

# Narrative – Unit 1 Stories with historical settings

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## Page 28 Character quotes

**Narrative objective:** To write a character sketch using evidence from the text.

**Setting the homework:** This activity asks children to write about a character from a story that they are reading. Children will need to have plenty of evidence about the character so ensure that enough of the story has been read before setting the task.

**Differentiation:** All children can attempt this homework. Less confident learners can be helped by being given page numbers to refer to for each section.

**Back at school:** Share descriptions of different aspects of the character or characters, and the evidence chosen to support it. The next step is to write out the information in essay form.

**Link to 100 Literacy Framework Lessons Y4:** NU1, Phase 1: work on characters.

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## Page 29 Into the shelter again!

**Narrative objective:** To discuss how differences in time and place are represented.

**Setting the homework:** Talk to the class about how stories sometimes use specific vocabulary that can give us clues about when and where they are set – they are showing us, not explicitly telling us. This makes it more interesting for the reader – we are like detectives piecing together the story.

**Differentiation:** An extra note can be sent to helpers of less confident readers, asking them to read the text aloud for the child to spot the clues.

**Back at school:** Children can compare their solutions with a partner, before whole-class discussion.

**Link to 100 Literacy Framework Lessons Y4:** NU1, Phase 1, Day 1: history detectives.

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## Page 30 Powerful verbs

**Narrative objective:** To explore the use of powerful verbs.

**Setting the homework:** Ask the class to give you examples of verbs that can be used in place of *said* or *walked*, noticing how they give more information. Tell them there are more words than they need in the box on the sheet, so they have some choice, or they can use their own ideas.

**Differentiation:** Less confident readers could be asked to do as many as they can rather than attempt the whole sheet.

**Back at school:** Pairs of children can compare their choices before a general class feedback and summary, discussing choices.

**Link to 100 Literacy Framework Lessons Y4:** NU1, Phases 1 and 2: stories from the 1940s and work on powerful verbs.

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## Page 31 A character from the past

**Narrative objective:** To create and develop a main character for a story with a historical setting.

**Setting the homework:** The children will need to have worked on planning a historical setting for their character to fit into. Remind them of the key aspects of the chosen period and setting and tell them how important it is that their character fits into the setting.

**Back at school:** Working in small groups, invite the children to describe their characters, using their plan to support their description. Other group members should be encouraged to ask further questions about each others' characters. The characters should then be incorporated into the children's stories.

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## Page 32 Out of time

**Narrative objective:** To use a historical setting as a starting point for creating a new story.

**Setting the homework:** Ask the children to explore the effect of settings on characters by:

- choosing one or more appropriate settings for each character;
- choosing one or more unlikely settings for each character;
- then thinking about how the character would react in each setting and making notes for a story or scene from a story.

**Differentiation:** Less confident learners could make notes about one match only.

**Back at school:** Discuss the homework. Ask: *Which combinations of character and setting are silly? Which could be developed into good stories?* (For example: Children – Desert island. This combination was used very effectively in *Lord of the Flies* by William Golding.)

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