

FABLES (AND PLAY SCRIPTS) - YEAR 3 ENGLISH PLANNING

Programme of Study objectives covered

READING (Word reading) - Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

READING (Comprehension)

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, **plays, non-fiction** and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination

Pupils should be taught to understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

WRITING (Composition) - Pupils should be taught to plan, draft, evaluate and edit their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices such as headings and sub-headings
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation - Pupils should be taught to:

- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

SPOKEN LANGUAGE - Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Class: Year 3	Term: Spring 1	Week 1:	Teacher:
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Day	Learning objective	Introduction / Model	Independent work / Success Criteria Must: all Should: MA Could: HA			Plenary
			LA	MA	HA	
1	<p>To summarise a fable</p> <p>READING (Comprehension)</p> <ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these <p>- several more of the objectives listed above</p> <p>Spr001</p>	<p>(Have children organised into mixed ability pairs, each with a story to read, before the lesson)</p> <p>Explain to children that we are going to be learning about fables and how fables are stories that try to teach us a lesson</p> <p>Explain that we are going to be listening to some of Aesop's fables, which date back as far as the 5th century BC</p> <p>Children to listen to Aesop's fables from BBC website</p> <p>Show how to expand the story transcript by clicking on the box below the information about the story</p> <p>Show children how to listen to the story by clicking on the play button</p> <p>Explain that they are going to listen to one fable each and make notes on it, so that they can retell it to the class</p> <p>Model how to do this with the fable of 'The Monkey as King' from https://www.bbc.co.uk/sounds/play/p01k3684 (if the link does not work, Google 'BBC sounds the monkey as king')</p> <p>Other fables available at https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-index/z73s6v4 (if the link does not work, Google 'BBC sounds Aesop's fables')</p> <p>Model how to listen to the whole story once, and then listen to it again, 20 or 30 seconds at a time, each time summarising each chunk of the story</p> <p>Extension: Children can listen to other fables of their choice</p> <p>Tell children that they must have their work checked by an adult before they listen to other stories</p>	MUST: listen to a fable	SHOULD: summarise the fable	COULD: help a less able partner to summarise the fable	Pairs of children to partner up and practice retelling their stories to each other Children to provide constructive feedback to each other
2	<p>To retell a fable</p> <p>READING (Comprehension)</p> <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <p>- several more of the objectives listed above</p> <p>Spr002</p>	<p>Tell children that they will be retelling their fables today</p> <p>Model how to retell the fable of 'The Monkey as King' in a dull, uninteresting way</p> <p>Model this again, but this time in an engaging way e.g. varying tone, pace and volume of voice, using gestures etc</p> <p>Give children a chance to practice retelling their fables again</p> <p>Pairs of children to partner up and practice retelling their stories to each other</p> <p>Children to provide constructive feedback to each other</p> <p>Ask children to compare the two and use their suggestions to create a list of success criteria</p> <p>Children to take it in turns to retell their fable to the rest of the class</p> <p>After they have done this, ask each pair if they liked the story and ask them to explain their answer and ask other children to give them a star and a wish for their performance</p>	MUST: retell a fable	SHOULD: include some of the features that make this engaging	COULD: provide feedback that helps to improve their performance	Ask children to think, pair, share some of the themes in the fables e.g. all contain animals, often one animal is clever / foolish, all try to teach us a lesson etc

3	<p>GRAMMAR</p> <p>To be able to identify and use pronouns</p> <p>Spr003</p>	<p>Revise what a noun is (a thing). Explain how we can use a pronoun to replace a noun e.g. John plays football. He is very good at it. Ask children to think of as many pronouns as they can in partners. Explain independent work: Children complete worksheet where they need to fill in the missing pronoun</p>	MUST: fill in the missing pronoun from a choice of pronouns	SHOULD: fill in the missing pronoun without a choice of pronouns	COULD: come up with some examples of their own sentences with pronouns	Go through correct answers to work, addressing any misunderstandings
4	<p>To comprehend a fable (The Emperor's New Clothes)</p> <p>READING (Comprehension)</p> <p>- several of the objectives listed above</p> <p>Spr004</p>	<p>Read story of The Emperor's New Clothes to children Explain historical and difficult vocabulary as reading through the story e.g. the meaning of 'obsessed', what courtiers are, how a tailor is someone who makes clothes and so on Ask children to think, pair, share their thoughts about the story: did they enjoy it? Why / why not? What was their favourite part? Why? etc Answer any questions children have Model how to answer questions in full sentences and explain need to do this in work</p>	MUST: answer questions requiring lower order thinking skills	SHOULD: answer questions requiring lower order, and some higher order thinking skills	COULD: answer questions requiring higher order thinking skills	In partners children come up with one question for each other based on the text and answer each other's questions
5	<p>To write a fable</p> <p>WRITING (Composition)</p> <p>- several of the objectives listed above</p> <p>Spr005</p>	<p>Explain to children that we are going to be writing a fable of our own today Discuss some of the themes that we have come across in the fables that we have read and some of their common features Discuss how the resolution is a bit different, because the character in a fable usually does not solve his or her problem so that they / we learn the lesson Handout laminated copy of sheets with vocabulary to help describe characters, settings and objects to all children. Give laminated sheet of connectives, adverbs, similes, metaphors and personification to middle / higher ability only. Children to stick success criteria at top of page. Children spend 8 minutes on writing each of the following sections of a story:</p> <ul style="list-style-type: none"> • Plan • Opening (describing characters and setting) • Build-up and problem • Resolution • Ending <p>After each section:</p> <ul style="list-style-type: none"> • stop children and get them to spend a minute self-assessing their work against their success criteria • get children to spend another minute checking their work for capital letters, full stops, commas and spelling <p>tell children to leave a blank line because they are starting a new paragraph</p>	MUST: write a fable with a writing frame	SHOULD: write a fable without a writing frame	COULD: include a higher level of VCOP and some figurative language	Have children peer assess each other's work and provide each other with a star and a wish

Class: Year 3	Term: Spring 1	Week 2:	Teacher:
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Day	Learning objective	Introduction / Model	Independent work / Success Criteria Must: all Should: MA Could: HA			Plenary
			LA	MA	HA	
1	To identify the morals of fables READING (Comprehension) • identifying themes and conventions in a wide range of books Spr006	Children to listen to some more of Aesop's fables from BBC website Remind them how to expand the story transcript by clicking on the box below the information about the story Remind them how to listen to the story by clicking on the play button Explain that they need to listen to the stories in order and read along with them as they listen Explain independent work: Children need to either: <ul style="list-style-type: none"> match the story to the moral that it tries to teach us by drawing a line between the story and the correct moral or come up with the moral for themselves Extension: Listen to other fables of their choice	MUST: match the fable and the moral	SHOULD: describe the moral of the fable without being given a choice of morals	COULD: listen to some more fables and find the moral in them	Go through the main moral for each story Ask children to share any other morals that they thought the fables try to teach us
2	To use a dictionary Spr007	Explain to children that we are going to be working on plays Revise how to use a dictionary to look up words Children to look up play-related words e.g. cast, scene etc Encourage children to write definitions in their own words	MUST: find the meanings of some words	SHOULD: find the meanings of all words	COULD: write the definitions in their own words	Select child to read out the definition for each word
3	Take children on trip to a theatre to see a play					
4	Practice and perform play scripts SPOKEN LANGUAGE - several of the objectives listed above Spr009	Explain to children that we are going to be performing some plays in groups of 3 or 4 children Explain that each play is one of Aesop's fables Explain that these fables date back as far as the 5 th century BC and each of them tries to teach us a lesson / moral Show children some of the play scripts (don't need to read through them) Ask children to think, pair, share what is different about the play scripts to normal stories Go through key features of a play script: <ul style="list-style-type: none"> List of characters at the top Speaker's name, followed by a colon, followed by the actor's lines (without speech marks) New line each time speaker changes Stage directions in brackets Role of a narrator Tell children which groups they will be performing in (arrange	MUST: perform a play script	SHOULD: consider and incorporate what makes a successful performance	COULD: provide helpful feedback to improve other children's performances	Revise the key features of play scripts Discuss traits of animals across different stories e.g. the fox is cunning Revise how fables try to teach us a lesson / moral

		<p>them into mixed ability groups before the lesson)</p> <p>Ask children to think, pair, share what we could do to make our play performance good e.g. speak clearly, add actions and show emotions on our faces etc. Use their suggestions to make a list of success criteria for the performances</p> <p>Explain how actors need to do what the narrator is saying e.g. if the narrator says the animals were walking, then the actors playing the animals should be walking</p> <p>Tell children that after each play they will need to think, pair, share:</p> <ul style="list-style-type: none"> • two stars (positive points) and a wish (a suggested improvement) for each performance • the traits / personalities of the animals in the story • what lesson / moral they think the story / play is trying to teach us <p>Have children practice their plays and perform them to another group, so that each group can provide the other group with constructive criticism</p> <p>Have children perform their plays to the class</p> <p>Video record the children as they perform their plays</p>				
5	<p>To comprehend fables in the form of play scripts (the Lion and the Mouse and the Cockerel and the Fox)</p> <p>READING (Comprehension) - several of the objectives listed above</p> <p>Spr010</p>	<p>Read play scripts of 'the Lion and the Mouse' and 'The Cockerel and the Fox'</p> <p>Give children parts to play to read the scripts</p> <p>Explain difficult vocabulary e.g. agreement, scent etc</p> <p>Ask children to think, pair, share their thoughts about the stories: did they enjoy them? Why / why not? What was their favourite part? Why? etc</p> <p>Answer any questions children have</p> <p>Model how to answer questions in full sentences and explain need to do this in work</p>	MUST: answer questions requiring lower order thinking skills	SHOULD: answer questions requiring lower order, and some higher order thinking skills	COULD: answer questions requiring higher order thinking skills	Children to compare answers with a partner, discussing any differences <i>without changing their own answers</i>

Children who cannot access the comprehension texts because they are EAL or because of gaps in their phonics knowledge should take part in a catch-up reading scheme. To find a review of the effectiveness of such schemes Google 'Brooks, G. What works for children and young people with literacy difficulties?' and check that you are reading the most recent edition of the review.

You may find the [phonics assessment](http://www.saveteacherssundays.com/phonics/year-1/168/) available at <http://www.saveteacherssundays.com/phonics/year-1/168/> useful to highlight gaps in the children's knowledge. The [phonics resources](http://www.saveteacherssundays.com/phonics/year-1/) from <http://www.saveteacherssundays.com/phonics/year-1/> can then be used to help work on these gaps.