

Sequence a narrative Knowledge Organiser



Beddington Infants' Knowledge Organiser

English: sequence a narrative

Year Group: Nursery

Term:

Autumn, spring, summer

Topic: sequence a narrative

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Prior skills and knowledge:

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.

Learning Journey:

Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
spot and suggest rhymes.
Count or clap syllables in a word recognise words with the same initial sound, such as money and mother.

Vocabulary

rhyme

the repetition of a final syllable or sound in multiple words.



Beddington Infants' Knowledge Organiser

English: sequence a narrative

Year Group: Reception

Term:

Autumn, spring, summer

Topic: sequence a narrative

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Prior skills and knowledge:

Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

spot and suggest rhymes.

Count or clap syllables in a word recognise words with the same initial sound, such as money and mother.

Learning Journey:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Vocabulary

sentences

A set of words which makes up a complete thought.



Beddington Infants' Knowledge Organiser

Sequence a narrative

Year Group: Year 1

Term: Autumn, Spring, Summer

Topic: Sequence a narrative

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Prior skills and knowledge:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Learning Journey:

Saying out loud what they are going to write about
composing a sentence orally before writing it
sequencing sentences to form short narratives
re-reading what they have written to check that it makes sense
discuss what they have written with the teacher or other pupils
read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary

fiction	Literature that is created from the imagination.
non-fiction	the content is real and based on truth, rather than made up or created from the imagination
editing	making revisions to and suggestions about the content of a document.



Beddington Infants' Knowledge Organiser

English: Sequence a narrative

Year Group: Year 2

Term: Autumn, Spring, Summer

Topic: Sequence a narrative

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far, without needing to blend the sounds out loud first. Pupils' reading of common exception words should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down.

Prior skills and knowledge:

Saying out loud what they are going to write about
composing a sentence orally before writing it
sequencing sentences to form short narratives
re-reading what they have written to check that it makes sense
discuss what they have written with the teacher or other pupils
read aloud their writing clearly enough to be heard by their peers and the teacher.

Learning Journey:

Develop positive attitudes towards and stamina for writing by:
writing narratives about personal experiences and those of others (real and fictional)
writing about real events
writing poetry
writing for different purposes
consider what they are going to write before beginning by: planning or saying out loud what they are going to write about
writing down ideas and/or keywords, including new vocabulary
encapsulating what they want to say, sentence by sentence
make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils
re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
proof-reading to check for errors in spelling, grammar and punctuation
read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary

Proofreading

checking your work for errors in punctuation, spelling or grammar