

## Lesson Support for Stage 2: Plan and Write a Twisted Fairy tale!

**Lesson Duration:**  
**Approx. 3+ hours**

### Learning Objectives:

- Develop knowledge and understanding of 'twisted' fairy tales
- Use understanding to plan their own 'twisted' fairy tale
- To develop an understanding of story writing using key features

### Areas of Learning and Experience:

The steps within this stage offers opportunities to develop:

- **Language, Literacy and Communication** –
  - Understanding languages is key to understanding the world around us
  - Expressing ourselves through languages is key to communication
  - Literature fires imagination and inspires creativity

### Cross-curricular skills:

The steps within this stage offers opportunities to develop:

- **Literacy:** Listening / Reading / Speaking / Writing
- **Digital competence** - opportunities to use different methods of digital communication, using technology when learning about **literature** can help learners deepen their understanding beyond the text in front of them
- **DCF** –
  - **Citizenship:** Digital rights, licensing and ownership
  - **Interacting and collaborating:** Storing and sharing

### Guiding Ideas / Possible questions to ask:

What is a twisted Fairy tale?  
 How are they different to the traditional tales we recently explored?  
 How do you know if a Fairy tale has been twisted?  
 How can you use these ideas to inspire your own twisted tale?  
 What elements do we need to include when writing an effective story?

## Introduction / Starter

Without initially explaining the learning objective, begin to read learners an extract from a Twisted Fairy Tale Ask learners if that was the story that they were expecting? If not, in what way is it different?

A good example to use is **Roald Dahl: Revolting Rhymes**.

This is an hilarious collection of some well-loved fairy tales, cleverly reinvented by Roald Dahl.

When the giant 'smells an Englishman' in Jack and the Beanstalk, the hapless youth gets in trouble from his mum for not washing more often.

The heroine of Little Red Riding Hood pulls out a pistol and shoots the wolf dead before using his fur to make herself a coat. Then she skips off to rescue a poor little pig in The Three Little Pigs.

A not-so-vulnerable Cinderella demands to go to the 'disco' at the Palace and ends up running around at midnight in her underwear!

Do learners like the twist? Do they prefer the original or modified version?

## Learner Activities

## Differentiation

## Achievement outcomes

### Step one

Put learners into groups.

Provide learners with extracts from twisted tales- can they guess what the fairy tale is?

Ask learners to quickly make notes highlighting the plot in the story – use a 10min timer to give them focus

Encourage learners to then feedback the plot to the class- can the class guess what the Fairy tale is? (All learners to feedback to the class)

Ask the learners: What do they like and dislike about the twisted tale?

Grouping- Differentiated text given to each group  
Differentiated questioning/ prompting during presentation

- To be able to recognise the plot of the story
- To be able to recognise and describe the characteristics of a twisted fairy tale

## Assessment Opportunities

- Can learners recognise and describe the characteristics of a twisted fairy tale?
- Can learners give examples of how their specified twisted fairy tale has been modified?
- Can learners present this information accurately to the class?

### Step two

Ask learners:

- what makes an effective story?
- what aspects of a twisted fairy tale must we include?

**NOTE:** Prior to undertaking the planning aspect learners should be reminded of the key elements that make an effective story (i.e. text features)

Differentiated questioning-  
open/closed/higher order

- To be able to identify characteristics of a twisted tale
- To be able to identify the key elements required for effective story writing

## Assessment Opportunities

- Can learners identify the characteristics needed for an effective twisted tale?

### Step three

Ask the learners to plan their own twisted fairy tale, using inspiration from the twisted tales they have looked at and the key elements observed on the story mountain.

Provide learners with a story mountain<sup>1</sup>- remind learners of the need to have a:

- Introduction
- Build up
- Problem
- Resolution
- Ending

Differentiation in level of detail in plan- learners needing support could write on the story mountain template whilst more confident learners can do this independently.

- To be able to plan a twisted fairy tale with the key elements

## Assessment Opportunities

- Can learners plan a twisted fairy tale with original ideas?
- Can they distinguish between and original and twisted tale?
- Can learners provide examples of characteristics needed for an effective twisted tale at each stage of the mountain?

### Step four

Ask the learners to use their plan / story mountain and write their own twisted fairy tale.

**Note:** Learners should be encouraged to use an online document, so they can take parts of their writing and add it to various NPC in a Minecraft: Education Edition world they will build for their twisted fairy tale in a later Stage.

As you monitor learner progress, remind learners of the need to include key text features / key characteristics in their twisted fairy tale.

Differentiated detail expected in writing.

- To be able to write a twisted fairy tale with the key elements

## Assessment Opportunities

- Can learners write a twisted fairy tale (using their plan) with key story elements?
- Can learners use the elements from the story mountain within their writing of their twisted tale?

### Step five

Peer assessment – put learners into pairs.

Ask learners to provide their partner with constructive feedback- what are the strengths of their work? What are the areas of development? Link to success criteria of what makes an effective Fairy tale (Stage One)

Ask learners to make any modifications to their twisted fairy tale they need based on their peers' feedback.

Mixed ability pairing- confident learners to scaffold.

- To be able to assess a piece of working using a knowledge of text features

## Assessment Opportunities

- Can learners give constructive feedback based on the success criteria?

## Plenary

Ask the students the questions below:

- What have we learnt today?
- What were the elements found within the story mountain?
- Authors Chair- peer assessment- learners to read out their plans to their peers- what are strengths? Areas for development?

## Key Vocabulary:

- Twisted Fairy tale/ Plot
- Story Writing/ Mountain- Introduction/ Build up/ Problem/ Resolution/ Ending
- Planning
- Peer Assessment
- Strengths/ Areas for development

## Resources / Supporting files:

- Twisted Fairy tale extracts
- Story Mountains
- Paper for notes/ Language books
- Access to devices with internet connection

<sup>i</sup> Story mountains are diagrams to help learners think clearly about the plot and structure of what they're writing. The benefit of using a story mountain diagram to analyse text is that it enables learners to understand that some stories often start with a description of setting and characters and then start to build up the action. **Around the middle of the story there is often a problem where something exciting or scary happens. This is known as the climax of the story.** There then needs to be a resolution of this problem and then a suitable ending to round off the story. When marking a child's story map, mountain or flowchart, teachers check whether a child has understood that the idea of this process is to remember the **main events of a story without including all the detail**. Children are expected to write in **note form**, rather than full sentences when completing a diagram like this.

