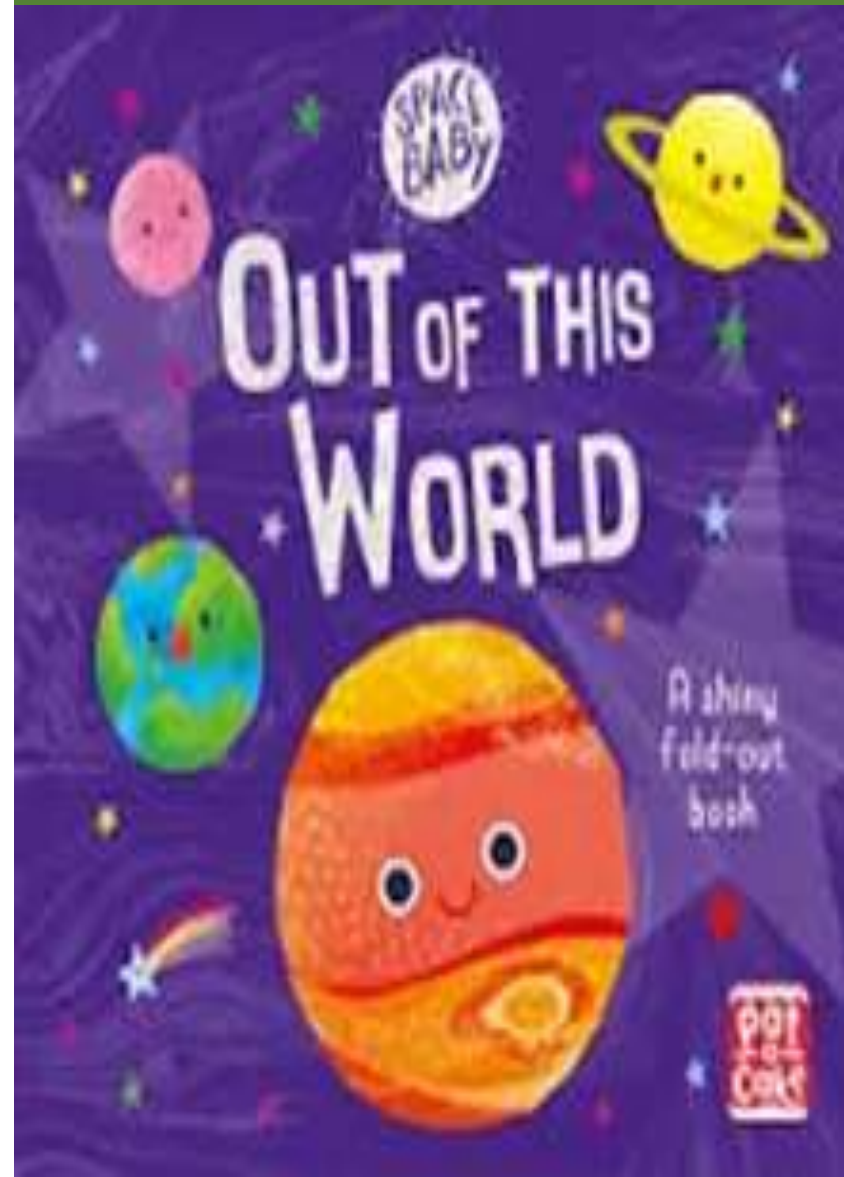


Narrative Texts/ Stories

We Will Be Exploring Across EYFS For Book Month 2025



Narrative Texts/ Stories

Our Writing Programme of Work for Book Month 2025

During **Week 1** of our **Narrative READING & WRITING Programme of Work for EYFS** ...the first week 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 in large bold colourful style to engage the children while reading the book to the children. Always highlight particular words, phrases, features, pictures and the range of sentences used by the author....to spark further discussion as a whole class or in key staff groups.
- ✓ While reading the story with the children use the **Metacognition Questions to further orally analyse and detail the actions and events taking place in the story/picture book**
- ✓ **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.





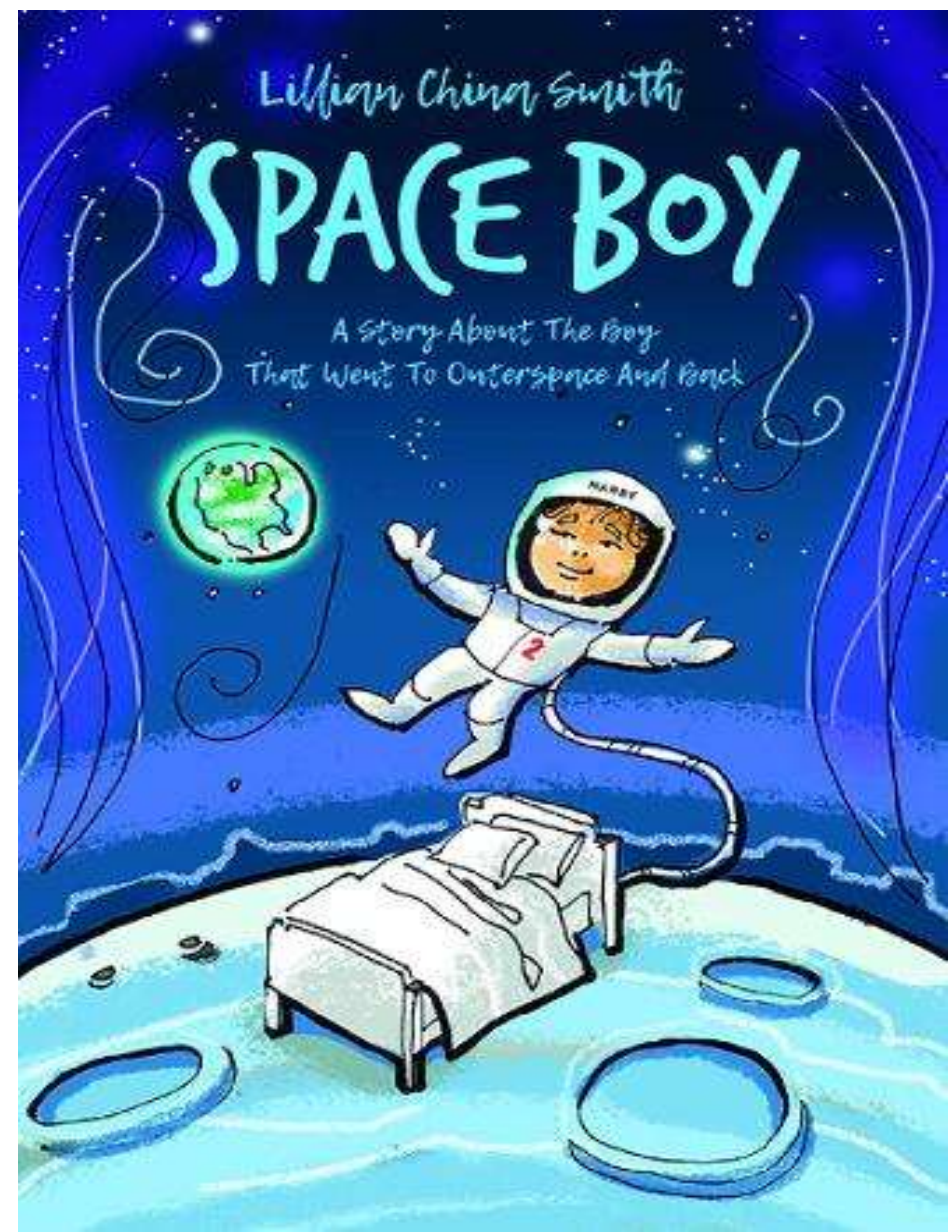
Exploring Narratives/ Stories

Our Writing Programme of Work –Week 1



During **Week 2** of our **Narrative Writing Programme of Work** ... **further explore through continuous provision:**

- ✓ **The characters** of each book by exploring Pictures/images made of them and engaging the children in purposeful interactions verbally using descriptive words and phrases of characters both within and outside the classroom.
- ✓ **Have the children identify the characters** (using spoken context clues, descriptions and facts as well as pictures and images) from the Books/Stories posted around the classroom both inside and outside.
- ✓ **Compose a set of Comprehension Questions** on the focus book to discuss with the children in both carpet sessions as well as in interaction times during continuous provision over each day
- ✓ **Cover literal understanding and recall of facts in interactions (ask who? What? When? where?) during continuous provision engagement**
- ✓ **Explore Inferential and higher level thinking questions (Why? How? Explain?)** based on the setting's focus book for the children to respond to in written form in Reception, orally in Viridis and Nursery
- ✓ Include Dress up, Role Play, Drama and characterization using relevant resources (paper, card, cloth, empty boxes) and classroom costumes





Exploring Narratives/ Stories



Our Writing Programme of Work –Weeks 2-3

During **Weeks 2 & 3** of our **Narrative Writing Programme of Work ...**
Begin to draft your own stories as a class:

- ✓ **CTs/Staff to lead pupils in mind mapping ideas to compose their own original class stories influenced by the books being covered**
- ✓ **RECEPTION: to Let the children have a go** drafting their own **SPACE STORIES modelled on** the author's style or using the children's own imaginative style
- ✓ Capture their ideas in writing in Reception and from other more able pupils in Nursery as well as in mark-making in Viridis and Nursery and evidence them in learning journals and English Books
- ❖ **All settings to let the children use EXPRESSIVE ART AND DESIGN TO DRAW (Art)/CONSTRUCT (D&T) THEIR STORY SETTINGS-** Using any media- painting, drawing, colouring, collage using any range of materials to show how it looks, feels, smells, sounds
- ❖ Let the children explore together with you or independently via expressive art and design **their main character(s)** –how they ...look, clothes they are wearing, actions, mood
- ❖ Let them describe and design weather events in their settings... eg. A thunder storm , a meteor shower
- ❖ Staff to annotate work produced where needed giving context.
- ❖ All to produce pieces of Expressive Art and Design as an outcome as well as pieces of children's writing/mark-making on the books covered





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

NIV

CSB

NLT

NIRV

CEV

MSG

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: Mahershalahashbaz (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)

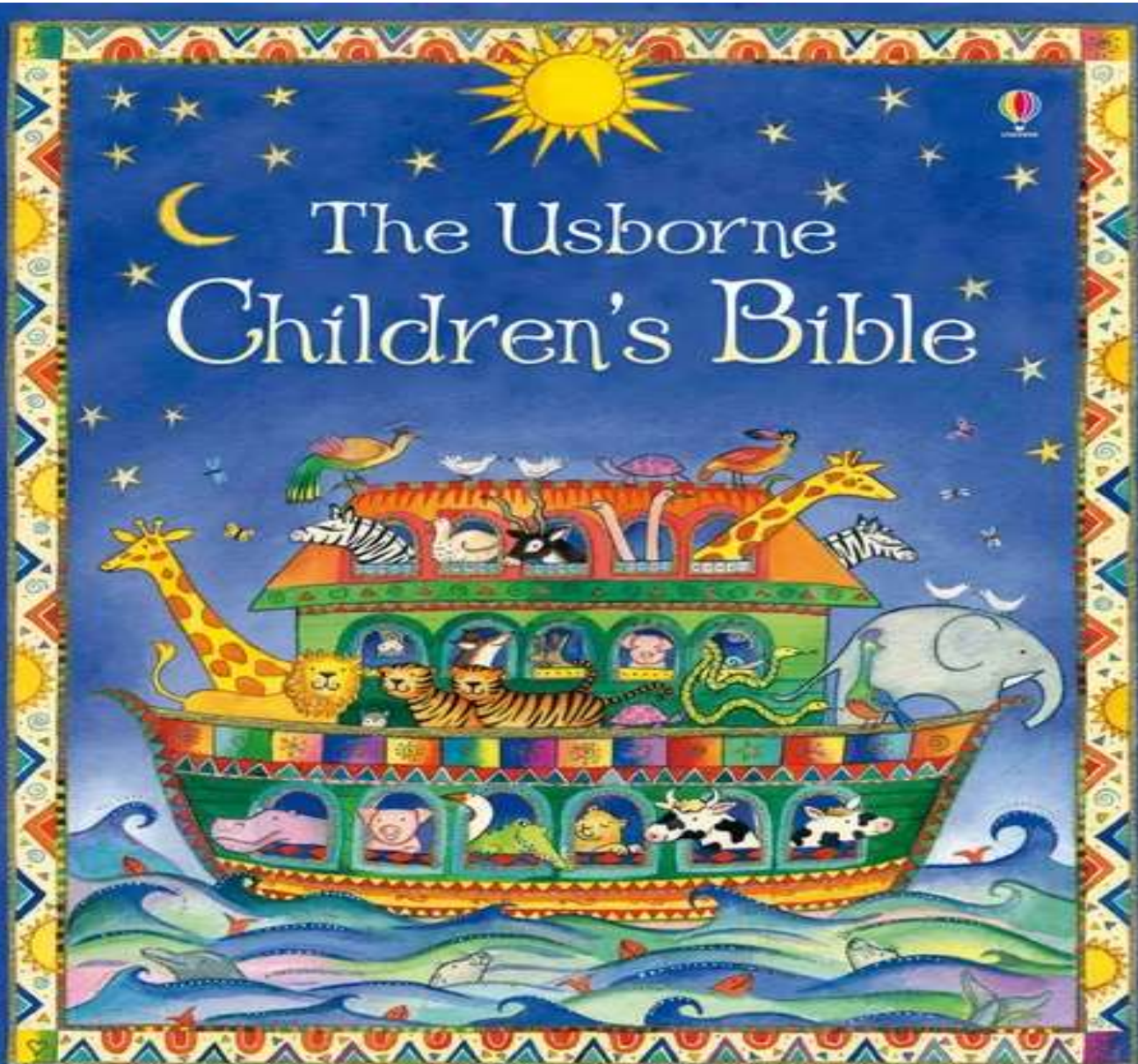
Longest book: Psalms (150 chapters)

Shortest book (by number of words): 3 John

Longest chapter: Psalm 119 (176 verses)



Who Wrote The Bible?



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.