



## Section 2

# Developing writing

### Activities breakdown

The activities in this section provide opportunities for children to explore the key elements of the fairytale genre in terms of character, setting and plot. The distinctive language of fairy stories is also examined through the analysis of dialogue, time connectives and story language and by playing with repeated phrases and synonyms.

### Character

Children are given opportunities to discuss and write about the appearance, actions and behaviour of characters in a wide range of fairy stories. Drama techniques such as role play and hot-seating are used to help children to develop empathy with characters and speculate on how they might feel and behave in different situations.

### Setting

Four typical fairy story settings are introduced using the photographs and the audio clip on the CD-ROM as stimulus. The children are asked to think of words to describe the appearance and atmosphere of each story setting which they are then encouraged to use in their own writing.



### Activities breakdown

#### Character

- Fairytale characters
- Catchphrase
- Wicked ideas
- Cinderella's feelings

#### Setting

- Describe the setting
- Who lives here?

#### Plot

- Order the story
- The plot
- Here we go again!
- Beginnings and endings

### Plot

The pattern of story development, from the introduction through to the climax and resolution, is mapped out using well-known fairy tales. The children will have opportunities to retell stories and to sequence the main events in fairy tales they know well.

### How to use the activities

Detailed teachers' notes giving guidance on delivery, including how to use the photocopiable pages at the end of the section and the materials on the CD-ROM, support each activity. Children are encouraged to write in a range of forms and a variety of simple writing templates are provided to scaffold the development of their independent writing. Through discussion activities, retelling and role play, the children get opportunities to rehearse their ideas orally before writing them down. The activities are highly flexible and can be adapted. All the activities should be modelled for the whole class or smaller groups using the whiteboard before the children are asked to undertake any independent work.