

Fiction Unit 2.2 *A Twist in the Tale*

About this unit:

In this unit, the children explore a range of fiction. They read the interactive eBook and watch a film, listening and responding to the stories then contrasting traditional and non-traditional tales. They discuss characters and key fairy-story features, learning how to make predictions. They plan, edit and write their own versions of a traditional tale, with roles reversed.

Stimulus synopsis: *Don't Read This Book!* / *Maximus and the Beanstalk* / *Jack and the Beanstalk* (film)

Don't Read This Book!

The King is about to star in a brand new story but – wait a minute! What's this? The story has disappeared! You'd better go and do something else instead... What? You're still here? Well, then you'll see the King frantically galloping through Storyland to piece together the fragments of his story, with some very unlikely interventions (and help) and some very familiar faces doing some very unfamiliar things. And look out for the pea. He's the real star of this show!

Jack and the Beanstalk (film)

A modern-day twist on the traditional tale. Ever since the giant building appeared in Jack's neighbourhood, people are mysteriously going missing. When a hungry Jack wakes up to find a beanstalk outside his bedroom window, he climbs to the top of the building in search of food ...

Maximus and the Beanstalk

Maximus is a good boy and he always helps his parents. Everyone is very happy, until one day a huge beanstalk crashes through their cottage! But that's not Maximus's biggest problem, oh no! Something keeps stealing his favourite things, but no one believes him. There's only one thing for it – Maximus must take a trip down the creepy beanstalk and solve the mystery himself...

Spelling list:

[F AR 2.2.1 Spelling List: A Twist in the Tale](#)

Recommended grammar activities:

Revise: [Y2_01 Full Stops, Question and Exclamation Marks](#)
[Y2_02 Saying Sentences](#)

New: [Y2_09 Irregular past tenses](#)
[Y2_10 Adjectives](#)
[Y2_11 Nouns, verbs and adjectives](#)

Other sessions available in the [Lesson Bank](#):

Sentence grammar 2: Statements, questions and question marks (*Don't Read This Book!*)

- Explore statements, questions and question marks
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	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Comprehension 1: <i>Don't Read This Book! (1)</i> Make predictions Discuss key fairy-story features	Comprehension 2: <i>Don't Read This Book! (2)</i> Make predictions Discuss key fairy-story features	Depth focus 1: Exploring character: <i>Don't Read This Book!</i> Explore characters within a story	Short composition 1 (Day 1) Ask and answer questions in conversation	Short composition 1 (Day 2) Write statements, questions, exclamations and commands Use appropriate expression
	Objective				
	Become increasingly familiar with a wider range of stories; Make predictions; Participate in discussions and listen to others	Become increasingly familiar with a wider range of stories; Draw on what they already know/background information/information provided by teacher; Explain clearly their understanding of what is read to them	Make inferences; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them	Plan/say out loud what they are going to write about; Encapsulate what they want to say, sentence by sentence; Learn how to use both familiar and new punctuation correctly (Appendix 2)	Learn how to use both familiar and new punctuation correctly (Appendix 2); Learn how to use sentences with different forms: statement, question, exclamation, command
	Spoken Language				
	Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints	Ask relevant questions; Build their vocabulary; Articulate and justify answers; Give well-structured descriptions, explanations and narratives	Give well-structured descriptions, explanations and narratives; Select and use appropriate registers	Participate actively in conversations; Consider and evaluate different viewpoints	Gain the interest of the listener; Select and use appropriate registers
	Success Criteria				
	I can make predictions I can discuss key fairy-story features	I can identify traditional fairy stories within a non-traditional tale	I can explore characters within a story	I can ask and answer questions in conversation	I can write statements, questions, exclamations and commands I can use appropriate expression
Week 2	Day 6	Day 7	Day 8	Day 9	Day 10

Class 1 & 2

Literacy Fiction Medium Term Plan – Spring Term 2

Miss Endersby & Mr Jackson

	<p>Comprehension 3: <i>Jack and the Beanstalk (film) (1)</i> Recap traditional version of Jack and the Beanstalk Focus on similarities and differences between the film shown and the traditional tale</p>	<p>Comprehension 4: <i>Jack and the Beanstalk (film) (2)</i> Discuss good and bad characteristics of fairy-tale characters</p>	<p>Sentence grammar 1: Subordination (when, if, because): <i>Maximus and the Beanstalk</i> Explore subordination</p>	<p>Short composition 2 (Day 1) <i>Use subordination when retelling stories orally</i> <i>Write one sentence using subordination to link events together</i></p>	<p>Short composition 2 (Day 2) <i>Continue with stories using subordination to link events together</i> <i>Rehearse sentences orally before writing them down</i></p>
Objective					
	<p>Become increasingly familiar with a wider range of stories; Draw on what they already know/background information/information provided by teacher; Participate in discussions and listen to others</p>	<p>Become increasingly familiar with a wider range of stories; Recognise simple recurring language in stories and poetry; Make inferences</p>	<p>Learn how to use subordination and co-ordination; Learn the grammar of word structure in Appendix 2</p>	<p>Write narratives about personal experiences and those of others; Write down ideas and/or key words, including new vocabulary</p>	<p>Consider what they are going to write before beginning; Plan/say out loud what they are going to write about; Encapsulate what they want to say, sentence by sentence</p>
Spoken Language					
	<p>Articulate and justify answers; Participate actively in conversations</p>	<p>Listen and respond appropriately; Consider and evaluate different viewpoints</p>	<p>Consider and evaluate different viewpoints</p>	<p>Speak audibly and fluently using Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Speak audibly and fluently using Standard English; Select and use appropriate registers</p>
Success Criteria					
	<p>I can recap traditional version of <i>Jack and the Beanstalk</i> I can focus on differences and similarities between the film shown and the traditional tale</p>	<p>I can discuss good and bad characteristics of fairy-tale characters</p>	<p>I can explore subordination</p>	<p>I can use subordination when retelling stories orally I can write one sentence using subordination to link events together</p>	<p>I can continue with stories using subordination to link events together I can rehearse sentences orally before writing them down</p>
Week 3	Day 11	Day 12	Day 13	Day 14	Day 15

Class 1 & 2

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	Depth focus 2: Sounds elements in a film: <i>Jack and the Beanstalk</i> (film)	Depth focus 3: Sequencing: <i>Jack and the Beanstalk</i> (film)	Comprehension 5: <i>Maximus and the Beanstalk</i> (1) <i>Make predictions</i>	Comprehension 6: <i>Maximus and the Beanstalk</i> (2) <i>Talk about characters</i>	Depth focus 4: Exploring characters' thoughts and feelings: <i>Maximus and the Beanstalk</i>
	Objective				
	Listen to and discuss a wide range of text types; Become increasingly familiar with a wider range of stories; Draw on what they already know/background information/information provided by teacher	Write for different purposes	Make inferences; Answer and ask questions; Make predictions	Make inferences; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them	Make inferences; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them
	Spoken Language				
	Listen and respond appropriately	Listen and respond appropriately; Give well-structured descriptions, explanations and narratives	Speculate, hypothesise, imagine and explore ideas	Articulate and justify answers; Consider and evaluate different viewpoints	Ask relevant questions; Participate actively in conversations; Speculate, hypothesise, imagine and explore ideas
	Success Criteria				
	I can explore sound elements in a film	I can explore sequencing	I can make predictions	I can talk about characters	I can explore characters' thoughts and feelings
Week 4	Day 16	Day 17	Day 18	Day 19	Day 20

Class 1 & 2

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<p>Long composition (Day 1) <i>Discuss character and characteristics</i></p> <p><i>Discuss role reversal</i></p>	<p>Long composition (Day 2) <i>Develop story ideas</i></p>	<p>Long composition (Day 3) <i>Write story openings</i></p> <p><i>Rehearse sentences orally</i></p>	<p>Long composition (Day 4) <i>Edit and improve story openings and continue with stories</i></p>	<p>Long composition (Day 5) <i>Use subordination to link sentences / events</i></p>
Objective				
<p>Write for different purposes; Write down ideas and/or key words, including new vocabulary</p>	<p>Write for different purposes; Write down ideas and/or key words, including new vocabulary</p>	<p>Plan/say out loud what they are going to write about; Encapsulate what they want to say, sentence by sentence; Learn how to use both familiar and new punctuation correctly (Appendix 2)</p>	<p>Encapsulate what they want to say, sentence by sentence; Evaluate their writing with the teacher and other pupils; Learn how to use subordination and co-ordination</p>	<p>Plan/say out loud what they are going to write about; Reread what they have written to check that it makes sense; Learn how to use subordination and co-ordination</p>
Spoken Language				
<p>Participate actively in conversations; Consider and evaluate different viewpoints</p>	<p>Listen and respond appropriately; Consider and evaluate different viewpoints</p>	<p>Listen and respond appropriately; Speak audibly and fluently using Standard English</p>	<p>Give well-structured descriptions, explanations and narratives; Consider and evaluate different viewpoints</p>	<p>Give well-structured descriptions, explanations and narratives; Consider and evaluate different viewpoints</p>
Success Criteria				
<p>I can discuss character and characteristics</p> <p>I can discuss role reversal</p>	<p>I can develop story ideas</p>	<p>I can write story opening</p> <p>I can rehearse sentences orally</p>	<p>I can edit and improve story openings and continue with stories</p>	<p>I can conclude stories</p> <p>I can use subordination to link sentences / events</p>