Communicating As A Writer – The Fractured Fairy Tale

# Rationale

This unit is designed as a young writer’s workshop. Students will learn about and go through the writing process to craft their own short story – a flipped fairy tale. Students will engage in activities to brainstorm and plan ideas. They will also develop their redrafting and editing skills, and learn to use grammar and punctuation to enhance their reader’s experience.

# Key learning in focus

The selected learning outcomes for this unit have a strong emphasis on developing the reading and writing skills of students. A suggested learning intention that you might share with students across this unit is:

We are learning to… **understand how to write effective elements of short stories.**

**Writing 1, 6, 11**

**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 work as appropriate. **O \***

**6** Use editing skills continuously during the writing process to enhance meaning and impact; select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel and manage content. **O \***

**11** Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader’s experience. **O \***

There are also a wide range of supplementary learning outcomes included in the oral language, reading and writing tasks within the unit of learning, which are outlined in the unit breakdown.

# Texts students will engage with:

*The True Story of the Three Little Pigs* by John Scieszka The Three Little Pigs *Guardian* digital advertisement

# Key critical vocab

Character, setting, writing process: brainstorming, planning, drafting, redrafting, editing, reflecting

# SPaG focus

Capital letters and full stops, punctuating dialogue, adverbs and sentence structure.

# Scaffolding

Writers’ groups: teachers could choose to use supportive writing groups for this unit. Students could be placed in small groups where they are confident discussing their own and other students’ work, in order to assist their development as a writer.

Graphic organisers are available to organise and structure ideas.

# Ideas for feedback and assessment

Whole-class feedback template Project marksheet

# Suggested end-of-unit summative assessment

Write an entertaining fractured fairy tale for a young adult audience.

Success criteria for this summative assessment could be discussed and agreed with students before the task and would be based on some or all of the knowledge and skills students have developed for this unit. Success criteria for this task have also been suggested in

the textbook.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Section & page number** | **Suggested number of classes** | **Learning outcomes** | **Activities** |
| What is a fractured fairy-tale? | 20 mins | R: 6 | Explanation of fractured fairy tale |
| Examples of a fractured fairy tale | 20 mins | R: 6  OL: 8, 10  W: 5 | Read the true story of the *Three Little Pigs*  Watch the *Guardian* digital ad |
| Task outline & brainstorm | 1 | W: 1 | Listing and pitching |
| Planning | 1 | R: 3  W: 1 | Plot the plot Sketch the setting  Craft the characters |
| Drafting | 1 | W: 3, 4 | Write a first draft |
| Redrafting | 2 | W: 6, 11 | How to redraft  Redrafting for interesting vocabulary Redrafting for ’said’  Redrafting adverbs  Redrafting sentence types |
| Editing | 20 mins | W: 6, 11 | Editing for capital letters and full stops Editing dialogue |
| Reflecting | 20 mins | W: 9 | Reflective questions |

**Teacher reflection**