

Unit aims: In this unit Year 7 pupils will be asked to rewrite a fairy tale opening in the style that communicates the deeper warning of the tale and inspires fear in the reader. The start of 'In the Company of Wolves' by Angela Carter is used as a rich text model for this style of writing. Although the extract is short, this is a challenging text and time needs to be allowed for discussion, pre-reading activities and comprehension tasks such as 'think alouds'. It is important that the thinking behind the comprehension is modelled, and that opportunities for independent understanding are also given. When writing, pupils need to be independent: they can think about, plan, and craft writing in collaboration with their peers as a part of the writing process, but the end product cannot be planned or scaffolded by the teacher.

STIMULATE AND GENERATE	CAPTURE, SIFT AND SORT	CREATE, REFINE, EVALUATE
<p>Lesson 1 – Setting the context for symbolic use of setting. Key Learning: -Explore how the context in which texts are set and written can alter meaning -To understand the symbolic use of setting</p> <p>Share a range of images of forests Model how to make inferences and predictions about these images Pupils respond collaboratively to these images, making their own predictions and inferences in response to the following questions: What makes these places dangerous? What do these images have in common? They could also order the images on a spectrum from least to most dangerous, giving reasons for their ranking choices.</p> <p>Share contextual information about forests at the time when the Grimm fairytales were written to develop an understanding of how our perception of forests have changed. Discuss: Why were forests perceived as dangerous spaces?</p> <p>Extend this line of questioning to apply the sense of danger historically experienced in relation to forests to modern contexts Discuss: In modern times, what other spaces have similar traits to these forests?</p> <p>Conclude by drawing together knowledge of fairytales and evaluating the common use of similar settings within them Discuss: Why do so many fairy tales have forests in?</p>	<p>Lesson 2 – Exploring how a fairytale can be seen in different ways Key Learning: -Participate in discussions about texts building on their own and others ideas and challenging views courteously -Apply growing knowledge of language and understanding of words in context to understand the meaning of new vocabulary -Check the text makes sense, developing understanding by asking thoughtful questions</p> <p>Share image from 'The Singing Bones' by Shaun Tan – the sculpture of Red Riding Hood Ask pupils what they see in this picture. What do they think it is about? Do they know the story? Ask pupils to summarise the fairy tale. (Use this task to set the context for the lesson and also to check prior knowledge of the fairy tale – some pupils may be less familiar with it. If there are clear gaps in knowledge, these need to be filled before moving on. (An audio of the Phillip Pullman version of the story is available at https://soundcloud.com/penguin-books/pullman-little-red-riding-hood) Share the first two sentences of the Phillip Pullman or Grimm Brothers version of Little Red Riding Hood and the first two sentences of Angel Carter's 'In the Company of Wolves'. Which do they prefer? Why?</p> <p>Share a bag of words from 'In the Company of Wolves'. Ask pupils to make connections between words, make predictions and identify unknown vocabulary. (Note: teachers will need to use the Ready Reckoner tool to identify which words and concepts will prove challenging for their own pupils. The bag of words can be adapted accordingly to ensure pupils are given a chance to explore these words/ concepts before reading the text. Some words pupils will be able to work out in context when reading the text, others will need more explanation beforehand)</p> <p>Model the use of a 'Think Aloud' for comprehending the first part of the Angela Carter text. Pupils read 'In the Company of Wolves' extract and 'think aloud' using reading strategies to help them make sense of the text (questioning, visualising, predicting etc.)</p> <p>Lesson 3 – Exploring the structures of texts Key Learning: -Explain how a writer's organisation of a text and use of structural features guides the reader Return to the first two sentences from 'In the Company of Wolves. Why does Carter start with the wolf? Structural task: Go through the first two paragraphs of the Carter text model how to map out the structure by summarising in a word or phrase what each paragraph is about (annotating next to the paragraph or creating a sub-heading) Pupils work through the Carter text and finish annotating the structure in the same way. Feedback as a class and create a paragraph level structural template that they can then use for their own work in the future Discuss: How does the structure of this text inspire fear in the reader?</p> <p>Lesson 4 – Constructing a rewritten fairy tale text Key Learning: -Make choices about vocabulary for clarity and impact -Use planning approaches focusing on the purpose of writing and making choices about organisation</p> <p>Share image from 'The Singing Bones' by Shaun Tan - Hansel and Gretel sculpture. Ask pupils what they see in this picture. Discuss: What is the warning/ moral message of this story? Ext: What would be the relevance of this message today? Check familiarity with the story of Hansel and Gretel. Ask pupils to summarise the fairy tale. (Use this task to check prior knowledge - If there are clear gaps in knowledge, these need to be filled before moving on).</p> <p>Build a vocabulary bank around this image, using some of Angela Carter's language as inspiration. Read through the fairy tale version of Hansel and Gretel (Pullman or Grimm) asking pupils to comment on the style on tone of the fairy tale genre Discuss how a rewrite of the text could make it more frightening and better communicate the warning of the story. Discuss what they would focus on at the start to ensure readers focus on the messages of danger(e.g. Carter chose to focus on the danger of the wolf, would they choose the forest, the witch, the gingerbread house, or even the qualities of temptation and gluttony? etc.) Pupils return to their vocabulary bank and add/ edit/ adapt with this focus in mind. Using the structural template created in the previous lesson, create a paragraph by paragraph plan of how they could map out their own opening for their rewrite.</p> <p>Lesson 5 (optional?) – Structuring writing at sentence level Key Learning: -Make appropriate choices from known grammatical structures, understanding how such choices change and enhance meaning</p> <p>How does Angela Crater construct powerful sentences? Go back through the Angela Carter text and pick out the 3 most powerful sentences in the text (from their own perspective) Discuss what makes these sentences powerful. Model annotating a sentence of your own, analysing the words/ grammatical features that contribute to its impact. Pupils annotate their own 3 sentences, exploring what it is that makes them powerful.</p> <p>How do I create powerful sentences of my own? Model how to create a sentence of your own in the style of Angela Carter, but with an alternative focus (for example, about the forest instead of the wolf). Pupils rewrite the 3 sentences they have selected from the text but with the focus they chose last lesson. They can also use the vocabulary banks they constructed in the previous lesson. There could be an opportunity for group discussion of each pupil's favourite written sentence at the end of the lesson. Or they could be given an opportunity to annotate one of their own/ another pupil's sentence, commenting on the words/ grammatical structures that have an impact.</p>	<p>Lesson 6 – 7: Creating the start of a rewritten fairytale Key Learning: -Make choices about vocabulary for clarity and impact -Use planning approaches focusing on the purpose of writing and making choices about organisation</p> <p>Reactivate pupil thinking at the start of the writing process using all, or some of the following activities: Revisit the Shaun Tan sculpture from Hansel and Gretel. Discuss the warning that each pupil is taking from the tale (this may differ from pupil to pupil). Ask pupils to revisit their planning structures and summarise to another pupil how they will structure their story inspire a sense of fear and unease in their reader Read the initial sentences from 'In the Company of Wolves'. Play with how pupils could create a similarly dramatic start of their own.</p> <p>Independent written outcome: Success Criteria (KS3 Assessment Strands): - Select vocabulary to create atmosphere - Structure writing for impact and to guide reader response - Varying sentence structures for impact (optional)</p> <p>Rewrite of the start of Hansel and Gretel. Pupils create an atmospheric piece of writing that will inspire fear in the readers and communicate the moral warning of the tale</p> <p>When writing, encourage pupils to constantly reflect on and edit the quality of their work. Give pupils opportunities to read their work back aloud, to themselves or to others.</p> <p>Encourage them to take the time to craft their work. If possible, model the process of writing yourself by engaging with your own version of the task and verbalising your thinking process</p> <p>Ext: Performance of written texts: Key Learning: Show understanding by reading aloud/performing texts using intonation, volume, pace and movement to make meaning clear (including my own written compositions)</p> <p>There is an opportunity for pupils to share or perform their writing at the end of this unit. This would help to give the task a sense of real audience. One suggestion could be to create a dark and scary atmosphere within the classroom using images of the forest on the board, music etc. and asking pupils to read their work aloud in an appropriate style., This could be done individually or as a group performance. Other pupils could then comment on the word and phrase choices that best created atmosphere and had the most impact on the audience.</p>