The Building Blocks Of Fiction

# Rationale

This unit was designed as a possible introductory unit with a new set of First Year students. At its core, it was designed to give students the opportunity to engage with a wide variety of texts, giving both the students and you, as their teacher, a chance to begin to articulate

what they like in their reading and to build on their learning from primary school. The unit has oral language activities throughout and ends with a suggested writing assessment. This unit broadly keeps one of the aims of the specification in mind:

**To develop an informed appreciation of literature through personal encounters with a variety of literary texts.**

# Key learning in focus

The learning outcomes for this unit were selected to give students a solid foundation in some of the fundamentals of English. By the end of this unit, students should be able to demonstrate an appreciation of characterisation, and create settings and the basics of plot structure.

A suggested learning intention that you might share with students across this unit is:

We are learning to… **understand how authors create unique characters by placing them in interesting worlds**.

## Oral Language 1, 2

1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining and speculating. **O**
2. Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas. **O**

## Reading 6

**6** Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure. **O \***

## Writing 1, 4, 5

**1** Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, redraft and edit their own writing as appropriate. **O \***

1. Write competently in a range of text forms, for example: letter, report, multi-modal text, review and blog, using appropriate vocabulary, tone and a variety of styles to achieve

a chosen purpose for different audiences. **O \***

1. Engage with and learn from models of oral and written language use to enrich their own written work. **O**

# Texts students will engage with:

*The Hunger Games* by Suzanne Collins

*The Fellowship of the Ring* by

J.R.R. Tolkien

*The Curious Incident of the Dog in the Night-time* by Mark Haddon

*Ender’s Game* by Orson Scott Card *Little Women* by Louisa May Alcott *Oliver Twist* by Charles Dickens

*The Lion, the Witch and the Wardrobe*

by C.S. Lewis

*The Shadow of the Wind* by Carlos Ruis Zafón

# Key critical vocab

*The Jungle Book* by Rudyard Kipling

*The Adventures of Huckleberry Finn* by Mark Twain

*Lord of the Flies* by William Golding

*Harry Potter and the Philosopher’s Stone*

by J.K. Rowling

*Great Expectations* by Charles Dickens

*The Iliad* by Homer

*The Secret Life of Walter Mitty* by James Thurber

Plot, scene, problem, rising action, climax, falling action, resolution, narrative perspective, first-person perspective, third-person limited perspective, third-person omniscient perspective, reliable narrator, setting, character, the five senses

# Challenging vocab

Immortal, avenge, cunning, appease, pandemonium, insinuating, inscrutable, insolent

# SPaG focus

The Punctuating Dialogue section of Unit 8 (Spelling, Punctuation and Grammar) at the end of the textbook (see page 270).

# Scaffolding

Information download: attach new information to any prior learning

Key concept explanations: dual-coded explanations with multiple concrete examples Annotated examples

Reading strategies: Frayer-method vocabulary tools, summarisation activities, quote quests, graphic organisers

Structured group discussions

Success criteria for writing and oral language tasks Graphic organisers to structure thinking and writing

Modelling: annotated examples, sentence types, sentence stems, writing frames, writing from models

# Ideas for ongoing assessment

Retrieval practice grids (activity book) Peer feedback

Verbal teacher feedback Whole-class feedback (TRB)

End-of-chapter quiz and writing practice (textbook)

Short written assessment (TRB)

# Suggested end-of-unit summative assessment

Write a short story inspired by the events, characters and/or locations studied in this unit.

Success criteria could be discussed and agreed with students before the task and would be based on some or all the knowledge and skills students have developed in this unit. You may wish to teach the Punctuating Dialogue sections in both the textbook and the activity book with a view to including this as one of the students’ success criteria – see also Unit 8 (Spelling, Punctuation and Grammar) in the textbook.

**Unit breakdown: step-by-step**

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| --- | --- | --- | --- |
| **Section & page number** | **Suggested number of classes** | **Learning outcomes** | **Activities** |
| Plot | 1 | R: 6 | Plot explanationPlot reading task |
| Perspective | 1 | OL: 1R: 2, 6W: 3, 5 | Narrative perspective explanationExtracts: Reading different perspectives Structured discussion task |
| Setting | 3 | OL: 1, 2, 7R: 6, 10W: 1, 3, 4, 5, 6, 11 | Setting explanationExtracts: Reading different settings Writer’s craft: Crafting a settingOral language task: Describe a setting |
| Character | 3 | OL: 1, 2R: 6W: 1, 3, 4, 5, 6, 11 | Character explanationExtracts: Reading different characters Structured discussion: CharactersOral language task: Describe a characterWriter’s craft: Crafting a character |
| *The Iliad* | 4 | OL: 1, 2, 5R: 1, 3, 5, 6, 8, 10W: 3, 4 | Walking debate: What do you agree with? Challenging vocabularyReading a story Reading tasksExtended writing: Writing to analyseOral language task: Storytelling |
| *The Secret Life of Walter Mitty* | 4 | OL: 1, 2R: 1, 3, 5, 6, 8, 10W: 3, 4 | Structured discussion Challenging vocabulary Reading a short story Reading tasksExtended writing: Writing to analyse |

**Teacher reflection**