Retold Stories and Plans
The Ugly Duckling

Once upon a time there was an ugly duckling, who had feathers all stubby and brown. The other birds, in so many words, said ‘Quack! Get out of town! Quack! Get out! Quack quack! Get out! Quack quack! Get out of town!’ So he went, with a quack and a waddle and a quack and a very unhappy frown. That poor little ugly duckling went wandering far and near. But at every place they said to his face ‘Quack quack! Get out of here! Quack! Get out! Quack quack! Get out! Quack quack! Get out of here!’ So he went with a quack and a waddle and a quack and a very unhappy tear.

All through the wintertime he hid himself away, ashamed to show his face and afraid of what others might say. All through the wintertime, he hid in his lonely clump of reeds, until a flock of swans spied him there and very soon agreed ‘You’re a very fine swan indeed!’ The ugly duckling was astonished! ‘Who, me? Me, a swan? Oh go on!’ But the swans said to him ‘Yes, you! You are a swan! Take a look in the lake if you don’t believe us.’

So he looked and he looked and he looked and then he saw – a swan! ‘It’s true! I am a swan! I’m not such an ugly duckling, with feathers all stubby and brown.’ And the other birds, in so many words, said ‘You’re the best in town! The best, the very best, the very best in town!’ So, not a quack, not a waddle, not a waddle, not a quack, but a glide and a whistle and a snowy white back and a head held noble and high. The ugly duckling said ‘Now who’s an ugly duckling? Not I!’

The End

adapted from the song sung by Danny Kaye, based on the original tale by Hans Christian Anderson
The Teaching Sequence for a 2/4 week Literacy unit of work

Range: Narrative, traditional tales, storytelling
Year group: 1
Text(s): The Ugly Duckling
Main text objectives: T1, T2, T3, T4, T5, T8, T9, T14, T16

Listen to and learn Danny Kaye song ‘There once was an ugly duckling’

Dance using actions described in song; children produce sequence of moves; work in groups

Start to use actions to retell story; start each session with sung recap using actions

Walk to park to see ducks in own habitat. Close observational sketching

Construct nests using various materials

Look at lifecycle in non-fiction book. Recreate using wheel writing frame

Work in 5 groups to create section of whole class collage of story for display.

Children work with adult to write speech bubbles to add to display

Read different versions of Ugly Duckling story. Ask children to compare them

Use drama techniques (freeze-frame, hotseat, helicopter,) to recreate story and describe characters

Use soft toy/puppet; children talk/ask questions

Children make puppets to use with story maps

Children create artwork of ugly duckling/swan showing feelings before and after

Listen to other music related to ducks and swans

Use one story to create class story map, children adding pictures

Use comic strip frame to sequence story using pictures and captions

Independent re-writing of story using frame of choice

Whole class retelling/singing of story using actions, as performance to other Y1 class

Imitation of the text type

I Loitering around the text

Innovation, Substitution, Addition, Alteration

Invention, talking and drawing

Teacher modelling

Spelling, sentence and paragraph work

Independent writing

Quality writing outcome
The legend of George and the Dragon

Once upon a time, there was a huge and ferocious dragon, who lived in a dark, dark cave high on the top of a misty mountain. The dragon was always hungry, so, every morning and every evening the people of the kingdom at the foot of the misty mountain climbed and they climbed and they climbed until they got to a ledge as near to the dragon’s cave as they dared to go. There they left a sheep for the dragon to eat so he wouldn’t be hungry any more.

Unfortunately, the dragon soon ate all the sheep, but he was still hungry. So, he thought and he thought and he thought and decided he would have to start eating the people. First, he would eat the king’s daughter, then he would eat not one, not two but all the people until he wasn’t hungry any more. So he told the king what he was going to do. When the king realised his daughter and his people were in grave danger he was very worried so he promised a reward to anyone in the land who could rid him of the terrible dragon.

Now, there happened to be a brave knight called George, who, when he heard about the king’s challenge, decided to see if he could help. So, he walked and he walked and he walked high up the mountain to the ledge of the dragon’s cave. The dragon’s huge, fiery eyes blazed at George and he got ready to blast him with his fiery breath. Suddenly, George took his lance and plunged it into the dragon’s side. The dragon let out a terrible roar, his huge body twisted in agony and he fell crashing to the ground with a shudder and a thump. George had defeated the dragon and the kingdom was saved. The king gave George a wonderful reward and everyone lived happily ever after (except the dragon).

The End

adapted from the Legend of George and the Dragon
The Teaching Sequence for a 2/4 week Literacy unit of work

Range: Narrative, Myths and legends
Text(s): Various versions of George and the Dragon
Main text objectives: T4, T5, T6, T11


Read different versions and other related stories about dragons or knights.

Look at artwork in galleries or online. Talk about any differences. Children paint their own versions in artists' style.

Provide circles for children to decorate. Stick, overlapping, onto large dragon shape to form scales.

Use small world figures to recreate setting and retell story. Change one thing - setting, character or ending.


Children write/draw comic strip versions to make 'Superhero' books. What have they changed from the original story?

Write new version using Pie Corbett actions and language. Go outside to tell to children for full dramatic effect.

Use large area to go on a dragon hunt or perform a dragon dance.

Use construction materials or junk to make dragon's den, mountain and castle. Make stick puppets to go with the scenery.

Children work in pairs using fuzzy felt figures and boards to generate ideas for new stories. Adult scribe.

Make part of the classroom the dragon's den. Provide creative materials for children's independent writing in role as characters.

QUALITY OUTCOME (ORACY): Children rehearse and perform Pie Corbett version of story to other KS1 classes for St George's Day assembly.

Imitation of the text type
Loitering around the text

Innovation
Substitution, Addition, Alteration

Invention, talking and drawing

Teacher Modelling
Spelling, sentence and paragraph work

Independent Writing

Quality Writing Outcome
Early one morning the wind and the sun woke up and had an argument.

First the wind said that he was the strongest.

But the Sun argued that he was the strongest.

So, they had a competition.

There was a man walking by. The wind blew and he blew and he blew.

But/unfortunately the man just pulled his cloak tightly round him.

Next the sun tried.

The sun shone and it shone and it shone.

The man got hotter and hotter and hotter. So hot, that he took off his cloak.

The sun had won the competition!

Moral: Kindness always gets things done.

The End

adapted from the original Aesop’s Fable
The Teaching Sequence for a 1/2 week Literacy unit of work

Range: Traditional Tales/Fantasy
Text(s): The Wind and the Sun – Aesop’s Fable (Short Unit of Work)
Main text objectives: T4, T7, T10, T14, T16

**Read the story:** prior to theatre group visit.

**Theatre Visit:** Whole School – Group presenting 12 Fables in One Hour!

**S&L:** Discussion of theatre visit. Did you see our story? Which other fable did you like?

**S&L:** Where was the man going? Learning Partner talk and feed back to class.

**Story Map:** Retell from the map.

**Role Play/Drama:** Use cloak and choose child to be the man. Have a card board Sun and Wind for two other children to hold.

**Shared Writing:** Demonstrate how to write a beginning, middle, end of fable in several sessions. Model oral rehearsal of sentences before writing, and checking the sentences make sense with correct punctuation.

**Focus on Beginning, middle and ends.**

**Sequence:** Children to put pictures from story in order.

**Draw own story map.**

**Invention Talking and drawing**

**Teacher modelling**

**Spelling, sentence and paragraph work**

**Independent writing**

**Quality writing outcome**

**Imitation of the text type Loitering around the text**

**Innovation Substitution, Addition, Alteration**

**Hot Seat Opportunities:** the man, the wind, the sun.

**Paint/Pastel Drawing:** Painting pictures of Wind and Sun

**Paint/Pastel Drawing:** Painting pictures of Wind and Sun

**Write own story using map as a guide.**
Once upon a time, early one morning a mother pig who decided that it was time for her three little pigs to leave home. The first little pig built a house of straw. The second little pig built a house of sticks. The third little pig built a house of bricks. Unfortunately, along came a big bad wolf to the house of straw. Little pig, little pig, let me come in. Not by the hair on my chinny chin chin, I will NOT let you in. So, the wolf huffed and he puffed and he huffed and he puffed and he blew the house down. The first little pig ran and he ran and he ran, all the way to his brother’s house. Then the wolf came to the house of sticks. Little pig, little pig, let me come in. Not by the hair on my chinny chin chin, I will NOT let you in. So, the wolf huffed and he puffed and he huffed and he puffed and he blew the house down. The two little pigs ran and they ran and they ran, all the way to their brother’s house. Next the wolf came to the house of bricks. So, the wolf huffed and he puffed and he huffed and he puffed BUT he could not blow the house down. The wolf was cross, so he climbed onto the roof and started to come down the chimney. But, three little pigs lit a fire and put on a big pot of water to boil. The wolf fell straight into the hot water and burnt his tail – ARRRHHH!! Finally, the wolf went out of the house. He ran and he ran and he ran and was never seen again.

The End

adapted from the original fairy tale
The Teaching Sequence for a 2/4 week Literacy unit of work

Range: Traditional Tales
Text(s): The Three Little Pigs
Main text objectives: T4 T5, T7, T8, T9, T15, T16

Year group: 1

Listen to story on tape/CD.

Read different versions of the story. Focus on different endings. Which do we like best?

Visit: Horton Kirby
Group Work: Make the three houses – straw, sticks and brick (duplo)
Linked: Science – Materials
D&T/History: Houses

Drama/Role Play:
Whole Class – Half class as wolf. Half as one of the pigs. Stand opposite each other. Wolf Side: Little pig Little Pig let me come in. Pig Side: Not by the...

Freeze Frame: The Feelings on faces of Wolf & Pigs, when the wolf knocks on the door.

S&L: Identify and discuss characters.

Imitation of the text type
Loitering around the text

Invention
Talking and drawing

Innovation
Substitution, Addition, Alteration

Teacher modelling
Spelling, sentence and paragraph work

Invention
Talking and drawing

Independent writing
Quality writing outcome

S & L – Sharing: stories written so far. Children read.

Draw own story maps.

Re-tell the story in writing.

Story tell using the story map.

Small World Play – Pigs, Wolf & Houses

Puppet Making: Lolly stick puppets. Story tell with puppets.

Hot Seating: Mother Pig, Wolf and 3 Pigs.

Role Play: With wolf and pig hand puppets.

Wanted posters: for Wolf.

Learning Partner: Re-tell together

Independent writing: Lists for Wolf soup, letter or postcard to Mum.

Quick Write: Key Spellings

Writing Targets: Review work against targets.
The Story of Little Red Riding Hood

Once upon a time there was a little girl called Red Riding Hood who lived at the edge of the forest. She always wore red, red shoes, red coat, red everything. Early one morning she woke up and her Mum asked her to take a basket of goodies to her Grandma’s. Into the basket she put chocolate cake, cherry cake and a delicious cream cake. Little Red Riding Hood didn’t like being told what to do, but she went to bring the cakes to Granny anyway. She trudged unhappily out of the house and down the lane until she got to the old crooked crumbling bridge. There she met a bear. Even though the bear was friendly she thought he looked like a lean bear, a mean bear. “Oi! Look where you’re going you ugly old bear”, she exclaimed. “Oh I do beg your pardon”, said the bear. “I’m lost. Do you know where the bear cave is?” “No”, said Little Red Riding Hood rudely. “Get out of my way!” She stomped and she stomped and she stomped until she came to a tall oak tree there she met a wolf cub who was lonely and sad. “What have you got in your basket?” He said softly. But Little Red Riding Hood shouted, “None of your business, big nose!” and she stuck her tongue out at him. Next she ran and she ran and she ran until she came to a field of soft green grass. She smelt the delicious cakes and she felt hungry. “Mmmm! Yummy!” She took a big bite, and another one and another one until there was nothing left.

The End

adapted from the original fairy tale
The Teaching Sequence for a 2/4 week Literacy unit of work

Range: Narrative, Traditional Tales
Text(s): The True Story of Little Red Riding Hood
Main text objectives: T2, T5, T6, T7, T12, T13, T14

Speaking and Listening: Tell the story using actions. Children join in after a few tellings.

Model drawing story map: Children can contribute to the map in shared session.

Read and compare: Variety of versions of the story from around the world. Read and respond: Which version do children prefer and why?

Drama: Hot seat LRR, Wolf, Mum Grandma. Children wear headband hats in role as characters and rest ask questions.

Shared and guided writing - ask key questions: To support children to develop ideas for story maps.

Collaborative composition: In pairs create own story map to generate ideas for own story, changing characters and places.

Shared writing: Demonstrate Model using word bank to improve ‘boring sentences. Demonstrate composition of narrative using ambitious vocabulary and connectives to create tension. Demonstrate how to write dialogue within the narrative.

Speaking and Listening: Children tell it in 3 sentences!

Ask key questions: What other stories does this tale remind you of? How do the main characters change in the True Story from the original?

Discuss characters and their attributes: Children create Guess Who Riddles – small whiteboard writing.

Drama: Children act out story in roles. They first consider what their character is thinking, feeling, saying and doing.

Teacher or pupil as scribe: Create post-its of what children's characters would say in the drama.

Drama: Groups act out new stories to each other. Video. Evaluate each group’s work looking for successes and improvements.

Paired writing: Sentence work – spot the connectives and underline. Substitute other words for ‘said’ in text.

Independent writing: Children work in pairs to create script for power point presentation of their new story complete with speech bubbles and sound effects.

Peer evaluation: Use success criteria checklist to evaluate each other’s work
Once upon a time there was a boy called Pickles who didn’t want to go to Pirate School. Although he loved writing poems and painting pictures, Pickles’ dad said he needed toughening up, so he had to go.

Early one morning, Pickles was taken to Pirate School where he met evil Captain Abdul and the other pirates. Luckily he was able to smuggle in his dog, Spud to keep him company.

Later that day Pickles met the other children who were also sad. But they tried to enjoy themselves and they all learned how to be pirates. First they learned how to speak pirate and after that they learned how to read treasure maps.

Unfortunately, Pickles found out that evil Captain Abdul and his pirates had made a plan to kidnap all the children and demand a ransom from their parents.

Luckily, Pickles and the other children battled the evil pirates until they were all tied up and then the children managed to escape. So they got into a boat and they rowed and they rowed and they rowed until they met not 1, not 2 but 3 other evil pirates who they stole food and treasure from. They became pirates forever, had amazing adventures and sent lots of treasure home. And they all lived happily ever after, especially Pickles who still loved to write poems and paint pictures and who, surprisingly, turned out to be a girl!

Story retold from the original ‘Captain Abdul’s Pirate School’ by Colin McNaughton © 2005, Walker Books
The Teaching Sequence for a 2/4 week Literacy unit of work

Range: Narrative, Adventure - Picture book and film image
Text(s): Captain Abdul's Pirate School by Colin McNaughton
Main text objectives: T1, T2, T3, T10

**Speaking and Listening:**
*Tell* the story using actions. Children join in after a few tellings.

**Model drawing story map:**
Children can contribute to the map in shared session.

**Draw and make:** a pirate name spinner to choose a character name.

**Drama:**
Create a ‘forum theatre’ of scene from text between father and son. Children as directors. Evaluate each pair’s scene including dialogue.

**Shared writing – teacher as scribe:**
Create list of ‘for’ and ‘against’ points about character – Pickles going to Pirate school based on the forum theatre scenes.

**Shared and guided writing:**
*Model:* writing dialogue using speech marks.
*Scaffold:* using word bank of alternative words for said.
*Demonstrate:* composition of character description using ambitious vocabulary – wow words from those generated on the ‘Role on the Wall’.

**Independent either:** Children write their own Pirate School stories.

**Teacher modelling**

**Spelling, sentence and paragraph work**

**Independent writing**

**Quality writing outcome**

**Imitation of the text type**
*Loitering around the text*

**Innovation**
*Substitution, Addition, Alteration*

**Invention**
*Talking and drawing*

**Speaking and Listening:**
Select key pieces of dialogue. Discuss how they move the story on or reveal more about a character.

**Watch:** clips of ‘Pirates of the Caribbean’ or ‘Peter Pan’ to learn about pirates in action. Also create stills to generate vocabulary to describe characters.

**Shared Reading of the text:**
Children predict what will happen next and give reasons for their thoughts based on what they know.

**Shared Writing:** Model composing a ‘Pirate Passport’. Children create their initial drafts on mini-whiteboards.

**Drama:** Groups act out what different characters might say if they met

**Informal writing:** Create a ‘Role on the Wall’ for main characters. Children put post-its around life-size outline of Pirate recoding descriptive phrases for appearance and inner character. Place inside and outside body accordingly.

**Shared writing:**
*Model:* composition of describing the setting for writing a scene from own story.

**Paired writing:**
Sentence work – scribe up sentences for improvement. Children work on mini-whiteboards or post-its together to improve and ‘uplevel’ sentences.

**Independent writing – ICT outcome:**
Children work in pairs to create animation of their story using digiblue cameras and add sound effects.

**Peer evaluation:** Use success criteria checklist to evaluate each other’s work.
The Tunnel

Once upon a time there lived a brother and sister who were not at all alike. In every way they were different.

The sister stayed inside on her own, reading and dreaming. The brother played football outside with his friends, laughing and shouting.

At night, he slept soundly in his room. But she would lie awake, listening to the noises of the night. Sometimes he crept into her room to frighten her, for he knew that she was afraid of the dark.

Whenever they were together they fought and argued noisily. All the time.

One morning, their mother said, “Out you go together and try to be nice to each other, just for once. And be back in time for lunch.”

They went to the dump. But the boy didn’t want his sister with him. “Why did you have to come?” he moaned.

“I’m scared,” she said.

The boy went to explore and found a tunnel. “Let’s go down it!” he said. But his sister was scared and so she waited for him to come out again. She waited and waited, but he did not come. She was close to tears. What could she do?

At last she had to follow him. The tunnel was dark and damp, slimy and scary. At the other end she found herself in a dark forest. She thought about wolves and giants and witches and she wanted to turn back. But she couldn’t – for what would become of her brother if she left him?

Her heart was beating and she ran faster and faster, through the tall trees.

Just when she could run no further she saw a figure, still as stone. It was her brother. “Oh no!” she sobbed. “I’m too late.”

She threw her arms round the hard, cold statue. Very slowly it became softer and warmer. Little by little it began to move. Her brother came back to life.

They ran back, through the forest, through the tunnel and home. Together.

“Hello,” said their mother. “You two seem very quiet. Is everything all right?”

Rose smiled at her brother. And Jack smiled back.

Story retold from the original ‘The Tunnel’ by Anthony Browne © 1997, Walker Books
The Teaching Sequence for a 2/4 week Literacy unit of work

Range: Stories with familiar settings
Text(s): The Tunnel and Into the Forest by Anthony Browne
Main text objectives: T1, T2, T3, T10, T13

Year group: 3

Imitation of the text type
Loitering around the text

Tell abridged version of story – listen – join in – re-tell.

Look at the wild animals lurking in the trees. Do charcoal drawings of trees with hidden monsters to create scary forest display > sentence work to write captions.

Practise reading the dialogue using different voices >> look at how punctuation is used. Highlight all punctuation and work out rules. Find words to replace “said”.

Paired work: Make up an argument between brother and sister. Perform it and write it, correctly set out and punctuated.

Read “Into the Forest” and discuss similarities with “The Tunnel.” Play scary sounds of the forest on IWB and identify them. Remind about using all five senses in writing descriptions of settings.

Re-tell story, using actions for punctuation and reinforcing paragraph breaks.

Paired talk about changes they could make to the basic story – focus on a different familiar setting and making it frightening - when the girl comes out of the tunnel.

Children write and illustrate own tunnel story in little books with cut out tunnel on cover.

Invention
Talking and drawing

Look at picture of boy pointing. What might he be saying? Add speech bubbles.

Teach use of commas in lists – make up sentences eg “There might be giants, goblins and wolves.”

Drama: simulate a tunnel (blackout curtains + gym equipment).Children crawl down it and then describe sensations.

Model using sentences of 3 for description: “He stumbled over broken glass, rusty tins and stinking bin-bags.”

Children write short description to go with their collage.

NB: As this is such a classic with illustrations which are so essential to the comprehension, the book must be read and enjoyed thoroughly before the abridged version is told.

Read the story once and then read the pictures for their “secret messages.” How do they help us to understand the children? Lots of comprehension work – how do they change? Why do they have names at the end? etc.

Make “scary bags” and things to fill them with – pictures, words and phrases etc. Focus on making the familiar frightening.

Innovation
Substitution,

Look at the 3 familiar settings and how Anthony Browne has made each one frightening. Re-create a picture of each setting in collage.

Paired talk about changes they could make to the basic story – focus on a different familiar setting and making it frightening - when the girl comes out of the tunnel.

Read the story once and then read the pictures for their “secret messages.” How do they help us to understand the children? Lots of comprehension work – how do they change? Why do they have names at the end? etc.

Lots of comprehension work – how do they change? Why do they have names at the end? etc.

Invention
Talking and drawing

Spelling, sentence and paragraph work

Children write short description to go with their collage.

Collect interesting

Independent writing

Quality writing outcome

Teacher modelling

Model using sentences of 3 for description: “He stumbled over broken glass, rusty tins and stinking bin-bags.”

Children write short description to go with their collage.
Charlie’s Bag

Once upon a time there was a little boy called Charlie who lived on the edge of a big city.

Early one morning he woke up and his Mumma said, “Take this bag of goodies to your Grandma’s house.” Into the bag she put – a slice of cheese, a loaf of bread and a square of chocolate.

Next he walked, and he walked and he walked till he came to a bridge. There he met a cat – a lean, mean cat. “I’m hungry,” said the cat. “What have you got in your bag?”

“I’ve got a slice of cheese, a loaf of bread” – but he kept the chocolate hidden!

“I’ll have the cheese please,” said the cat. So Charlie gave the cheese to the cat and it ate it all up.

Next he walked, and he walked and he walked till he came to a pond. There he met a duck – a snowy white duck.

“I’m hungry,” said the duck. “What have you got in your bag?”

“I’ve got a loaf of bread – but he kept the chocolate hidden!”

“I’ll have the bread please,” said the cat. So Charlie gave the bread to the duck and it ate it all up.

Next he walked, and he walked and he walked till he came to a tall town clock – tick tock, tick tock, tick tock. There he met not one, not two but three scruffy pigeons.

“We’re hungry said the pigeons. “What have you got in your bag?”

Unfortunately, there was only the chocolate – Luckily, Charlie found some crumbs. So he scattered them on the ground and the pigeons ate them all up.

Next he walked, and he walked and he walked till he came to a crossroads. There he met ......nobody.

“Mmmm, I’m hungry,” said Charlie. “What have I got in my bag?”

“Mmmmmmmmm, chocolate!” So, he ate it all up!

Next he walked, and he walked and he walked till he came to Grandma’s house. There he met Grandma.

“I’m hungry,” said Grandma. “What have you got in your bag?”

Unfortunately, there was only the chocolate wrapper left – Luckily grandma had chicken, rice and peas for tea.

Adapted from the original ‘Charlie’s Bag’ by Pie Corbett © 2006 Pie Corbett
Range: Narrative
Text(s): Charlie's Bag
Main text objectives: T1, T2, T3, T8, T10, T11

Whole Class - re-tell Charlie's bag story several times using story map made by teacher and actions.

Children work in mixed ability pairs and produce their own story map of Charlie’s bag and practice telling the story using actions and their own map. Children have the teacher’s story map as a guide at this stage.

Whole Class - change only the events in the story and draw a new map. Re-tell orally using map and actions.

Mixed ability pairs – children work collaboratively to change story events and character draw a new story map. Practise telling their new story using their own map and actions. Tell to whole class.

Mixed ability groups – children work collaboratively to change story events and character draw a new story map. Practise telling their new story using their own map and actions. Tell to whole class.

AFL: Can children orally re-tell a story? Do they use actions and story maps?

AFL: Can children substitute ideas from learnt story for their own and orally re-tell it?

Whole Class - Demonstrate and model paragraph writing based on changed whole class story. When reading back to check use punctuation actions.

Mixed ability pairs – children peer check / edit each other’s work. Re-draft.

AFL: Children illustrate each paragraph and produce a published book.

Using teachers story map, children work in small groups and practice telling the story using actions to each other.

Using teachers story map, children work in small groups and practice telling the story using actions to each other. Then in pairs.

Mixed ability groups – children work collaboratively to change story events and draw a story map. Practise telling their new story using their own map and actions.

Mixed ability groups – children work collaboratively to change story events and draw a story map. Practise telling their new story using their own map and actions.

AFL: Can children substitute ideas from learnt story for their own and orally re-tell it?

Teacher modelling

Spelling, sentence and paragraph work

Invention
Talking and drawing

Independant writing

Quality writing outcome

Play Spelling Games to improve children’s composition.

Children compose one paragraph at a time using their own story map. Draft and edit.
Stories of Baba-Yaga work best if you tell the children about her before you start the story, using your voice to create suspense—something like this:

(Have a mortar and pestle ready to show the children)

Before I start this story I need to tell you about the terrible witch, Baba-Yaga, who lives in Russia. Children all over Russia are warned never to play out alone, for fear of Baba-Yaga.

She is a terrible woman, nearly three metres tall and dreadfully ugly, and she has teeth made of iron, so that she can crunch the bones of the children she eats. She lives in the huge forests of Siberia, in the frozen north of Russia, but she lives in no ordinary house. No – Baba-Yaga’s hut is in a clearing in the forest and is surrounded by a fence made of the bones of children she has eaten. And the gate-posts have skulls on them – children’s skulls.

But this hut is no ordinary hut, for it stands on hens’ legs, and when Baba-Yaga wants to move she only has to utter the word and the hut will get up and run to wherever she tells it.

She usually travels around in a huge mortar, steering it with a pestle, and she can travel this way on land, over water or in the air.

And the last thing I need to tell you about Baba-Yaga is that she keeps a flock of black geese which fly around Russia, looking for children who are out playing alone. They swoop down and snatch any child they find, and carry it back to their mistress for her next meal……..

So now that you know all about Baba-Yaga, I can start my story.

The Black Geese

Long ago in Russia, on the edge of a huge forest, there lived a woman who had two children. Early one morning the woman said, “Elena, I have to go to the market. Stay here and look after your baby brother, but watch him carefully, for Baba-Yaga’s black geese who steal children have been seen flying over the village. When I come home, I’ll bring you a sugar-bun.”

After her mother had gone, Elena stayed in the house for a little while. But after a while she got bored, so she took him outside to where her friends were playing. She put him down on the grass, but soon forgot all about him and ran off with her friends. The black geese came down, seized the little boy and carried him away.
When Elena came back and found her brother gone she was terrified. She rushed to search in every corner of the house and yard, but could not see him. She shouted his name, but he did not answer. Then she knew that the black geese must have stolen her brother and taken him to Baba-Yaga, the terrible witch of the forest, who is three metres tall and eats little children. “I must go after him,” Elena said, as she began to run towards the forest.

She ran across the fields and came to a pond, and there she saw a fish lying on the bank, gasping for water.

“Elena, Elena!” it called. “I am dying!”

Elena wanted to hurry on, but she was sorry for the fish. She picked it up and carefully put it back in the pond. “You have helped me, so I shall help you,” said the fish and dived down under the water and then up again. “Here, take this shell, and if ever you are in trouble, throw it over your shoulder.”

Elena did not see how a shell could ever help her, but she did not want to seem rude, so she put it in her pocket and ran on.

Soon she came to a grove of trees, and there she saw a squirrel caught in a trap.

“Elena, Elena!” it called. “My leg is caught.” Elena wanted to hurry on, but she was felt sorry for the squirrel, so she released the trap. The squirrel darted up into a tree and then down again.

“You have helped me, so I shall help you,” it said. Here, take this walnut. If ever you are in danger, throw it over your shoulder.” Elena put the nut in her pocket and hurried on.

Next she came to a stony bank and there she saw a field mouse trying to move a fallen rock.

“Elena, Elena!” it called. “I cannot get into my hole.” Elena was sorry for the field mouse, so she pushed and shoved until she had moved the rock aside. The mouse darted into its hole and then back again.

“You have helped me, so I shall help you,” it said. Here, take this pebble. If ever you are in danger, throw it over your shoulder.”
Elena put the pebble in her pocket and ran on into the dark forest, where the trees grew so close together that not a speck of sunshine could get through. Soon she came to a clearing and there she saw Baba-Yaga’s hut, which stands on giant hens’ legs and can move about when it likes. The black geese were roosting on the roof, a kettle was boiling on the fire and Baba-Yaga was asleep inside, snoring through her long nose. Near her on the floor sat Elena’s little brother, playing with some bones.

Elena crept into the hut and picked up her brother. But, as she ran away into the forest, the black geese saw her. Immediately they began to honk and to clap their wings, and Baba-Yaga woke up.

“Stop thief!” she screamed. “Bring back my dinner!”

Elena did not stop, but hurried on with her little brother in her arms and with the witch chasing her with her long bony legs. Elena could not run fast, for her brother was too heavy. The witch was gaining on her. What could she do?

Suddenly she remembered what the fish had said. She reached into her pocket and threw the shell over her shoulder.

At once, a lake appeared behind her. It was too large for Baba-Yaga to go round it, so she squatted down by the edge and began to drink. In no time at all, she had slurped it all up, and was chasing Elena again. She was so close that Elena could hear the gnashing of her iron teeth.

Luckily she remembered what the squirrel had said. She reached into her pocket and threw the nut over her shoulder.

At once, a thick forest appeared behind her. The trees grew so close together that Baba-Yaga could not get through, but she knelt down and gnawed through the trunks with her iron teeth, and in no time at all she was close behind Elena again.

Elena could feel the panting breath of the witch on her neck, and see the long arms reaching out to grab her. She reached into her pocket and threw the pebble over her shoulder.

Instantly a huge mountain sprang up behind her. Baba-Yaga could not eat it, nor drink it, so she stamped her feet and shook her fists and roared in fury. And then she had to go back into the forest, growling and cursing.

At last Elena reached her village, and was safe at home, playing with her little brother before her mother got back from the market with the sugar buns.

adapted from ‘The Black Geese’ in Clever Gretchen and Other Forgotten Folktales by Alison Laurie © 2005 iUniverse
The Teaching Sequence for a 2/4 week Literacy unit of work

Range: Traditional tales
Text(s): Baba-Yaga
Main text objectives: T2, T3, T7, T8, T9

Before telling the story –
tell children about
Russia and Baba-Yaga
(to create suspense.)

In gym – children act out
story (individually) as
teacher tells it. They can
experience the journey
aspect of the story,
climb trees (gym bars),
and hide as necessary –
helps internalise the
story.

Tell story in
Class Assembly.

Dance – create
dance for black
geese.

Collect powerful
words and phrases for
evil characters in
Writer’s Notebook.

Tell story with
actions for
punctuation
(different from
first retelling) –
just before
independent
writing.

Imitation of the text type
Loitering around the text

Art – children make stick puppets of all
characters - to use whilst telling story
and doing sentence level work on
punctuation for dialogue.

Innovation
Substitution, Addition,
Alteration

Paired work: Oral rehearsal of
dialogue during sentence
level-work on speech marks.

Puppet show - with music and sound
effects.
ICT : Film the show, view on IWB and
discuss how to improve own story-telling >>

Listening – join in – retell.
Re-tell story in groups.

Listen to music – The
Hut on Hen’s Legs by
Mussorgsky.

Reading activities – sequence
paragraphs or sentences from
story.

Groups act out story
with one child as
narrator.

Adjectives and adverbs
to describe good and
evil characters >>>
Wanted posters for
Baba-Yaga.

Explore structure of story and
revise work on settings from
last term by deciding which
different scenes would be
needed for a puppet show.
Groups paint background
scenery.

Invention
Talking and drawing

Teacher modelling
and demonstration

Teacher scribing

Supported writing

Quality writing outcome

Spelling
activities to learn
words from the
story.

Use story map to model how
to retell story with own
substitutions – Paired work:
decide on own substitutions.

Children write own version of
story with illustrations.
A long time ago there lived two brothers. Pelias hated his older brother, Aeson, because Aeson was the King of Thebes. Pelias and took the throne from his brother and put him in prison. But Aeson had a son, and after many years that son came back to fight for his father's rights. His name was Jason.

When Pelias heard that Jason had arrived he challenged him to a dare. "I'll give up the crown without a fight, if you can prove you are worthy to take it from me. I dare you to go and find the famous Golden Fleece. If you can bring it to me, the crown goes back to your father." "I accept! I'll do it!" said Jason.

Then Pelias smiled a wicked smile. For he knew that many had tried to take the fiercely-guarded Golden Fleece belonging to King Aeëtes — but none had lived to tell the tale.

Jason's first task was to search out the finest shipbuilder in the land. He called his ship Argo, which means swift, and he mustered a crew from all the heroes of the world and called them his Argonauts. But when he climbed aboard, he did not even know where to start looking for the Golden Fleece. Resting his hand on the wooden figurehead — carved from a magical oak tree — he could feel a throb, like a heartbeat. Suddenly the figurehead turned, and the carved eyes opened, and the carved mouth spoke: "King Phineas will tell you where. Ask poor, poor Phineas!"

Phineas was old and blind. He had chests full of robes and larders full of food. But when Jason and the Argonauts visited him he was as thin as a twig and his clothes hung in rags. Servants brought delicious food. But no sooner was the table set than in through the windows swooped a flock of hideous birds, their claws snatching, their wings clacking. They had women's heads, with flying hair and munching mouths, and they stole the supper out of the very hands of the Argonauts and slashed at their faces. "The Harpies! Shelter under the table, sirs!" cried King Phineas. "You'll be safer there." But Jason drew his sword and cried, "Up, men, and fight!" He and his crew fought the Harpies until feathers and hair fell like snow. The creatures beat at Jason with their leathery wings, but he cut them out of the air with his sword and jumped on them with his two feet. At last the Harpies fled shrieking across the rooftops and out to sea, never to return.

Jason grilled a plate with food and set it in front of the king. "Eat, friend, then tell us how to find the Golden Fleece." "Don't try it!" begged Phineas. "The Fleece hangs in the Land of Colchis, beyond the Clashing Cliffs. Think of that and tremble!" "Tremble? I, tremble? Ha!" said Jason grandly. And he gathered his men together and the Argo set sail for the Clashing Cliffs.
But the cliffs were a terrifying sight. Two walls of rock, on either side of a narrow strait, crashed together like cymbals. Fire streamed down and sparks flew up, while boulders plunged into the churning sea below. Between one clash of cliffs and the next, the *Argo* sped through, swift as darting seagulls. Soon they had reached Colchis, Land of the Golden Fleece.

The next day Jason presented himself to the king of the island and told him his story. "I must have the Golden Fleece—it's my destiny," he said. The king's lip curled. "Well, of course I shall let you take my Golden Fleece ... but the soldiers who guard it might try to stop you. Ha ha!"

Out of his deep purple pockets he pulled handfuls of sharp white teeth. Dragon's teeth! He tossed them in among the Argonauts. As each tooth touched the ground, a warrior sprang up, bristling with weapons. Soon these soldiers outnumbered Jason's men a hundred to one. "We fought the Harpies, didn't we?" cried Jason to his men. "Surely we can knock out a mouthful of teeth!"

The Fleece hung in a lovely garden. By the gate of the garden stood a woman—the king's daughter. "I watched you fight the dragon-tooth warriors," said Princess Medea to Jason. "You are a true hero, I can see that. But you'll need my magic if you are going to win the Golden Fleece. Marry me and I'll help you."

"You're so beautiful that I'll willingly marry you," said Jason. "But I must lift down the prize by my own strength or I would be cheating." He set out through flowery groves, across streams, past bushes hung with blossom. But here and there he passed piles of bones. Other heroes had entered the garden before him ... and met the dragon.

At last Jason found the prize he had come for. The Golden Fleece rested over the branch of a tree—as thick and heavy as a carpet, glistening with golden curls, soft, soft, soft. And round the tree coiled the dragon set to guard it. The monster had no eyelids, it had no name and it had no pity. It looked at Jason with eyes scorched red by sunshine and moonlight. Then it pounced on him with gaping jaws.

Jason drew his sword, but its blade shattered like glass against the dragon's scales. Teeth tore his clothes and fiery breath scorched his hair. Up into the tree he clambered to escape. And when the dragon opened its mouth to lick him down, Jason plunged in his broken sword. The beast gave a terrible roar. Smoke billowed round Jason. Again and again he stabbed, until black smoke dirtied all the king's garden. The Argonauts, watching from the shore, saw the smoke gather in the sky. "Where's Jason? Why doesn't he come?" they cried.
Then the sun glinted on a splash of gold—a sheep's fleece. It was draped over Jason's shoulder as he came running down the beach. Alongside him ran a woman as beautiful as the Fleece. "Aboard, men!" cried Jason. "I've stolen the king's Golden Fleece and his daughter!"

So Jason and Princess Medea returned to Thebes—much to the amazement and fury of Pelias. Jason's father, Aeson, was freed from prison, but he refused to put on the crown of Thebes again. "I'm too tired to rule, Son," he said. "You must be king in my place." But Medea said gently, "Trust me, father-in-law. I have magic to make you strong and young again."

She poured him a peculiar potion, which sent Aeson to sleep for three days. When he awoke, he had the body of a young man and the wisdom of an old one—and all the energy he needed to rule Thebes. When wicked old Pelias saw this amazing transformation, he went to Medea and offered her all his money if she would do the same for him. "Make me young again, Medea," he said. "I'd give anything for that!" So Medea gave him a potion, too, and he fell asleep for three days. Three months. Three years. In fact he never woke up again, because Medea had put him to sleep for ever.

So Jason and Medea lived together as man and wife, and although Jason dressed in simple clothes, his cloak was lined with a golden fleece.

THE END

adapted from the myth of Jason and the Golden Fleece as retold in 'The Orchard Book of Greek Myths' © 1992, Orchard Books
The Teaching Sequence for a 2/4 week Literacy unit of work

Range: Narrative - Myths, legends, fables, traditional tales
Text(s): Jason and the Golden Fleece
Main text objectives: T2, T3 T7 T6 T7 T8 T10

Year group: 3

Whole Class - re-tell Jason and Golden Fleece story several times using story map made by teacher and actions.

Imitation of the text type
Loitering around the text

Describe a character - take the description text about the dragon and highlight key words that describe the text.

Mixed ability pairs - children work collaboratively to draw story map for own myth. Substituting ideas. Consider each part as a paragraph. Practise telling their new story using their own map and actions.

Innovation
Substitution, Addition, Alteration

Act out the story of Jason.

Using highlighted text children using ICT drawing program and paint media to draw / paint the dragon / harpies / Phineas /golden fleece. Using words highlighted.

AFL: Can children substitute ideas from learnt story for their own and orally re-tell it?

Teacher modelling
Spelling, sentence and paragraph work

Whole Class - Demonstrate and model paragraph writing based on changed whole class myth. When reading back to check use punctuation actions.

Independent writing
Quality writing outcome

Mixed ability pairs - children peer check/edit/proof read each other’s work. Re-draft.

AFL: Outcome: In pairs children will have worked collaboratively to produce their own myth book to read to Year 4 children. Year 4 give feedback.

Using teachers story map, children work in small groups and practice telling the story using actions. to each other.

Using teachers story map, children work in small groups and practice telling the story using actions. to each other. Then in pairs.

Groups - children plot events of story on large story mountain-discuss order.

Hot seating - Jason

Pairs - paint a character and use adjectives/phrases to describe.

Story circle using different opening lines.. Many years ago…. You may have heard……. There was a time when….. Introduce continuation lines e.g. Then, as if by magic or It was unbelievable

Play Spelling Games to improve children’s composition.

Pairs – Children compose one paragraph at a time using their own story map. Draft and edit.