

YEAR 2 NARRATIVE WRITING UNIT (12 Lessons)

Lesson 1 — Hook & Immersion

Focus: Entering the story world and exploring atmosphere.

Teacher Narration

"Before writers begin a story, they explore the world it takes place in. Today we're stepping into a new setting. We're not writing yet — we're noticing, imagining, and feeling."

Tasks

1. Story World Experience

Choose one:

- Read the opening of *The Owl Who Was Afraid of the Dark*, *The Hodgeheg*, or *The Magic Finger*.
- Show an image of a forest, night sky, or mysterious landscape.

Prompt:

"What does this place feel like? Safe? Strange? Exciting?"

2. Noticing Grid

Pupils complete:

- I can see...
- I can hear...
- I can smell...
- This place feels...

3. Vocabulary Collection

Collect simple but rich words:

- dark, quiet, soft, glowing, rustling, tiny, huge

4. Quick Write (2-3 sentences)

Describe the setting using senses.

Success Criteria

- I can describe what I notice.
- I can use senses to describe a place.
- I can choose words that match the mood.

Lesson 2 — Setting Analysis

Focus: How writers create atmosphere.

Teacher Narration

"Writers choose details carefully. They don't describe everything — only the parts that create a feeling."

Tasks

1. Annotate a Short Extract

Choose a paragraph from *The Owl Who Was Afraid of the Dark* or *The Storm Whale*.

Highlight:

- Senses
- Adjectives
- Verbs
- Repetition

2. Sorting Activity

Sort phrases into:

- Sight
- Sound

- Feeling
- Movement

3. Build a Setting Toolkit

Pupils create a page titled:

"How to Describe a Setting"

Include:

- Sentence starters
- Mood words
- Sensory vocabulary

4. Setting Sentence

Write 1-2 sentences using at least 2 senses.

Success Criteria

- I can spot setting techniques.
- I can explain how they create mood.
- I can use senses in my own writing.

Lesson 3 — Show-Not-Tell Characterisation

Focus: Showing feelings through actions and body language.

Teacher Narration

"Characters don't say 'I am scared.' Writers show feelings through actions, faces, and movement."

Tasks

1. Emotion Acting

Teacher calls out emotions; pupils act silently.

Discuss:

"What did your body do when you were scared/excited?"

2. Show-Not-Tell Matching

Match:

- Told: "He was scared."
- Shown: "He hid behind the tree."

3. Emotion → Action Chart

Pupils create:

- Happy → smiling
- Nervous → fidgeting
- Angry → stomping

4. Character Sentence

Write 1-2 sentences showing an emotion.

Success Criteria

- I can show feelings through actions.
- I can use body language.
- I can avoid telling the emotion.

Lesson 4 — Building Tension

Focus: Creating simple suspense using clues and pacing.

Teacher Narration

"Tension is when something feels about to happen. Writers build tension slowly."

Tasks

1. Read a Tense Extract

Choose from *The Owl Who Was Afraid of the Dark* or *The Storm Whale* in Winter.

Annotate:

- Short sentences
- Clues
- Sound words
- Character reactions

2. Tension Ladder

Pupils build a ladder:

- Calm
- Curious
- Worried
- Scared

3. Tension Toolkit

Include:

- Short sentences
- Questions
- Sounds
- Shadows

4. Tension Sentence

Write 1-2 sentences showing something might happen.

Success Criteria

- I can build tension slowly.
- I can use clues to hint at danger.
- I can use short sentences for effect.

Lesson 5 — Dialogue for Character & Action

Focus: Using simple speech to show personality.

Teacher Narration

"Dialogue isn't just talking. It shows who the characters are and what they want."

Tasks

1. Dialogue Extract Study

Identify:

- What the characters want
- How speech marks work
- How speech tags show emotion

2. Punctuation Practice

Add speech marks to simple sentences.

3. Plan a Short Conversation

Two characters discussing:

- A strange noise
- A missing object
- A new discovery

4. Write the Scene

Include:

- Speech
- One action
- One reaction

Success Criteria

- I can punctuate speech correctly.
- I can use dialogue to show character.

- I can use dialogue to move the story forward.

Lesson 6 — Planning the Narrative

Focus: Creating a simple story structure.

Teacher Narration

"Writers plan so their story makes sense. Today we'll map out the whole journey."

Tasks

1. 5-Part Story Structure

- Opening
- Build-up
- Problem
- Resolution
- Ending

2. Choose a Story Idea

Options:

- A creature appears
- A strange object is found
- A journey begins
- Something goes missing

3. Story Map

Draw:

- Setting
- Characters
- Key events

- Problem

4. Success Criteria Creation

Class builds criteria for a good story.

Lesson 7 — Drafting the Opening

Focus: Introduce setting + character using senses.

Teacher Narration

"The opening invites the reader into the story. It should feel clear and interesting."

Tasks

1. Revisit the Plan

Highlight:

- Where the story starts
- What the character is doing
- What the mood is

2. Modelled Write

Teacher writes 2-3 sentences showing:

- Setting
- Mood
- Character action

3. Sentence Starters

- In the quiet forest...
- Slowly, the sun began to rise...
- Name stepped forward...

4. Independent Writing

Write 3-5 sentences.

5. Partner Check

Check for:

- Senses
- Mood
- Clear introduction

Success Criteria

- I can introduce the setting.
- I can show how the character feels.
- I can create a mood.

Lesson 8 — Drafting the Build-Up

Focus: Rising tension and clues.

Teacher Narration

"The build-up makes the reader curious. Something starts to change."

Tasks

1. Tension Ladder Review

Where should the build-up sit?

2. Modelled Write

Teacher adds:

- A clue
- A sound
- A reaction

3. Build-Up Toolkit

Include:

- Questions
- Slow steps
- Shadows
- Sounds

4. Independent Writing

Write 3-5 sentences.

5. Highlighting

Clues = yellow

Reactions = blue

Mood words = green

Success Criteria

- I can build tension.
- I can use clues.
- I can show reactions.

Lesson 9 — Drafting the Problem / Climax

Focus: Action and emotion.

Teacher Narration

"The climax is the most exciting moment. Something big happens."

Tasks

1. Action Verbs Warm-Up

jumped, dashed, scrambled, gasped

2. Modelled Write

Teacher uses:

- Short sentences

- Action verbs
- Emotion shown through movement

3. Climax Checklist

- What goes wrong?
- How does the character react?
- What changes?

4. Independent Writing

Write 4-6 sentences.

5. Peer Feedback

"I liked..."

"I noticed..."

"Maybe add..."

Success Criteria

- I can write a clear problem.
- I can use action verbs.
- I can show emotion.

Lesson 10 — Drafting the Resolution

Focus: Solving the problem and calming the story.

Teacher Narration

"After the problem, the story begins to settle. The character solves the issue."

Tasks

1. Mood Shift Discussion

Choose:

- calm

- relieved
- hopeful

2. Modelled Write

Teacher slows the pace:

- Longer sentences
- Calmer verbs
- Reflection

3. Sentence Starters

- Slowly, the danger faded...
- At last...
- With a deep breath...

4. Independent Writing

Write 3-5 sentences.

5. Self-Check

Is the problem solved?

Has the mood changed?

Success Criteria

- I can show the problem being solved.
- I can change the mood.
- I can show how the character feels.

Lesson 11 — Editing & Improving

Focus: Vocabulary, sentences, punctuation.

Teacher Narration

"Editing makes your writing stronger. Today we polish your story."

Tasks

1. Editing Stations

Station 1 — Vocabulary Upgrade

Replace weak words.

Station 2 — Sentence Variety

Add:

- a short sentence
- a fronted adverbial

Station 3 — Punctuation Check

Check:

- speech marks
- commas
- full stops

Station 4 — Flow Check

Add:

- time adverbials
- conjunctions

2. Teacher Modelling

Edit a paragraph live.

3. Independent Editing

Pupils edit their full narrative.

Success Criteria

- I can improve vocabulary.
- I can vary sentences.
- I can punctuate correctly.

Lesson 12 — Final Write & Presentation

Focus: Produce a polished narrative.

Teacher Narration

"Today you become an author. This is your final, neat version."

Tasks

1. Final Write

Rewrite neatly or type.

2. Illustration

Draw:

- the setting
- the climax
- the character

3. Author Reflection

- My best sentence is... because...
- I improved by...
- Next time I want to...

4. Sharing

Read aloud or swap.

Success Criteria

- I can write a complete story.
- I can use techniques from the unit.
- I can present my work neatly.