

Unit	Folk Tales	Recount: Biography
<b>Outcome</b>	<ul style="list-style-type: none"> <li>▪ Innovation of The Lancashire Giant.</li> <li>▪ Presentation of innovated narrative to an audience using props, images, actions etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Biography of a regional/local hero.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>▪ 3-4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2-3 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>▪ Use prefixes to understand meanings e.g. 'un-', 'dis-', 'mis-', 're-'.</li> <li>▪ Listening to and discussing a range of fiction.</li> <li>▪ Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories.</li> <li>▪ Sequencing and discussing the main events in stories.</li> <li>▪ Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</li> <li>▪ Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.</li> <li>▪ Raising questions during the reading process to deepen understanding e.g. I wonder why the character...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening to and discussing a range of biographies.</li> <li>▪ Reading a range of biographies.</li> <li>▪ Discussing the purpose of paragraphs.</li> <li>▪ Identifying a key idea in a paragraph.</li> <li>▪ Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li> <li>▪ Navigating texts in print and on screen.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>▪ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>.</li> <li>▪ Use inverted commas to punctuate direct speech (speech marks).</li> <li>▪ Read and analyse narrative in order to plan and write their own versions.</li> <li>▪ Create and develop plots based on a model.</li> <li>▪ Discuss and propose changes with partners and in small groups.</li> <li>▪ Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore and identify main and subordinate clauses in complex sentences.</li> <li>▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, after, before</i>.</li> <li>▪ Discussing and recording ideas for planning.</li> <li>▪ Grouping related material into paragraphs.</li> <li>▪ Using headings and sub headings to organise information.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>▪ Regional folk tales e.g. The Lancashire Giant – Espresso.</li> <li>▪ The Three Wishes.</li> <li>▪ The Old Lady who lived in a Vinegar Bottle.</li> <li>▪ The Tin Forest by Helen Ward.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Range of simple biographies including print and film versions.</li> <li>▪ Stories from School Years - BBC Class Clips (<a href="http://bbc.in/1oRePTU">http://bbc.in/1oRePTU</a>).</li> </ul>