



Pathway 2+

ENGLISH: Fairytales Reloaded

- **Listening & Reading & Responding to Traditional Fairy Stories**
 - **Dramatise a Scene from a Fairy Story for Performance**
 - **Planning & Writing 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 at Entry Level Silver Step 2 and Gold Step 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 stories, folk tales and traditional tales as well as personal stories that exist within their family.

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

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

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| | <p>Build expressive language and communication skills through exploring the role of the storyteller in society.</p> <p>Build confidence expressing a personal opinion extending an original idea in response to a range of questions; working collaboratively to develop ideas listening with respect and challenging appropriately.</p> <p>Develop understanding of how to use research to plan and then write an extended piece [fiction and non-fiction].</p> <p>Develop language skills using storytelling language, descriptive language devices and sequence words.</p> <p>Developing understanding of actions and consequences.</p> |
| <p>Knowledge:</p> | <p><u>LISTENING, READING & 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 at least three short fairy stories and will write and talk about key characters and main events. They will watch at least two film adaptations of well-known fairy stories before taking part in comparison work focused on identifying similarities and differences in the various versions of the story. Finally, they will give a short oral presentation on a chosen fairy story, 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>DRAMATISE A SCENE FROM A FAIRY STORY FOR PERFORMANCE:</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, with assistance if necessary. 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 before completing an individual self-assessment of their work on this module. Engage with appropriate PSHE issues linked to relationships, gender roles and equality; build understanding of jobs related to the theatre.</p> <p><u>PLANNING AND WRITING 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 main character profiles and plan the narrative. They will write an original story based on a fairy story for a teenage audience. Finally, they will read their story to a selected audience. Engage with appropriate PSHE issues linked to relationships, gender roles and equality; build understanding of jobs related to publishing and writing.</p> |
| <p>Key Skills:</p> | <p><u>LISTENING, READING & RESPONDING TO TRADITIONAL FAIRY STORIES</u></p> <p>Demonstrate the ability to</p> <ol style="list-style-type: none"> 1. read and discuss at least three fairy stories 2. read aloud a prepared short extract from one of the fairy stories 3. watch and discuss two film adaptations of fairy stories expressing a personal opinion |

4. complete a character profile worksheet for two main characters in a fairy story
5. write a brief summary of at least one fairy story
6. complete a short comparison worksheet i.e. identifying similarities and differences
7. plan and then give a short oral presentation on their favourite fairy story expressing a personal opinion e.g. characters, plot, likes and dislikes

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

DRAMATISE A SCENE FROM A FAIRY STORY FOR PERFORMANCE

Demonstrate the ability to

1. research information on modern theatres identify key areas e.g. stage, proscenium, apron, back stage
2. work as part of a team to make key decisions on the drama piece eg. story, scene, allocation of roles
3. work collaboratively to write a basic script for the scene
4. work as part of a team to produce a programme and poster to advertise the production and tickets
5. design a costume for their character to wear
6. take part in a rehearsal in role thinking about communicating the story to an audience effectively
7. complete jobs related to the theatre to set up and welcome an audience
8. take part in the performance to a selected 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 (10) and by observation (1-9). All assessments recorded on an AQA Summary Sheet.

PLANNING AND WRITING A FAIRY STORY FOR A MODERN AUDIENCE

Demonstrate the ability to

1. create a mind-map of ideas for a fairy story
2. write a character profile for two main characters in their story
3. complete a story plan for their fairy story
4. write a first draft of the story using story-telling language and description to entertain 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

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| | <p>expression</p> <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) fairytale storyteller royalty / regal peasant wealthy poor emotions/feelings research original respect / law / crime 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</td> </tr> <tr> <td>entertain– discuss – present</td> <td>protagonist – antagonist</td> </tr> <tr> <td>compare, review</td> <td>socio-historic context [Entry Gold Level]</td> </tr> </table> <p>Step Up To English descriptive writing terms to include verb, adverb, noun [common + proper], adjective, imagery, simile, onomatopoeia, 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 | entertain– discuss – present | protagonist – antagonist | compare, review | socio-historic context [Entry Gold Level] |
| writer | audience | | | | | | | | | | | | | | | | | |
| illustration (illustrator) | playwright | | | | | | | | | | | | | | | | | |
| actor | script | | | | | | | | | | | | | | | | | |
| in character | improvise | | | | | | | | | | | | | | | | | |
| dialogue | director | | | | | | | | | | | | | | | | | |
| past/present/future | point of view | | | | | | | | | | | | | | | | | |
| entertain– discuss – present | protagonist – antagonist | | | | | | | | | | | | | | | | | |
| compare, review | socio-historic context [Entry Gold Level] | | | | | | | | | | | | | | | | | |
| <p>Curricular Links</p> | <p><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, 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.</p> | | | | | | | | | | | | | | | | | |