

<b>Year Group: KS4 (Year A)</b>	<b>Term: Summer 2</b>
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**English: Narrative Writing**

<b>Key Concepts</b>	<b>SMSC &amp; British Values</b>	<b>Lesson Objectives</b>	<b>Key Vocabulary</b>
<p>Narrative structure (beginning, middle, end)</p> <p>Sequencing events logically</p> <p>Character, setting, and plot development</p> <p>Purpose and audience awareness</p> <p>Vocabulary and grammar for clarity and effect</p> <p>Planning, drafting, editing, and proof-reading</p> <p>Use of model texts and scaffolding (Talk 4 Writing)</p> <p>Spoken language for elaboration and explanation</p> <p><b>Prior Knowledge</b></p> <p>Basic sentence construction and punctuation</p> <p>Familiarity with simple stories (oral or written)</p> <p>Awareness of story elements (characters, setting, events)</p> <p>Experience with reading and discussing short texts</p> <p>Some experience with planning or sequencing ideas</p> <p><b>Cross-Curricular Links</b></p> <p>PSHE: Exploring personal experiences and emotions through narrative</p> <p>History: Sequencing historical events as stories</p> <p>Art: Visualising and illustrating story settings or characters</p> <p>ICT: Using word processing for drafting and editing</p> <p>Drama: Role play and storytelling for character development</p>	<p><b>Social:</b> Collaborative planning, peer feedback, group discussion</p> <p><b>Moral:</b> Exploring right and wrong through character actions</p> <p><b>Spiritual:</b> Expressing feelings, imagination, and creativity</p> <p><b>Cultural:</b> Exposure to a variety of narrative forms and traditions</p> <p><b>British Values:</b> Respect for others' stories, tolerance, individual liberty in creative choices, democracy in group work</p> <p><b>Assessment</b></p> <p>Baseline cold write (initial narrative sample)</p> <p>Ongoing formative assessment via working walls, vocabulary banks, and peer/self-assessment</p> <p>Summative hot write (final narrative piece)</p> <p>Teacher assessment of planning, drafting, editing, and proof-reading</p> <p>Assessment of spelling, punctuation, grammar, and sequencing (aligned to Functional Skills Entry 2/Level 1)</p> <p>Oral presentations and discussion to assess spoken language development</p> <p><b>Adaptations</b></p> <p>Sentence starters, writing frames, and scaffolds for lower attainers</p> <p>Visual story maps and boxing up for sequencing support</p> <p>Targeted vocabulary lists and word banks</p> <p>Oral rehearsal and scribing for learners with literacy difficulties</p> <p>Chunked tasks and additional modelling for EAL and SEND students</p> <p>Flexible grouping and peer support</p>	<ol style="list-style-type: none"> <li>1. Establish baseline (cold write) and introduce narrative structure</li> <li>2. Identify and discuss key elements of a story (character, setting, events)</li> <li>3. Explore model text and build working wall</li> <li>4. Sequence events logically using story maps and boxing up</li> <li>5. Develop vocabulary for describing characters and settings</li> <li>6. Begin planning own narrative using model as scaffold</li> <li>7. Draft opening and build narrative cohesion</li> <li>8. Use varied sentence structures and connectives</li> <li>9. Edit for clarity, spelling, and punctuation</li> <li>10. Develop middle section: build tension and detail</li> <li>11. Use dialogue and descriptive language</li> <li>12. Peer and self-assessment of drafts</li> <li>13. Write and refine endings</li> <li>14. Edit and proof-read for coherence and accuracy</li> <li>15. Prepare for hot write (final narrative)</li> <li>16. Complete hot write (final narrative)</li> <li>17. Reflect on progress and compare to cold write</li> <li>18. Present stories orally and evaluate using success criteria</li> </ol> <p><b>Links to Future Learning</b></p> <p>Extended narrative writing (GCSE/Functional Skills Level 2)</p> <p>Writing for different purposes: persuasive, informative, descriptive</p> <p>Analytical writing (literary analysis, essays)</p> <p>Spoken language presentations and debates</p> <p>Creative writing competitions and enrichment</p> <p>Cross-curricular application in History, Drama, and PSHE</p>	<p>Narrative</p> <p>Sequence</p> <p>Character</p> <p>Setting</p> <p>Plot</p> <p>Description</p> <p>Dialogue</p> <p>Edit</p> <p>Proof-read</p> <p>Connective</p> <p>Tension</p> <p>Audience</p> <p>Purpose</p> <p>Model text</p> <p>Boxing up</p> <p>Working wall</p> <p>Adjective</p> <p>Adverb</p> <p>Simile</p> <p>Metaphor</p> <p>Alliteration</p> <p>Personification</p> <p>Repetition</p> <p>Imagery</p>

**Possible Enrichment:**  
Drama performances of student-written narratives; Digital storytelling using multimedia tools; Visits to local libraries or literary festivals; Class anthology of stories.