



KPA & GS English Plan for week beginning 1st of February, 2021



Monday	Tuesday	Wednesday	Thursday	Friday
<u>L.O. To use a marking ladder to evaluate my writing</u>	<u>L.O. To retell a story in chronological order.</u>	<u>L.O. To compare the structure and features of different versions of the same story.</u>	<u>L.O. To recognise the key features of fairy tales.</u>	<u>L.O. To write a new 'Cinderella' type story</u>
Teaching input: Recorded video lesson English Day 16 01.02.21	Teaching input: Recorded video lesson English Day 17 02.02.21	Teaching input: Recorded video lesson Day 18	Teaching input: Recorded video lesson Day 19	Teaching input: Exciting Writing Task – Using the 'story bones' of previous lessons, write a new 'Cinderella' type story.
<p>Activity: Children will need a copy of the historical fiction marking ladder for their year group (on website) and their story from Thursday 28.01.21.</p> <p>Begin by watching the recorded video lesson for English Day 16.</p> <p>Children to carefully read their work and highlight, in the margin of the text where their story meets different statements on the marking ladder. Tick box if they have included examples of e.g. archaic language.</p> <p>Children to describe the best part of their story and explain why they like that part.</p>	<p>Activity: Watch recorded video session Day 17. To celebrate National Storytelling Week we are going to be listening to some very well known stories. Starting with Cinderella. Stop video.</p> <p>Activity 1: Listen to the story of Cinderella on the following link. https://www.youtube.com/watch?v=66LUVBIEOR4</p> <p>Children to make a note of the key events of the story in their books.</p> <p>Restart video. Explain that Storytellers use the bare bones of a story when retelling it so that the version they tell is their own.</p> <p>Activity 2: Using the key events they have noted in their books, pupils make a 3 x 3 grid to record the bones of the story onto. Use</p>	<p>Activity: Watch recorded video session Day 18. Explain that the story of Cinderella is not new. Earliest known version is from 1st century BC in ancient Greece. First written version is Yi Shen (or Yi Xian), a Chinese fairy story written down in 850 AD. The version we are more familiar with was adapted by Charles Perrault in the 17th century. All in all, there is said to be as many as 3 000 versions of this tale.</p> <p>Activity 1: Listen to or read the story 'Rashie Coat' on the website. Children to make a note of the key events of the story in their books. Use their notes to help them to create a 3 x 3 grid of the 'bones' of the story as they did yesterday.</p> <p>Restart the video. Hopefully the connection between the two stories is evident. 'Rashie Coat' is an old</p>	<p>Activity: Watch recorded video session Day 19. Listen to the story of Ye Xian or see printed version on the website. Chinese fairy tale similar to the story of Cinderella. Stop the video.</p> <p>Activity 1: As before, children to make a note of the key events of the story in their books. Use their notes to help them to create a 3 x 3 grid of the 'bones' of the story as they did yesterday.</p> <p>Jot down in their books what is similar and what is different to the previous versions of this story.</p> <p>Restart video. Consider key features of this text type. Common themes e.g. a moral.</p> <p>Plenary:</p>	<p>Activity: Watch the Exciting Writing video. Story must follow the basic pattern to previous stories read and there must be a persecuted heroine or hero.</p> <p>Include as many of the key features of this text type as you can.</p> <p>Use rich, descriptive language.</p> <p>Plenary:</p>

<p>Children to use their marking ladders to suggest possible areas for improvement and explain what they'll do to improve their writing. Children to carefully edit their work according to their responses on the marking ladder.</p> <p>Children then check their success criteria. See</p> <p>Plenary: Children to annotate their marking ladder to show where improvements have been made.</p>	<p>bones as an '<i>aide memoir</i>' to help them retell orally, the story.</p> <p>Concentrate on their delivery, use of voice etc. Aim is that children will upload a short (<5 min) version of them retelling the story of Cinderella onto Tapestry.</p> <p>Y4: pupils orally retell the story of Cinderella. Original chronology must be maintained. Speak audibly and clearly.</p> <p>Y5: As above. Orally, retell the story of Cinderella. Pupils must consider their performance, use expression and gestures for emphasis.</p> <p>Y6: use spoken language imaginatively to engage and interest the listener.</p> <p>Plenary: Practise your performance in front of the mirror/or family and friends. When you are happy, upload <5 min onto Tapestry.</p>	<p>Scottish version of the story. What similarities can the see between the two stories? How do they differ?</p> <p>Y4: To complete the Y4 similarities/differences sheet on the website.</p> <p>Y5: In their books or using the Y5 similarities/differences sheet on the website compare the story of Cinderella and Rashie Coat.</p> <p>Y6: in their books, compare the two stories. Explain, in detail, how the ending of Rashie Coat differs and why they think it may have changed over time?</p> <p>Plenary: Using the 'bones' you prepared. Try to retell the story using your own word.</p>	<p>Pupils to write in their books explaining which of the three versions of the Cinderella story they prefer and why.</p>	<p>Practise retelling your story. If you wish to, you can either upload to Tapestry or perform your story at our next Zoom meeting.</p> <p>Send written work to your teacher for marking.</p>
<p>Resources: Day 16 saved Zoom lesson; copy of their story from Thursday 28th.</p>	<p>Resources: Day 17 saved Zoom lesson; link for Cinderella.</p>	<p>Resources: Day 18 saved Zoom lesson. Copy of Rashie Coat on website and in videos. Y4 and Y5 similarities and differences sheets.</p>	<p>Resources: Day 19 saved Zoom lesson. Y4 and Y5 comparison of key features sheets.</p>	<p>Resources: Exciting Writing video. Story 'bones' from previous lessons.</p>
	<p>Please upload a 5 min part of your performance onto Tapestry.</p>			<p>Please send a copy of this work to your class teacher for marking.</p>