



Pathway 3

ENGLISH: Fairytales Reloaded

- Reading & Responding to Traditional Fairy Stories
 - Dramatise a Scene from a Fairy Story for a Modern Audience
 - Research, Plan & Write a Fairy Story for a Modern Audience
- [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 to reinforce skills at Level 1 and Level 1+ 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).
- Developing language skills [spoken and written] including individual presentation and group discussion work linked to English Functional Skills Levels 1 and 2 and GCSE English Language.

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 stories, folk tales and traditional tales as well as personal stories that exist within their family.

Developing reading, writing, speaking and listening skills in preparation for the next appropriate examination including

	<p>building understanding of key concepts and skills related to examination criteria, texts and tasks.</p> <p>Developing confidence expressing a personal opinion including information to justify and persuade as well as how to develop ideas collaboratively to include core Spoken Language competencies of responding, understanding, building on and challenging appropriately.</p> <p>Build expressive language and communication skills through exploring the tradition and role of the storyteller in society.</p> <p>Developing understanding of how to research, plan and then write extended pieces for different purposes; imagine, explore and entertain as well as inform, explain, describe, persuade, analyse and argue.</p> <p>Develop ability to predict and make decisions in a range of situations; actions and consequence.</p>
<p>Knowledge:</p>	<p><u>READING AND RESPONDING TO TRADITIONAL FAIRY STORIES:</u> The student will use a variety of sources to explore the origins and modern development of fairy stories. They will read a range of traditional fairy stories developing understanding of the choices made by the writer and the intended impact on the reader. They will watch at least two film adaptations of well-known fairy stories before taking part in comparison work focused on the development and changes in the various versions of the story as well as changing perceptions and values in society. Finally, they will prepare for and take part in a formal discussion and research, plan and then give a short oral presentation expressing a personal opinion. Engage with appropriate PSHE issues linked to relationships, gender roles and equality; build understanding of jobs related to media, t.v./ film and writing.</p> <p><u>DRAMATISING A SCENE FROM FAIRY STORY FOR A MODERN AUDIENCE:</u> The student will use a variety of sources to explore ideas for a modern fairy story. They will take on a selected role and work as part of a group in character to tell a scene from a fairy story. They will experience team work in the preparations and as part of the cast in the final performance to a selected audience. Finally, they will be involved in a group review of the success of the performance. Engage with appropriate PSHE issues linked to relationships, gender roles and equality; build understanding of jobs related to the theatre.</p> <p><u>RESEARCH, PLAN AND WRITE A FAIRY STORY FOR A MODERN AUDIENCE:</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. They will write an original story based on a fairy story for a teenage audience using modern storytelling language and a range of descriptive writing techniques demonstrating an awareness of the needs of their reader. Finally, they will read their story to a selected audience focusing on using their communication skills to convey the story effectively. Engage with appropriate PSHE issues linked to relationships, gender roles and equality; build understanding of jobs related to publishing and writing.</p>

Key Skills:READING AND RESPONDING TO TRADITIONAL FAIRY STORIES

Demonstrate the ability to

1. read a short fairy story identifying the story structure and examples of descriptive language devices discussing the impact on the reader
2. read two versions of the same fairy story identifying and discussing similarities and differences
3. watch and take part in a discussion of a film adaptation of a fairy story making comparisons with the original version of the story
4. write a detailed character profile for two main characters from the texts studied
5. write a review of a fairy story expressing a personal opinion i.e. characters, plot, themes, perceptions of a modern audience
6. prepare for and then take part in a formal discussion on a key issue linked to fairy stories
7. research, plan and then give a short oral presentation on a theme linked to storytelling expressing a personal opinion

Assessed by the teacher by inspection of the student's written work (4,5) and by observation (1-3, 6,7). All assessments recorded on an AQA Summary Sheet.

DRAMATISING A SCENE FROM FAIRY STORY FOR A MODERN AUDIENCE

1. complete research on theatre and theatre practices making links with the world of work and comparing Elizabethan theatres with modern theatres
2. take part in a group discussion to make key decisions on staging a drama piece eg. story, scene, allocation of roles
3. work collaboratively on a script for the scene including directions to the actors
4. work as part of a team to advertise the production e.g. poster, leaflet, programme or promotion video
5. take part in a discussion of a performance commenting on the impact of the acting, costume and staging on telling the story to an audience
6. take part in a rehearsal in role thinking about communicating the story to an audience effectively
7. take part in a range of jobs to set up the theatre area and welcome the audience
8. take part in the performance in front of an audience
9. take part in a group discussion to appraise how the performance went
10. complete a short self-assessment to appraise their performance in this unit of work.

Assessed by the teacher by inspection of the student's written work (7) and by observation (1-6). All assessments recorded on an AQA Summary Sheet.

	<p><u>RESEARCH, PLAN AND WRITE A FAIRY STORY FOR A MODERN AUDIENCE</u></p> <p>Demonstrate the ability to</p> <ol style="list-style-type: none"> 1. research to create a mind-map of ideas for a modern fairy story for a teenage audience 2. write a character profile for two main characters in their story 3. complete a story plan for their story 4. write a first draft of their story using story-telling language and a range of descriptive writing devices to entertain and hold the attention of the reader 5. review and then produce a final draft of their story 6. create a book cover for their story including details about the author and blurb 7. read their story to a selected audience focusing on using communication skills to entertain i.e. tone of voice, pace, facial expression <p>Assessed by the teacher by inspection of the student's written work (1-6) and by observation (7). All assessments recorded on an AQA Summary Sheet.</p>																	
<p>Language and/or communication skills:</p>	<p><u>Key Words:</u> fact / reality / non-fiction fiction / fantasy hero/ heroism villain stereotypical (characters) fairytales folk tale/traditional tale storyteller royalty/regal peasant wealthy poverty - impoverished emotions/feelings extended research original respect / law / lawlessness society/community</p>	<p><u>Technical language:</u></p> <table border="0"> <tr> <td>writer</td> <td>audience</td> </tr> <tr> <td>illustration (illustrator)</td> <td>playwright</td> </tr> <tr> <td>actor</td> <td>script</td> </tr> <tr> <td>in character</td> <td>improvise</td> </tr> <tr> <td>dialogue</td> <td>director</td> </tr> <tr> <td>past/present/future</td> <td>point of view/perspective</td> </tr> <tr> <td>entertain– discuss – present</td> <td>protagonist – antagonist</td> </tr> <tr> <td>analyse, compare, review</td> <td>socio-historic context</td> </tr> </table> <p>GCSE Language descriptive writing terms to include verb, adjective, noun, simile, metaphor, hyperbole, personification, pathetic fallacy, onomatopoeia, oxymoron, emotive language [<i>as appropriate for individual students in the group</i>]</p>	writer	audience	illustration (illustrator)	playwright	actor	script	in character	improvise	dialogue	director	past/present/future	point of view/perspective	entertain– discuss – present	protagonist – antagonist	analyse, compare, review	socio-historic context
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Curricular Links

Key Cross-curricular links: 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, working 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.