



# Year 6 Narrative based on Unit 4 Short stories with flashbacks



## **Flashbacks (based on the Primary framework for literacy, Unit 4 – Short stories with flashbacks)**

### **Key aspects of learning**

#### **Creative thinking**

Children will generate ideas for a short narrative in response to a piece of music.

#### **Reasoning**

Children will discuss a short narrative film and give their opinions about the authorial intent, drawing inferences and making deductions from the text.

#### **Empathy**

Children will identify triggers and causes of other people's emotions.

#### **Evaluation**

Children will make judgements and justify their views and opinions, drawing on sources to support their evaluations. Children will discuss success criteria, give feedback to others and judge the effectiveness of their own work.

#### **Information processing**

Children will explore information communicated through different modes and use this to create their own narrative.

### **Resources for further work**

A range of books by established children's authors. You might also wish to use a digital camera, scanner, video/sound recording equipment and Internet access.



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### Glossary

<b>character</b>	Someone in a story, play or poem.
<b>contrast</b>	To show a marked difference between two things.
<b>flashback</b>	When the action of a story, film, TV programme or play returns to an earlier time.
<b>narrative</b>	A story.
<b>narrator</b>	A storyteller.
<b>paragraph</b>	A group of sentences which are all about the same event, person, time, place or subject.
<b>past tense</b>	Sentences in the past tense describe events that happened some time ago, e.g. ' <i>She walked in the garden.</i> '
<b>present tense</b>	Sentences in the present tense describe events that are happening right now, e.g. ' <i>She is walking in the garden.</i> '
<b>storyboard</b>	A set of pictures and notes that shows the sequence of events in a story, which can be used to plan a narrative.
<b>verb</b>	A word in a sentence that shows what someone or something does, e.g. ' <i>The old lady laughed.</i> '



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### Lesson notes

#### Chapter 1. Now and then

##### Learning objectives

##### 1. Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives.

##### 2. Listening and responding

- Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose.

##### 7. Understanding and interpreting texts

- Understand underlying themes, causes and points of view.
- Understand how writers use different structures to create coherence and impact.

##### 10. Text structure and organisation

- Use varied structures to shape and organise texts coherently.

##### Learning outcome

- Children can use different narrative techniques to indicate the passage of time between past and present to engage a reader.

### Activities

- Pupils can watch and listen to *The Red Gate* animation and discuss the method of storytelling. Ask: "Is the story set in the present or the past?" Note pupils' differing responses. Draw attention to changes in the landscape and seasons that indicate the passage of time (e.g. tree in leaf, summer/winter weather, the building of houses). Ask: "Who is telling the story?" or "Who is the story about?"
- The animation could also be used as an exercise in note-taking. Ask pupils to make notes about the story, and then perform the story to each other using just their notes.
- Ask pupils to complete the missing word puzzle about flashbacks. Encourage pupils to arrive at their own definition of flashbacks similar to this: "When the action of a story, film, TV programme or play returns to an earlier time."
- Using the storyboard activity, invite discussion about story structure. After they have recreated the storyboard for *The Red Gate*, encourage pupils to experiment with the narrative structure by rearranging the images on the grid. They could take turns to tell each other the new story. A storyboard template is available in the Toolbox chapter. Pupils could use it as a guide to planning their own flashback stories.
- Ask: "Can you think of a story you have read that uses flashbacks?" Pupils could list titles and briefly summarise the plots for their classmates. They could check for examples of flashbacks in the range of fiction available in the classroom.



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### Chapter 2. Tricks with time

#### Learning objectives

##### 1. Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives.

##### 6. Word structure and spelling

- Use a range of appropriate strategies to edit, proof-read and correct spelling in own work, on paper and on-screen.

##### 7. Understanding and interpreting texts

- Understand underlying themes, causes and points of view.
- Understand how writers use different structures to create coherence and impact.

##### 9. Creating and shaping texts

- Use different narrative techniques to engage and entertain the reader.
- Integrate words, images and sounds imaginatively for different purposes.

##### 10. Text structure and organisation

- Use varied structures to shape and organise texts coherently.

#### Learning outcomes

- Children can express views on how an author has used a range of techniques to indicate a specific mood in a text.
- Children can identify a range of techniques used by an author to indicate shifts in time between past and present.
- Children can use paragraphs to structure their own writing and to create pace in a short narrative.
- Children can use different narrative techniques to indicate the passage of time between past and present to engage a reader.

#### Activities

- Read the story opening together. Encourage pupils to annotate the text with the pen tool to show how the writer indicates shifts in time. Draw attention to changes in the landscape and seasons that indicate the passage of time (e.g. tree in leaf, summer/winter weather, the building of houses, the changes in the age of the narrator). Pupils can then press the play button to see the writer's techniques revealed. They could take a note of the different techniques used and compare *The Red Gate* with another flashback story. Does this story use the same techniques?
- After reading the extract, ask: "Do you think the sky really WAS always blue back then? Why does the writer say it was?" Ask: "How does the narrator feel about the present? About the past?" Challenge pupils to find evidence in the text to show how the narrator makes his feelings clear. Pupils can press the play button to see the writer's techniques revealed.
- The next extract draws pupils' attention to the past and present tenses in the story. Challenge pupils to experiment with the tenses of verbs – can they reword the first sentence so that it is in the past tense? (e.g. "I reached into my jacket..." etc.) Pupils could work in pairs to change the tense of different sentences in the passage. Ask: "What do you notice about the tenses in the second paragraph?" (The paragraph starts in a past tense, but changes to the present tense at "Inside".) Ask: "Why do you think the writer switches to the present tense here?" Suggest to pupils that the narrator has got so involved in his memories that he's lost any sense of time and is, for the moment, living in the past.
- Focus on the end of the story and the narrator's motives, using the discussion questions as a starting point. Ask: "What questions would you like to ask the narrator?" Pupils could work in pairs to generate a list of questions, and then carry out a role-play, putting themselves in the narrator's position and voicing his feelings and motivations. Individuals could take turns to play the role of the narrator and be in the 'hot seat' to answer the questions.



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- Ask: “Does the story have a happy ending?” Pupils’ views may differ, and if so the class could vote on the issue. Pupils could go on to draft paragraphs giving an alternative ending to the story.
- Using the example in the presentation, ask pupils to create their own memory map diagram with notes and images which could act as a stimulus to write their own story. Encourage them to use a storyboard to plan a narrative structure with flashbacks. There are templates for a memory map and a storyboard in the toolbox chapter.
- Finally, challenge pupils to write and publish their stories using ICT facilities if possible. They could add pictures and audio to bring their stories to life.

### **Extension task/homework**

- Pupils collect photographs, illustrations, music clips etc to act as stimuli for story-writing.
- Pupils could write a short review of a book, film or television programme that uses flashbacks.