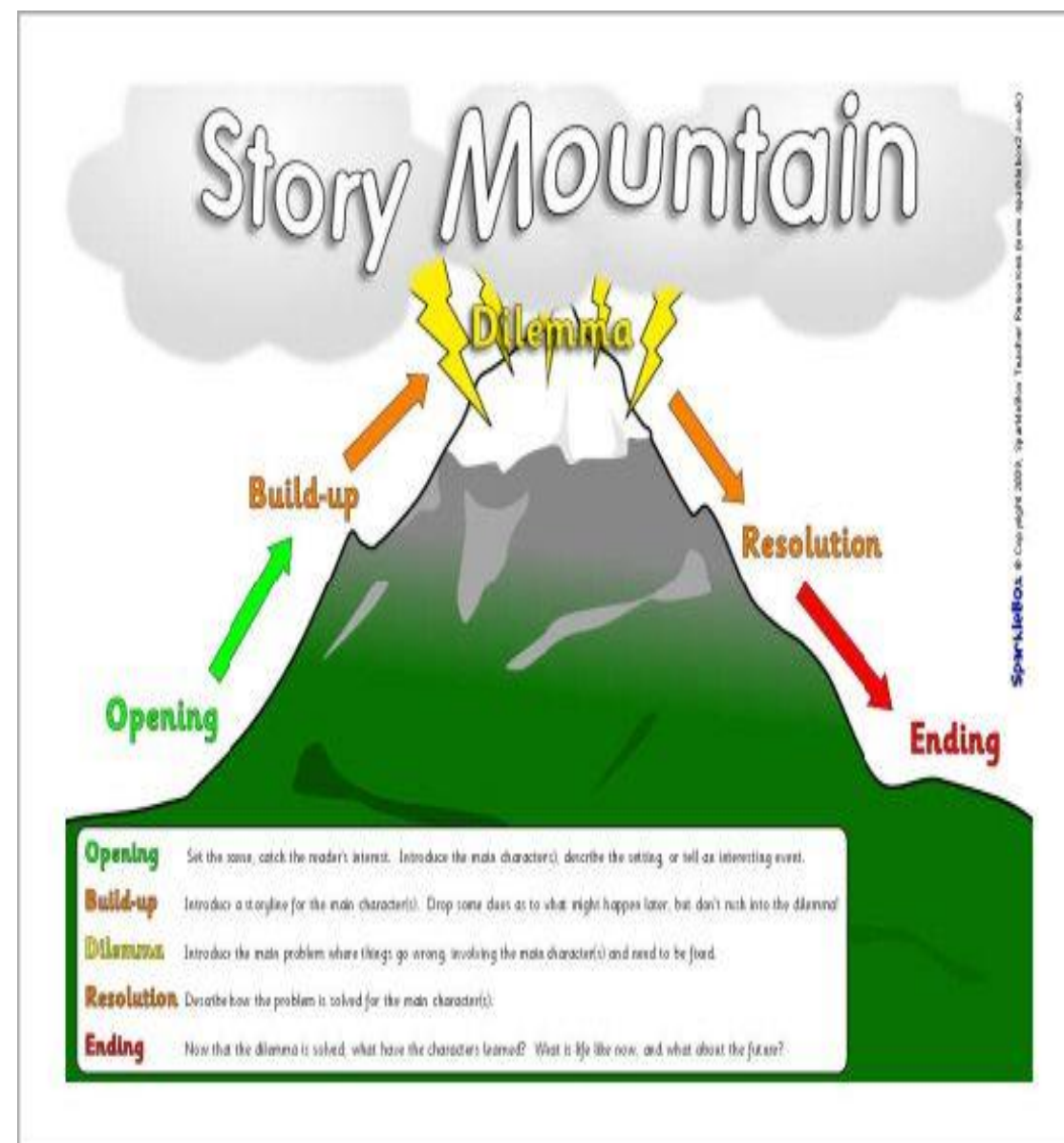
During **Week 2** of our **Narrative Writing Programme of Work** or when you as the CT feel that your children are ready for this next step ...

Begin to draft your own openings... then build up:

- ✓ **CTs/Staff to first model** how an **alternative opening** to the story could be written with the children's input
- ✓ **Let the children have a go** drafting their own **alternative opening, once you have explored and modelled examples of alternatives (1-2) with them in groups or as a class** in the author's style or the children's own imaginative style

For example the alternative opening could begin with:

- ❖ **The use of wonderful descriptive language using fronted adverbial words and phrases, adjectives, adverbs and similes, about the setting-** how it looks, feels, smells, sounds
- ❖ **Explore together a detailed description of the main character(s)** – how they ...look, clothes, actions, mood
- ❖ **Asking the reader a question which pulls their interest in your opening** eg. Have you ever wondered along a deserted beach....? **or** Have you ever walked along a leafy path in a strange jungle...?
- ❖ **Describing weather events in the setting...** e.g.. A thunder storm suddenly erupted and heavy rain fell from the dark and cloudy sky...
- ❖ **Using a dramatic exclamation** e.g.. Help! A sudden cry was heard coming from the deep dark woods...





Exploring Narratives/ Stories

Our Writing Programme of Work –Week 3

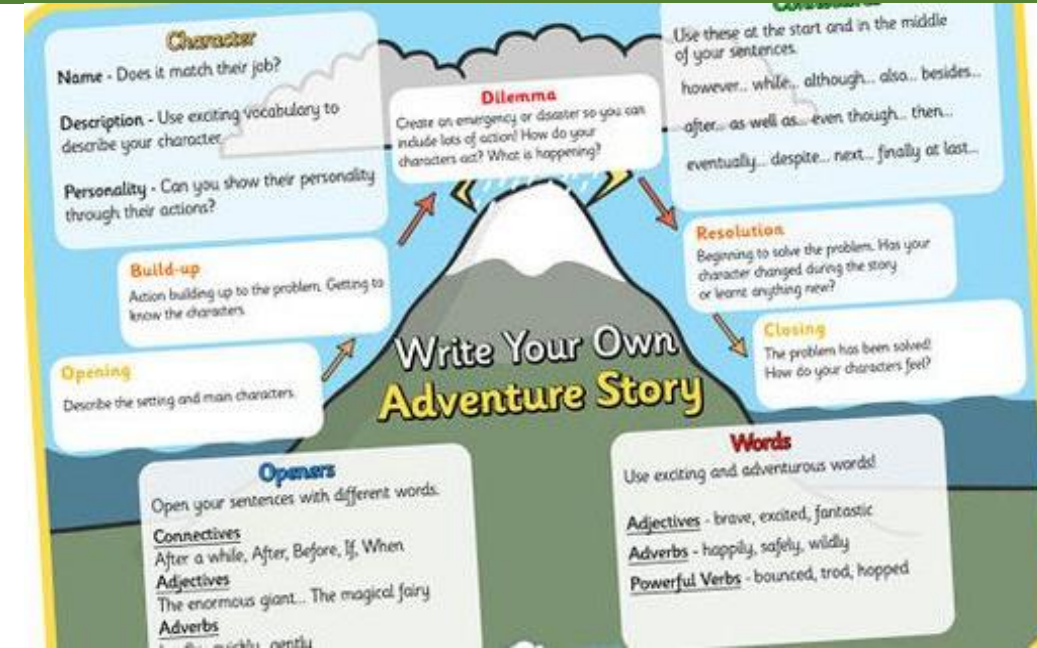


During **Weeks 3** of our **Narrative Writing Programme of Work** or when you as the CT feel that your children are ready for this next step ... **continue from the BUILD UP to the DILEMMA and onward....please work at your class' pace as you progress:**

- ✓ **CTs/Staff to model how to draft build up and dilemma to the new story** being written with the children's input
- ✓ **Let the children have a go** drafting their own **build up and dilemma once you (CT/Staff) have explored and modelled examples with them in groups or as a class** in the author's style or the class'/children's own imaginative style.

For the Build Up and Dilemma CTS and Staff to Model... demonstrating for pupils as they progress at the class' pace:

- ❖ **The use of simple or more ambitious fronted adverbial words and phrases, adjectives, adverbs, similes and details that will logically move the children's/class' story on... linking the new paragraph(s) to the opening paragraph (s) written on the setting and main characters already**
- ❖ **CT/Staff are to work at the pace and rate of the class** ensuring the children are secure and supported with sentence starters and key vocabulary lists (review and redraft as much as is needed) before moving on.
- ❖ **Expectations: Yr. 1- Produce a good Opening & Build-up**
- ❖ **Yr2. Opening, Build UP & Problem....More Able may go further**





How The Story Ends Is Down To You and your class' creativity?

Circular Ending

The story circles back to the beginning. Sometimes an author will end with the same idea or similar or exact words as the beginning of the story.

Surprise Ending

The story takes you where you didn't expect it to go. Sometimes this ending is called a twist ending because the story takes an exciting turn.

Lesson or Moral Ending

The main character in the story grows, changes, or learns something at the end of the story.

Warm Fuzzy / Capturing Emotion Ending

The story ends leaving you feeling emotional or good inside. A good writer tugs at the heart strings to make the reader feel something.

Reflection Ending

The narrator of the story steps back and reflects on what just happened. He or she often looks back on an experience and determines the importance of that experience, what was learned, etc.

Cliffhanger Ending

The story ends by leaving the reader hanging or wanting more. Writers use this strategy to tease readers or excite them into reading more (the next chapter or the next book in a series).

Question Ending

The story ends with a question to keep the reader thinking. The question usually involves the reader, and writers use this strategy to make their writing memorable.

Image Ending

The story ends with an important scene that the writer shows the reader through vivid details. By showing and not telling, the writer touches the reader's emotions and conveys a mood.

Funny Thought / Humor Ending

The story ends with a funny thought or something that makes the reader laugh. This helps to make the ending more memorable to the reader.

Dialogue Ending

The story ends with an important conversation or quote. By ending with a quote, the writer captivates the audience by making the characters more realistic and revealing their personalities.



Please Also Take Some Time This Month To Explore The Bible With Your Class



Books of the Old Testament

Books of Law

- Genesis
- Exodus
- Leviticus
- Numbers
- Deuteronomy

Books of History

- Joshua
- Judges
- Ruth
- 1 Samuel
- 2 Samuel
- 1 Kings
- 2 Kings
- 1 Chronicles
- 2 Chronicles
- Ezra
- Nehemiah
- Esther

Books of poetry

- Job
- Psalms
- Proverbs
- Ecclesiastes
- Song of Songs

Books of Major Prophets

- Isaiah
- Jeremiah
- Lamentations
- Ezekiel
- Daniel

Books of Minor Prophets

- Hosea
- Joel
- Amos
- Obadiah
- Jonah
- Micah
- Nahum
- Habakkuk
- Zephaniah
- Haggai
- Zechariah
- Malachi

WORD-FOR-WORD

Formal Equivalence

MEANING-FOR-MEANING

Closest Natural Equivalence

THOUGHT-FOR-THOUGHT

Functional Equivalence

PARAPHRASE

Retelling

NASB

ESV

KJV

NKJV

TRB

GW

CSB

NIV

NLT

NIRV

MSG

CEV

CSB Christian Standard Bible

CEV Contemporary English Version

ESV English Standard Version

GW GOD'S WORD Translation

KJV King James Version

MSG The Message

NASB New American Standard Bible

NIRV New International Reader's Version

NIV New International Version

NKJV New King James Version

NLT New Living Translation

TRB The Readable Bible

Which Is The Best Selling Book Of All Time?

The Bible is widely recognized as the best-selling book of all time. Estimates from reliable sources like Guinness World Records and multiple web publications suggest that over 5 billion copies have been sold or distributed.

Sales of Bibles Are Booming, Fueled by First-Time Buyers and New Versions



The bible

- A. No. 1 best selling book in the world
- B. To study it is the noblest of all pursuits
- C. To understand it is the highest of all goals.
- D. To apply it is the biggest of all achievements.

- Name the first 10 books of the Old Testament
- Name the first 10 books of the New Testament
- Which books are called the books of Law?
- How many books are in the Bible? Is this the same for all versions of the Bible?
- Why not?

BIBLE FACTS

Longest name: Mahershalalhashbaz (Isaiah 8:1)

Longest verse: Esther 8:9 (78 words)

Shortest verse: John 11:35 (2 words: "Jesus wept").

Middle books: Micah and Nahum

Middle verse: Psalm 118:8

Middle chapter: Psalm 117

Shortest chapter (by number of words):

Psalm 117 (by number of words)

Longest book: Psalms (150 chapters)

Shortest book (by number of words): 3 John

Longest chapter: Psalm 119 (176 verses)



Who Wrote The Bible?

Bible Authors

Top ten contributors to the Bible

Author/Number of Chapters

Moses (Genesis, Exodus, Leviticus, Numbers, most of Deuteronomy and one psalm)

187

Ezra (1 and 2 Chronicles, Ezra and Nehemiah*)

88

Paul the Apostle (Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, Philemon)

87

David (Most of the Psalms)

78

Isaiah (Isaiah)

66

Jeremiah (Jeremiah and Lamentations; he may have also written 1 and 2 Kings)

57+

Luke (Luke and Acts)

52

Solomon (Most of Proverbs, Ecclesiastes, Song of Songs and two psalms)

51

John the Apostle (John; 1, 2 and 3 John; and Revelation)

50

Ezekiel (Ezekiel)

48

* Authorship of this book is uncertain

Author	Date Written*	Books
MOSES	1446–1406 BC	Genesis, Exodus, Leviticus, Numbers, and Deuteronomy
EZRA	457–444 BC	Possibly Ezra and possibly 1 and 2 Chronicles
NEHEMIAH	424–400 BC	Possibly Nehemiah
DAVID	1011–971 BC	73 psalms in the book of Psalms
SOLOMON	971–931 BC	Proverbs (with help on the last two chapters), Ecclesiastes, and Song of Songs
ISAIAH	701–681 BC	Isaiah
JEREMIAH	626–582 BC	Jeremiah and Lamentations
EZEKIEL	593–570 BC	Ezekiel
DANIEL	605–535 BC	Daniel
HOSEA	752–722 BC	Hosea
JOEL	Unknown, possibly 515–350 BC	Joel
AMOS	760–753 BC	Amos
OBADIAH	586 BC	Obadiah
JONAH	783–753 BC	Jonah
MICAH	738–698 BC	Micah
NAHUM	663–612 BC	Nahum
HABAKKUK	609–598 BC	Habakkuk
ZEPHANIAH	641–628 BC	Zephaniah
HAGGAI	520 BC	Haggai
ZECHARIAH	520–518 BC	Zechariah
MALACHI	400s BC	Malachi
MATTHEW	AD 50s–60s	Matthew
MARK	AD 50s–60s	Mark
LUKE	AD 60–62	Luke and Acts
JOHN	AD 85–96	John; 1, 2, and 3 John; and Revelation
PAUL	AD 48–66	Romans; 1 and 2 Corinthians; Galatians; Ephesians; Philippians; Colossians; 1 and 2 Thessalonians; 1 and 2 Timothy; Titus; Philemon; and possibly Hebrews
JAMES (JESUS' HALF-BROTHER)	AD 49	James
PETER	AD 64–65	1 and 2 Peter
JUDE	AD 60s–80s	Jude
UNKNOWN	Various	Joshua; Judges; Ruth; 1 and 2 Samuel; 1 and 2 Kings; Esther; Job; some psalms; and possibly Hebrews

*Dates are approximate.