



Pathway 2

ENGLISH: Fairytales Reloaded [with assistance]

- Listening & Responding to Traditional Fairy Stories
- Preparing & Taking Part in a Performance of a Fairy Story
- Planning & Writing a Fairy Story

[Extended Unit Award units – part of the Recovery Curriculum]

**Term: Autumn/
Spring/Summer**
skill building towards
next step examination

Learning Intention:

The aim of the Programme of Study this year is to continue to recognise the need for recovery work, this year focusing on social communication skills, understanding of relationships and life beyond school, including the world of work. In addition, work will target building confidence writing for a range of purposes including making links between the notion of the writer and their audience. Through engaging with a wide range of texts, students will explore character, plot, key events and themes related to traditional and modern fairy stories and folk tales. They will engage with a appropriate PSHE issues linked to a range of relationships including an understanding of ‘real’ and ‘fantasy’. Students will also engage with the changing nature of roles in society associated with gender at an appropriate level. Students work will be accredited through the AQA Unit Award Scheme; units have been written to provide opportunities for students to develop their Reading, Writing and Speaking, Listening & Communication skills towards their next step exam. These units have been written to provide learning opportunities at Entry Level Silver Step 1 and Pre-Entry to ensure the right level of challenge for students. Each group will engage with a range of text most appropriate for them in terms of engagement and theme. <https://www.evidenceforlearning.net/recoverycurriculum/>

Key Intentions:

- Build confidence and greater sense of personal identify through engaging with the oral storytelling tradition linked to family/culture and exploring changing gender roles in society.
- Provide opportunities to reflect on their childhood to support building understanding of where they are now in their journey towards adulthood.
- Gain understanding of the difference between fantasy and real-life relationships.
- Develop creativity and imagination focusing on exploring ideas and language through role-play and storytelling.
- Develop language skills in a variety of contexts including 1:1 with an adult, paired and small group work [related to examination criteria – with support]
- Build understanding of a range of jobs (see below).

Key knowledge that should be learned during this SoW

Concept:

Develop understanding of themselves and others and the world beyond school through engaging with a wide variety of fiction and non-fiction texts.

Develop reading, writing, speaking and listening skills in preparation for the next appropriate examination including building understanding of key concepts and skills to support transferring skills to examination texts and tasks.

Develop awareness of the needs of others through exploring the relationship between the storyteller and their audience.

	<p>Build confidence expressing a personal opinion e.g. like or dislike</p> <p>Build understanding of how to work collaboratively with others listening with respect</p> <p>Develop language skills asking and responding to a range of simple questions.</p> <p>Develop language skills using storytelling language and sequence words.</p> <p>Developing understanding of actions and consequences.</p>
<p>Knowledge:</p>	<p><u>LISTENING AND RESPONDING TO TRADITIONAL FAIRY STORIES with assistance:</u> The student will use a range of resources to explore traditional fairy stories. They will listen to at least two short fairy stories and will recognise and talk about key characters and main events. They will watch and discuss at least two film adaptations of well-known fairy stories expressing a personal opinion and, with support, complete a basic review. Finally, they will retell an event in a favourite fairy story, with assistance if necessary. Engage with appropriate PSHE issues linked to relationships; build understanding of jobs related to media, t.v./ film and writing.</p> <p><u>PREPARING AND TAKING PART IN A PERFORMANCE OF A FAIRY STORY with assistance:</u> The student will prepare for and then take part in a performance of a fairy story in front of a selected audience. They will prepare by taking part in a visit to a local theatre, listening to and sequencing a chosen fairy story, making decisions about their character's costume, assisting in making props and taking part in rehearsals. On the day of the performance they will work as part of a team to prepare the stage and audience area and take part in the performance. Finally, they will take part in a group evaluation of the performance before completing a basic individual self-assessment worksheet. Engage with appropriate PSHE issues linked to relationships; build understanding of jobs related to the theatre.</p> <p><u>PLANNING AND WRITING A FAIRY STORY with assistance:</u> The student will use a variety of sources to explore ideas for a modern fairy story. They will produce key character profiles and plan the narrative with support if necessary. They will plan and then write an original story for a modern audience based on a fairy story. Finally, they will select an extract of their story, practise and then read this to a selected audience. Engage with appropriate PSHE issues linked to relationships; build understanding of jobs related to publishing and writing.</p>
<p>Key Skills:</p>	<p><u>LISTENING AND RESPONDING TO TRADITIONAL FAIRY STORIES with assistance</u></p> <p>Demonstrate the ability to</p> <ol style="list-style-type: none"> 1. listen to and talk about events in at least two picture book fairy stories 2. recognise the main characters in two fairy stories identifying good and bad characters 3. watch and talk about two film adaptations of fairy stories expressing a personal opinion e.g. likes and dislikes 4. complete a character profile worksheet on at least one main character

5. complete a review worksheet of at least one film expressing a personal opinion
6. retell an event in a favourite fairy story e.g. using puppets, drawing and talking

Assessed by the teacher by inspection of the student's written work (4,5) and by observation (1-3,6). All assessments recorded on an AQA Summary Sheet.

PREPARING AND TAKING PART IN A PERFORMANCE OF A FAIRY STORY with assistance

Demonstrate the ability to

1. identifying three key areas in a theatre in a photograph e.g. stage, wings, audience seating
2. listen to a simple version of a fairy story
3. sequence key events in the fairy story i.e. using pictures from the story
4. work as part of a team to make key decisions about a drama piece
5. design a costume for their character to wear
6. assist with preparing at least one prop for the production
7. take part in a rehearsal of the fairy story
8. take part in the performance in front of an invited audience
9. take part in a group discussion to evaluate how the performance went
10. complete a short self-assessment worksheet on their performance in this unit of work

Assessed by the teacher by inspection of the student's written work (3) and by teacher observation (1-2,4,6-13). All assessments recorded on an AQA Summary Sheet.

PLANNING AND WRITING A FAIRY STORY with assistance

1. talk about and record ideas for a fairy story e.g. mind map, picture map
2. complete a character profile worksheet for two of the main characters in their story
3. complete a story plan worksheet for their short story
4. write a first draft of their short story using story-telling language and a clear sequence of events
5. review the story they have written with an adult
6. produce a final draft of their story using I.T.
7. create a book cover for their story including a title, illustration and details about the author
8. watch and talk about a video clip of a fairy story being read
9. practise and then read an extract from their story to an audience

	Assessed by the teacher by inspection of the student's written work (1-4,6,7) and by observation (5,8-9). All assessments recorded on an AQA Summary Sheet.	
Language and/or communication skills:	<u>Key Words:</u> fact / real-life fiction / fantasy = made up hero/ brave = good character villain = bad character fairytale storyteller royalty peasant rich poor feelings research = finding out original = new respect / law / crime community = where we live	<u>Technical language:</u> writer illustration (illustrator) actor then + now discuss = talk about dialogue = words spoken by the character character costume positive feedback audience playwright script planning – linked to first, next, then, finally role-play interview in character props Step Up To English descriptive writing terms to include sentence, full stop, capital letter, noun (proper noun – linked to use of capital letters), describing words, doing words, sound words, <i>[as appropriate for individual students in the group]</i>
Curricular Links	<u>Key Cross-curricular Links:</u> P.S.H.E. – fantasy and reality; developing a positive self-image; understanding of how to build and maintain friendships and relationships; developing greater understanding of the world beyond school including personal safety awareness; World of Work – working collaboratively with others, range of jobs related to each unit (see above). Drama – role-play to explore ideas/build understanding, work in character, developing presentation skills. Creative Arts – design and presentation of ideas. Media – film studies core skills. I.T.: - researching using the internet, build skills using Word, adding images to a text document.	