

Red Riding Hood

Literacy Links

Activities which can be used with any story are in blue print. Brackets indicate which activities can be carried out by children on their own and which need teacher intervention.

Speaking, Listening and Responding	Drama	Writing
(Teacher and children) Discuss settings for traditional tales. Discuss the oral storytelling tradition and its role in people's lives in the middle ages.	(Children) Taking the role of a central character in a well known traditional tale, re-tell your story, then write it in exactly fifty words.	
(Teacher and children) Identify the main events in the Coroner's story.	(Teacher and children) Hot-seat the Coroner to find out what he thinks happened from the evidence he has gathered so far.	Write the crime report as if you were Brickman, noting all the details of the crime scene.
(Teacher and children) In pairs/groups discuss how the story teller engages the audience in the story? What techniques does he use? What would they look like in writing? Orally rehearse sentences, evaluating the mood/tension created.	(Teacher and children) Select a key episode from the story, act it out and, using the techniques discussed, write it as a short scene.	
(Teacher and children) After identifying the main events in <i>The Real Story</i> , in groups reflect on the actions of the characters in both of the first two versions and the influence of the historical setting on their behaviour.	(Teacher and children) Freeze-frame key moments from the story then say what the characters are doing/thinking.	(Children) Supported by freeze framing and thought tapping children choose a character, writing about a particular event or series of events from an impersonal/personal standpoint.
(Children) In groups, discuss what kinds of techniques market traders use to sell their goods. What sorts of things do they say? How would that be different from the language used at the time of the story?	(Children) Improvise a short scene in the market. Create characters who would buy the items. Use appropriate language patterns and vocabulary.	(Children) Create an inventory of the contents of the old woman's cottage.
(Teacher and children) Consider the arguments for and against the actions that might be taken against the Lupin family. (Discuss the use of formal and old fashioned language and speech patterns.)	(Teacher and children) The village meeting – role play, fleshing out the village characters, making sure that each character has a say in the meeting. Use formal old fashioned vocabulary and patterns of speech.	(Children) After seeing a model of minutes of a meeting, write up the minutes of the village meeting using the appropriate layout, language features and including the main points for action.

Speaking, Listening and Responding	Drama	Writing
(Teacher and children) Before seeing the third version, in pairs, discuss what might have happened to Nettles Lupin after she left the village. Watch and listen to The Diary and compare it with your ideas.	(Children) In pairs, re-enact the scene between the Coroner and Lady Isabella de Vere, adding details about how she became a lady after leaving the hospital. The Coroner will need to ask her relevant questions to get the full story.	(Children) Continue Lady Isabella's diary after the third page.
(Teacher and children) Make a video or audio recording of interviews carried out for TV/radio news.		(Children) Write newspaper/radio reports, choosing from: <ul style="list-style-type: none"> the unexplained death the child's disappearance the coroner's report the blacksmiths version of events the diaries.
(Teacher and children) Read a number of poems which deal with the emotions. In groups evaluate the success of poems to evoke empathy, sympathy etc.	(Children) Express the thoughts and ideas in the poems through mime/dance/painting.	(Children) Write poems about feelings of isolation, loneliness, fear.
(Teacher and children) After discussing the structure of stories with flashbacks, ask the children in pairs/groups to explore and develop characters, settings and story lines for stories with flashbacks.		(Teacher and children) Write a story with flashbacks: <ul style="list-style-type: none"> model planning to include flashbacks create setting and characters children write independently. (This could be a short film or animation.)
Literary based texts	(Teacher and children) Look at the role of the wolf in fiction. Compare modern and traditional retellings and explore ideas in parodies.	
Historically based information texts	(Teacher and children) Study the period in which the story is set. What else was happening in the country/world? For example: <ul style="list-style-type: none"> - the crusades - the Jewish massacres in London and York - the legend of Robin Hood. How did common people live? What role did superstition and ignorance play in the way they lived their lives?	
Geographically based information texts	(Teacher and children) Using the internet and books, investigate and locate where the 'Holy Lands' are. Look at the climate/ terrain/population/culture. Compare with Britain. Look at Britain's geography in the middle ages. Compare it to modern Britain.	