

Talk about it

SECTION

5

A sequel

Objective: To use settings and characterisation to engage readers' interest.

What you need: Completed copies of photocopiable page 16, photocopiable page 23.

What to do

- Explain to the children that they are going to create a sequel to 'Jack and the Beanstalk'. Establish that the sequel will be written in prose and in traditional fairy-tale language.
- Remind the children that they have already met Jack and know him quite well. Revise their ideas from their completed photocopiable sheets. Now ask them to imagine that their new friend, Jack, tells them the secret of the beanstalk and asks them to climb the beanstalk with him.
- Children can complete photocopiable page 23 in groups of three as preparation. Explain that, although they will think of ideas together,

they will actually develop and write the story individually. Give them a few minutes to jot down their ideas, and then ask each group to share their best idea with the class.

- Discuss some of the ideas and challenge the children to think about the story sequel overnight. They don't need to stick with the ideas from this session. Nothing must be written down. The story must be told the next day in the oral tradition of storytelling. The next activity explains how the stories will be told.

Differentiation

For older/more confident learners: Children preparing longer or more complex story ideas may want to make notes or sketches to help them tell their stories.

For younger/less confident learners: An adult should establish firm story ideas, using the photocopiable sheet, before the children go home.

Telling the story sequel

Objective: To tell stories effectively and convey detailed information coherently for listeners.

What you need: Preparatory notes and illustrations from the previous activity.

What to do

- Remind the children that their sequels to 'Jack and the Beanstalk' are to be told in traditional fairy-tale style and they should *not* try to make them amusing. Explain that Roald Dahl was a very experienced writer and that he used literary conventions (bathos, anachronisms, colloquial speech) that young writers will learn to use when they are older.
- Invite one child to tell their story sequel to the class. Choose a person who you know will have a good story ready. Model the way in which listeners can improve this story by asking pertinent questions that enable the storyteller to clarify any parts that are confusing. Listeners

may also make suggestions to improve the story.

- Repeat this exercise with a second storyteller and encourage more children to ask questions.
- Organise the children to work with writing partners. They should take turns to listen to one another's stories, ask helpful questions and give useful advice. Allow three minutes for each storytelling and questioning session.
- Encourage the children to comment on the support they were given by their partners.
- The activity 'A beanstalk book' in Section 6 explains how children can finish this project by writing and publishing their stories.

Differentiation

For older/more confident learners: Advise children to extend their stories by inserting pieces of description to create atmosphere.

For younger/less confident learners: Give the children a selection of improvements to their storylines, from which they can choose.