

SLEEPING BEAUTY Y2

PNS Objectives for Y2

Tell real and imagined stories using the conventions of story language.

Respond to presentations by describing characters, repeating highlights and commenting constructively.

Consider how mood and atmosphere are created in live or recorded performance.

Draw together ideas and information from across a whole text, using simple signposts in the text.

Give some reasons why things happen or characters change.

Explore how particular words are used, including expressions with similar meanings.

Engage with books through exploring and enacting interpretations.

Explain their reactions to texts, commenting on important aspects.

Draw on knowledge and experience of texts in deciding what and how to write.

Use planning to establish clear sections for writing.

Write simple and compound sentences and begin to use subordination in relation to time and reason.

PNS text types guidance

Narrative: fairy tales
Traditional tales guidance

<http://nationalstrategies.standards.dcsf.gov.uk/search/primary/results/nav:45985>

Strand 9 progression statement

Children grow more confident in planning for writing. Their handling of a range of forms becomes more consistent (for example, in their use of person and tense) as well as more creative.

Strand 10 progression statement

Children make progress in the way they organise whole texts by planning how best to group content together into sections. They also begin to take account of the way meaning links from section to section.

Strand 11 progression statement

Children begin to include some longer sentences to add more detail and variety to their writing. They experiment with coordinated clauses to create compound sentences using and, or, and but and they begin to use subordinate clauses to explain when and why. The range of punctuation evident in their independent writing extends to include question marks.

<http://nationalstrategies.standards.dcsf.gov.uk/node/98255>

THIS UNIT OF WORK LINKS WITH PNS Y2 UNIT 2 (TRADITIONAL STORIES)

Familiarisation with text type

- In circle, show children a mysterious golden box. What could be inside? Pull out wand. Pass around silently. Talk partners: whose is it? What could it be used for?
- Guide discussion towards traditional tales and characters. Begin class list of characters.
- Paired Improvisation: lost and found – explore characters and traditional stories through hot seating and role-play.
- Children research a range of traditional stories focusing on magic and magical spells. Create class mind map of key features of traditional stories: characters, settings, magical spells, openings and language. Revisit this in role as a witch with a cauldron and children add ingredients of a traditional tale to the pot.
- Use story *Into the Forest* by Anthony Browne as an introduction to traditional tales, looking at characters and themes. Begin investigating connectives and how the author builds suspense.
- Encourage children to engage in the text through hidden screen activity, using interactive whiteboard reveal picture of only part of a character. Who could it be? Help children to describe and explain. Children to grow into one character, using facial expressions and gestures and then freeze. Teacher models language to describe. Record descriptive language on a chart for later use.
- Act in role as a witch. Children add traditional tale ingredients to the witch's pot. Investigate time connectives. Babble gabble: retell story using time connectives.

Capturing ideas – oral rehearsal

- Watch DVD. In talk partners answer questions, e.g. who did the wand belong to? Why were the King and Queen unhappy? Why was the Fairy of the Woods so angry? Re-watch part with wood fairy. How did the storyteller create mood and describe character? Grow into a witch whose face was 'like thunder'.
- **PSHE** - feeling left out. Explore feelings linked to feeling left out and facial as well as other gestures and expressions that represent these feelings. Build vocabulary for writing.
- Paired improvisation. Resolve confrontation between King and Wood Fairy in positive way, e.g. the king might apologise and invite the fairy to sit at a special place at the table.
- Watch DVD again. Display class lists of story language and connectives: children record examples used by storyteller during viewing of DVD on whiteboards. Share with class.
- Display empty story mountain. With children, fill in story mountain, peaks represent problems and there are two in this story – what are they? Children create a storyboard to illustrate sequence of story.
- **PE/Dance** - using Philip Glass' 'A Gentleman's Honor' create dance that represents the falling asleep of everyone in the castle and the growth of the thorny vines Use activity to build descriptive language of the castle.
- Select part of the story where something important or exciting happens. Watch DVD, how was the storyteller successful in creating mood? Look at facial expressions, descriptions, tone of voice and gestures. Children rehearse and present chosen section in role as storyteller. Discuss each child's success as a storyteller.
- Model using storyboard to retell the story. Communicate success criteria. In pairs, children take turns to retell story briefly to their partner using time connectives and story language.
- In pairs ask children to select a character who might not have been invited to the King's celebrations, a troll, ogre, wolf, sorceress, and wizard. Choose a character and grow into that character. Freeze. Describe attributes of the character. Become that character when he/she finds out she hasn't been invited. Collect vocabulary for how they would look, what they would say and how they would say it, gestures.
- **Art** – create an image of a new character for the new story as he or she confronts the King. Decide how the character will cast his or her spell.

Teacher demonstration – modelled, shared and guided writing

- Model planning by filling in story mountain peaks and talking through ideas. Change character and spell cast, e.g. instead of pricking her finger on a spinning wheel, she drinks a thimble of poison. Children to create their own story mountain plan. Support through guided work as necessary.
- Model writing the story opening. Think aloud and refer to agreed success criteria: use story and time language, describe character and setting.
- Shared writing - children use whiteboards to create sentences.
- Shared writing of part of story where chosen character storms into the castle. Use brief 'growing' drama activity to remind children of characterisation and vocabulary. Use talk partners to consider vocabulary they will use. Encourage use of time connectives, story language and description of character.
- Shared writing of first part of the ending section. Re-enact part of dance of thorns to help children prepare mentally for description of setting. Children finish their own story.

Independent writing

- Use story mountain as an aide memoir, children write the opening section and build-up of their own version of the story.
- During writing, all children to write story in mini-books with different degrees of support: word banks, line guided writing to help groups focus on individual/group targets, TA scribe parts of story for those who struggle with recording, or pairs to work together with teacher on chosen section of the story.



Learning outcomes

Children can express ideas about a character using evidence from the text to justify their opinion.

Children understand that connectives can be used to link ideas and create tension in a narrative.

Children can give reasons for their opinions.

Learning outcomes

Children can act in role, exploring characters' feelings and talk about why things might happen.

Children can use appropriate story language to retell a known story in chronological order.

Children can make specific word choices when orally retelling a story.

Suggested pupil writing targets

Identify how words and phrases have been used to create effects. (AF5)

Demonstrate use of adventurous word choices and detail to engage the reader. (AF1, AF7)

Use basic sequencing of ideas or material, using connecting words and phrases making sure the layout is clear to the reader. (AF4, AF3)

Use conjunctions to join compound sentences. (AF5)

<http://nationalstrategies.standards.dcsf.gov.uk/node/110239>

Learning outcomes

Children can use simple and compound sentences in their writing.

Children's writing demonstrates consistency in person and tense.

Children can write a simple traditional story using a range of connectives to link ideas and build tension for the reader.

Children use deliberate language choices to make their writing more interesting.

Intended outcome

Written version of Sleeping Beauty with different character and problem.