

# KNOWLEDGE ORGANISER: YEAR 2 – Narrative (Spring 1)

## PURPOSE: To Entertainment

\*To tell a story \* A sequence of fictional or non-fictional events \* To share experiences

*What should I already know before writing a narrative?*

**Stories need to include:** Characters/objects, setting, beginning, middle and end

- Characters must be described
- Settings need to be described
- A range of adjectives makes a story more interesting
- Use full stops and capital letters
- Use conjunctions like 'and' and 'because' to extend sentences.

### Important Vocabulary

Term	Examples/Definition
<b>Fiction</b>	Made-up not real
<b>Characters</b>	People/creatures in the story
<b>Setting</b>	Where the story takes place
<b>Structure</b>	The way something is set out
<b>Dilemma</b>	<i>Problem</i>
<b>Resolution</b>	Solving a problem
<b>Event</b>	Something happening
<b>Simile</b>	To compare something using like or as
<b>Story starters</b>	By the next morning, one day, as soon as
<b>Story endings</b>	In the end, at the end of the day
<b>Adverbs</b>	Describes how you do things e.g. suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily.
<b>Time adverbials</b>	next, after, until, before, earlier, later, recently, last week, much later, suddenly, afterwards, when
<b>Noun Phrases</b>	the massive field, the enormous turnip, a young boy
<b>Simple Past Tense</b>	<i>She walked</i> to the shops. <i>They walked</i> to the shops

### Where else might I see a narrative?

Novels, short stories, poems, diaries and biographies

### WAGOLL (what a good one looks like)

**Walk the Plank**

Ashanti<sup>1</sup> was playing in the park with her brothers. They were playing on the pirate ship climbing frame. Max<sup>2</sup> was always the captain because he was the oldest. Dez<sup>3</sup> was always the first mate because he was the second oldest. Ashanti was the youngest<sup>4</sup>. Her brothers always made her walk the plank when they played pirates. She sometimes asked if she could be captain but they always said no.

One day Ashanti was being made to walk the plank because she hadn't washed the decks clean. Captain Max had been out burying his treasure. He had stomped back onto the ship with mud all over his boots. What a mess he made! Ashanti had tried to clean the decks but she couldn't clean up the mud. Both of her brothers laughed when she jumped off the edge of the pirate ship climbing frame. She landed with a bump. She looked up at her brothers laughing at her then she saw something odd. Underneath the climbing frame was a strange drawing. It was a skull and crossbones. She reached out and she touched the drawing. There was a flash of light and Ashanti was in a ship at sea. She could feel the ship tipping from side to side.

on his ship. He shouted at them to walk the plank. Max and Dez were terrified. What would happen to them? Ashanti wasn't scared. She was angry. She wasn't being forced to walk another plank! She grabbed a sword from the pirate who had found them and she charged at the captain.

The captain was shocked. He grabbed his sword to stop Ashanti but she was so angry that she pushed him straight off the ship. The other pirates cheered. The captain had been a cruel man and they were pleased he was gone. They made Ashanti their new captain and she sailed the ship to Pirate's Gold Island.

The children helped the pirates find the cruel captain's treasure chest. It was full of gold coins, red rubies and shiny diamonds. The pirates gave Ashanti a beautiful golden goblet to say thank you. She looked carefully at the picture on it. It was a skull and crossbones. She touched the picture and there was another flash of light. Suddenly she was back in the park with her brothers. Max and Dez were so grateful to Ashanti for saving them that they never made her walk the plank again. Sometimes they even let her be the captain!

Know how to improve my own and my partner's writing focusing on sentences, grammar, punctuation, vocabulary and spelling:

1. Work with a partner or adult.
2. Partner A and Partner B read each other's letters and tell them what they could improve.
3. Use a green pen to make changes
4. Use words mats or working wall for inspiration

### Story Writing checklist...

		✓
Title		
Your ideas are written down in chronological order with time words		
Beginning		
Build-up		
Dilemma		
Resolution		
Ending		
Characters/setting		
Capital letters and full stops used correctly		
Your pronouns are correct.		
Paragraphs are used to show a change of time or place.		

### Curriculum Links:

- History: Shang Dynasty
- Geography: The Far East
- Art: Japanese art
- DT: Chinese sewing

# English – Year 2 Reading (Spring 1)

## Key Words

**Plot:** the main events within a story.  
**Genre:** the style in which the book is written in e.g. horror, action, fantasy.  
**Setting:** where the events in the book take place.  
**Themes:** an important idea that is woven throughout a story

## Concept Links/Prior Knowledge

- VIPERS learning and understanding from year 1
- Linking to term topic The Far East



## The Magic Paintbrush



### Key Characters



**Shen** – Main character (a little girl with a magic paintbrush)

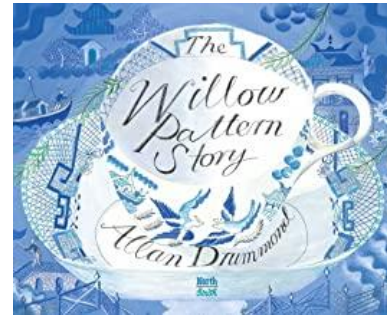


**Emperor**- (A greedy man who wants Shen to give him gold)



**Old man** – Gives Shen the magic paintbrush.

## The Willow Pattern Story



**CHARACTERS**

- Chinese Mandarin (dad)
- Koong Shee (daughter)
- Ta Jin (Merchant who Koong Shee had been set to marry)
- Chang (secretary who fell in love with Koong Shee)
- Turtle doves (carried messages between Koong Shee & Chan in secrecy)
- Guests at the party

**SETTINGS**

- Ancient China
- Countryside
- Lived in a Pagoda
- Wide deep river
- Zigzag fence too high to climb
- Willow Tree
- Humpback Bridge
- Apple, orange and fir trees
- Peonies & Camellias
- Poor part of China for farming
- Underground passages beneath the pagoda

## VIPERS

- V – Vocabulary:** Looking at the choice of words that an author uses in a text.
- I – Inference:** Information that is suggested but not said in the text (*hidden meaning*).
- P – Predict:** Explaining what might happen next based on what has happened so far in the text.
- E – Explain:** Explain an aspect of the text, thinking about why the author or character has done something (*because...*).
- R – Retrieve:** Locate and retrieve information directly from the text.
- S – Summarise/Sequence:** Sum up the key points in the text or place events in the order of when they happened.