KS3 English –Modern Literature – Creative writing – The Twits
Summer 1 2022

In this unit pupils will experience and explore modern works of literature. They will develop an understanding of the difference between fiction and non fiction. They will revisit the genre narrative - story telling, character, setting and plot. They will learn how a character develops in a longer story and become familiar with key parts of the story.
Students will use this knowledge to develop appropriate skills to identify descriptive language and dialogue in their reading, watching and listening and produce texts that describe and entertain.

Reasoning - Children will predict and anticipate events based on the actions of key characters and settings using the language of cause and effect.
Evaluation - Children will express their own views and preferences against agreed criteria to evaluate their own work and the work of others.
Empathy - Writing, reading and listening to stories will help children to understand what others might be thinking or feeling in a particular situation.
Social skills - When working collaboratively, children will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.
Communication - Children will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT when appropriate.

Unit Learning Objectives:
Students should use **speaking and listening skills** to discuss the key events and characters; and to use role play / hot seating to explore key events and characters
Students should use **reading skills** to identify features that writers use to provoke readers' reactions (language and structure, e.g. descriptive language, plot); to identify use of dialogue and speech marks; to engage in detailed character /setting studies; and to sequence narratives in which events are logical.
Students should use **writing skills** to create and shape their own texts, to write texts linked to a book, to organise information following a narrative structure; and to develop understanding of spelling, punctuation and grammar.

Keywords
Fiction, modern literature, narrative, sequence, author, plot, beginning, build up, conflict (problem), end, conclusion, character, feelings, emotions, personality, motives, appearance, describe, setting, verb, adverb, adjective, simile, noun, pronoun, dialogue, language, structure

Suggested Texts:
The Twits, Roald Dahl; The Boy in the Dress, David Walliams

Cross curricular links:
History – Medicines and Health -Healthy Eating
Drama – Role play and hot seating activities
PSHE - Relationships
ICT – Researching information about the author / other books by the author, drafting, editing and presenting written work.

RRS Articles: This unit of work is linked to **Articles 14** of the UN Convention on the Rights of the Child.
Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Subject: Creative writing – The Twits Suggested Flow of Learning Term: Summer 1 2022

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-2	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	Cold Task / Have a Go Task Use an interesting stimulus/ starting point with minimal teaching and students to write modern creative writing / The Twits Immersion – explore a range of modern fiction, different settings and characters, build up word bank of useful words. Explore structure of modern narratives. Introduce model text of The Twits - story map and learn text. Role play scenes from model text Box up model text Use Narrative Therapy & Colourful Semantics to learn model text
Wks 3-4	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	Students identify and arrange key features of a modern narrative Students explore and rewrite character descriptions and settings Students explore structure of a narrative – opening, build up, problem, resolution, ending Students begin to create new characters, settings and events Use word bank and structure of original text Use mind map to generate and record different ideas. Box up original text and amend / innovate key elements Use Narrative Therapy & Colourful Semantics to revise model text
Wks 5-6	Invention / Independent application	Students create original texts as independently as possible	Students use structure of a modern narrative Students create new characters, setting and plot to create a new modern narrative Use word bank and structure of original text Use mind map to generate and record different ideas. Students plan, review, edit and revise their writing. Use Narrative Therapy & Colourful Semantics to create new text Hot Task / Show us what you have learnt – An independent task on a similar type of writing

	B2 P Step P4-6	B2 P Step P7-8	B2 NC Step 1	B2 NC Step 2	B2 NC Step 3
Key Learning Theme: Narrative **Speaking and Listening**					
Subject specific knowledge How to communicate ideas effectively. How to respond to others appropriately.	Students know the key ideas and concepts used to communicate a story. Students know the key element in questions about a story or experiences e.g. 'What does Mr/Mrs Twit do? What happens to Mr/Mrs Twit?' Students know and understand requests and instructions containing at least two key words, signs or symbols. Students know how to initiate and maintain short and simple conversations about a story. Students know and understand how to take turns and to listen to others in conversations and in role play.	Students know and identify up to four key words, signs or symbols to communicate key elements of a story. Students know and understand that events and experiences happen in the present, past and future. Students know and understand the importance of turn-taking, listening to /watching others and how to speak/ act in role play with confidence. Students know and identify conjunctions that communicate cause to link ideas e.g. because & so. Students know how to form regular plurals.	Students know the key vocabulary to retell a fictional story / part of a fictional story in their own words. Students know the vocabulary needed to talk about the plot, a character or setting of The Twits. Students know and understand how to gain, maintain and monitor the interest of the listener when retelling a story. Students know and understand how to add detail to extend their ideas.	Students know a range of descriptive words that can be used to add detail and interest. Students know familiar phrases from the story and complete the last phrase of a. key sentence. Students know the main characters and events of stories. Students know and understand that stories have a beginning and an end point.	Students know and identify the main themes of modern literature and what makes them interesting. Students know and identify some of the differences between written and spoken English and are beginning to be aware when Standard English is used or when informal language is used. Students know that they can use more colloquial language in dialogue. Students know there are different dialects and accents.
Speaking and Listening **Subject specific skills** How to communicate ideas effectively. How to respond to others appropriately.	Students are able to combine two key ideas and concepts. They are able to combine single words, signs or symbols to communicate meaning and create desired impact on listeners. Students are able to respond appropriately to questions about a story or experiences e.g. '. 'What does Mr/Mrs Twit do? What happens to Mr/Mrs Twit'	Students are able to listen, attend to and follow simple elements of a story for short stretches of time. Students are able to attend to and respond to questions from adults and their peers about experiences, narratives and stories. Students are able to communicate ideas about present, past and future	Students are able to select a range of vocabulary to retell a fictional story / part of a fictional story in their own words. Students are able to select a range of vocabulary to talk about a character, plot or setting in The Twits. Students are able to talk about matters of immediate interest relating to a	Students are able to enhance detail when retelling a story related to The Twits. Students are able to vary volume, change tone or accent to maintain engagement of the audience when retelling a story. Students are able to develop and explain ideas, using a more extensive vocabulary	Students are able to discuss the main themes of modern literature and what makes them interesting. Students are able to develop ideas through discussion with a group, responding to what they have read/heard with others and listening to the opinions of others. Students are able to listen and respond by

	Students are able to follow requests and instructions containing at least two key words, signs or symbols. Students are able to initiate and maintain short and simple conversations about stories and experiences e.g. food they dislike etc Students are able to take turns and to listen to others in conversations about a story or experiences.	events and experiences, using simple phrases and statements. Students are able to link ideas using conjunctions that communicate cause e.g. because & so. Students are able to use regular plurals correctly. Students are able to take part in role play with confidence. Students are able to link up to four key words, signs or symbols to communicate about stories and experiences in a group or one-to-one. Students are able to select and use specific vocabulary related to The Twits to convey desired meaning to the listener. Students are able to take turns, listen and watch others and speak/ act in role play with confidence.	fictional story e.g. eating something they dislike, playing tricks/ pranks on others. Students are able to convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or narratives to provide some detail e.g. about characters, plot or setting. Students are able to listen to and follow what others say and usually respond appropriately. Students are able to effectively convey meaning by gaining, maintaining and monitoring the interest of the listener. Students are able to speak clearly and audibly to convey meaning to a range of listeners. Students are able to include relevant detail to extend their ideas.	and begin to adapt style based on narrative. Students begin to show confidence in talking and listening, discussing preferences, characters and settings. Students are able to sustain listening to a longer story and show supportive body language when listening and look from speaker to speaker. Students are able to work constructively with others and responds to a peer's contribution in discussing or planning a story. Students are able to adjust the style of their speech and vary their accent to communicate the dialogue between characters in a story. Students are able to speak clearly and use an expanding bank of vocabulary. Students are able to retell the beginning and the end point of a story.	communicating ideas, expressing themselves confidently. Students are able to use relevant comments and questions to show they have listened to or read a story carefully. Students begin to adapt what they are communicating to the needs of the listener, varying the use of vocabulary and level of detail. Students are able to use Standard English when reading or retelling the narrative of a story. Students are able to can use more colloquial language in dialogue and may change their accent. Students are able to face the camera or audience, keep head raised, use facial expressions and appropriate gestures when sharing a story with others. Students are able to take an active role in role play.
Suggested teaching activities **How should I teach this?** **Spoken language/ speaking and listening.** How to communicate ideas effectively. How to respond to others appropriately.	• Hot seat characters from the story ➢ Develop understanding of character, personality and significant events ➢ Gain insight into motives and emotions ➢ Record key quotes • Role play key events / Film It / new scene or alternate ending ➢ Sequence parts of the story ➢ Work collaboratively ➢ Clear focus, e.g. character expressions, body movement, speaking in a specific tense ➢ Create short films by recreating scenes from the story ➢ Perform and peer assess				

	• Puppet show - Use props/puppets to recreate a narrative • Soundscape - Use ICT skills to create a soundscape for the setting				
	Step P4-6	Step P7-8	Step 1	Step 2	Step 3
Key Learning Theme: Narrative **Reading**					
Subject specific knowledge What do pupils need to know? How to infer. How to understand how language is used. How to understand how structure is used How to compare.	Students know a few words, symbols or pictures familiar to them in a story presented to them in a familiar way. Students know objects and their pictorial or symbolic representations. Students know how to express their curiosity about a story at a simple level. Students know a small number of words or symbols linked to the vocabulary of a piece of modern literature. Students know letters and short words related to a story.	Students know differences between print/symbols and pictures in a piece of modern literature. Students know the conventions of reading e.g that texts flow from left to right and from top to bottom Students know and understand that words, symbols and pictures convey meaning within a piece of modern literature. Students know and recognise 50% of the letters of the alphabet by shape, name or sound. Students know what comes next in familiar word patterns, sentences and text structures.	Students know key information from a story. Students know familiar words in a piece of modern literature. With some support, students know graphemes and their corresponding phoneme. With some support, students know some common exception words. Students know the vocabulary needed to express what they like when reading a story. Students know what a full stop is and understand it is used to end a sentence.	Students know why characters act in certain ways. Students know and understand that the emotions, the actions of others, and motives explain the actions of characters in a piece of modern literature. Students know a range of punctuation e.g. full stops, commas, question and exclamation marks, inverted commas etc Students know that they can use a dictionary to check spelling or meaning of a word. Students know the position of a letter in alphabet i.e. beginning, middle or end. Students know and understand how words are organised in a dictionary.	Students know key themes and features of a piece of modern literature. Students know some conventions of story writing. Students know the basic plots of simple stories. Students know when the text isn't making sense Students know that words are listed in a dictionary in alphabetical order Students know different types of punctuation used in fiction texts, including dialogue.
Reading **Subject specific skills** What do pupils need to be able to do?	Students are able to use a few familiar words, symbols or pictures to derive meaning from a story. Students are able to match objects to their pictorial or symbolic representations.	Students are able to predict key elements of a familiar story e.g. when the adult stops reading, students fill in the missing word.	Students recognise familiar words used in a story. Students are able to re-tell a story to a peer. Students are able to express their response to a piece of	Students are able to explain the actions of characters and compare to other characters in a piece of modern literature. Students are able to give a reason why they think	Students are able to identify some key features of a story. Students are able to read, discuss and give their own views on the characters,

How to infer. How to understand how language is used. How to understand how structure is used How to compare.	Students are able to ask and answer basic two key word questions about a story. Student are able to select and recognise/ read a small number of words or symbols linked to the vocabulary in a familiar piece of modern literature. Students are able to match letters and short words related to a familiar story.	Students are able to join in a discussion about a piece of modern literature. Students are able to sequence 3 pictures and use them to re-tell a familiar story. Students show an interest in the activity of reading a piece of modern literature, using some text with pictures and symbols. Students are able to apply the conventions of reading, following the text left to right, top to bottom and page following page. Students are able to recognise or read an increasing repertoire of familiar words or symbols within a piece of modern literature. Students are able to display interest in extracting information from a piece of modern literature. Students are able to predict elements of a familiar story e.g. when the reader pauses, students fill in the missing word. Students are able to extract information from words, symbols and pictures convey meaning within a piece of modern literature.	modern literature by identifying aspects that they like. Students are able to express an opinion on the different characters in a story. With some support, students are able to use their phonic knowledge to read words and establish meaning when reading aloud. With some support, students are able to use their knowledge of common exception words to read words and establish meaning when reading aloud. Students are able to select the vocabulary needed to express what they like when reading a piece of modern literature. Students begin to be able to identify full stops and other forms of punctuation in a story. Students begin to show awareness of how different forms of punctuation are used in reading.	something has happened in a story. Students' reading of texts shows understanding and is generally accurate. Students are able to listen to and read a range of fiction and non-fiction texts. Students are able to correctly identify how a piece of modern literature is organised, e.g. use of capitals and font, paragraphs, full stops, commas, question and exclamation marks, inverted commas, key words etc Students are able to reread a text when attempting to understand new vocabulary Students are able to use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning Students are able to use knowledge of alphabet to open dictionary in an appropriate place. Students are able to read simple prefixes or suffixes without overt sounding.	setting and plot of a piece of modern literature. Students are able to draw inferences on what they have read/ heard. Students are able to read texts with fluency and accuracy. Students are able to respond to character descriptions and show preferences. Students are able to make predictions about what might happen in a story. Students are able to compare books / stories sharing a similar theme. Students are able to identify the treatment of different characters in a piece of modern literature. Students are able to identify specific vocabulary within a piece of modern literature that captures the reader's / listener's interest. Students are able to identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary. Students are able to confidently use knowledge of phonic structure. Students are able to use knowledge of root words, suffixes and prefixes to attempt new/longer words.

Suggested teaching activities **How should I teach this?** **Reading** How to infer. How to understand how language is used. How to understand how structure is used. How to compare.	• Read extracts / simplified excerpts and answer comprehension questions (written and verbal) ➢ Identify key information / key words ➢ Make inferences and deductions • Identify key language features of a piece of modern literature. ➢ Structure, word picture, similes & metaphors, alliterative, assonance, colloquial language • Identify and explore the structure of a piece of modern literature. • **Guided reading sessions using modern literature** ➢ Discussing the text ➢ Responding to the text verbally ➢ Comprehension activities, e.g. questions, storyboarding, key points & words/ phrases ➢ Activities to unpick language and structure				
Key Learning Theme: Narrative **Writing**					
Subject specific knowledge What do pupils need to know? How to plan a narrative What good looks like: appropriate form, language and structure. How to edit. How to proof read.	Students know marks or symbols are associated with familiar spoken words, actions, images or events. Students know how to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy writing patterns. Students know the marks, letters, symbols and photographs to use in a piece of modern literature.	Students know that a story has a beginning, middle and end. Students know to group letters and leaves spaces in their writing to form separate words. Students demonstrate understanding of how a piece of modern literature is arranged on the page, sequencing information from left to right and top to bottom and captions underneath any pictures	Students know simple words and phrases to communicate meaning related to a story. Students begin to know how full stops are used in writing. Students know how to clearly shape and correctly orientate letters.	Students know alternative words to enhance their descriptive writing. Students know to read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing. Students know when to use capital letters in their writing. Students know how to spell high frequency words that do not conform phonetically. Students know the placing of a possessive apostrophe in regular and irregular plurals.	Students know the style and layout of stories. Students know the terms of grammar -subordinate clause, direct speech/inverted commas, preposition, conjunction, possessive pronoun, determiner, adverbial, vowel consonant Students know and understand the language of punctuation. Students know how to spell high frequency words that do not conform to normal patterns. Students know how to write in a joined up style and whether to use a diagonal; or horizontal join to a letter.
Writing **Subject specific skills** What do pupils need to be able to do?	Students are able to produce marks or symbols associated with familiar spoken words, actions, images or events relating to a piece of modern literature.	Students are able to identify the beginning, middle and end sections of a story. Students are able to place pictures in the correct order to retell a story.	Students are able to use simple words and phrases to communicate meaning related to a piece of modern literature.	Students are able to develop their ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops.	Students are able to use the main features of stories appropriately. Students are able to sequence sentences, extend ideas logically and choose

How to plan a narrative. What good looks like: appropriate form, language and structure. How to edit. How to proof read.	Students are able to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy shapes and straight line writing patterns. Students are able to select and use meaningful marks, letters, symbols and photographs to produce a story.	Students are able to display knowledge of how a piece of modern literature.is arranged on the page, e.g. by writing or producing letter sequences going left to right and top to bottom. Students are able to group letters and leaves spaces in their writing to form separate words. Students are able to select and link symbols and one or two simple key words to correctly retell a story from memory Students are able to write or produce letter or symbol sequences moving from left to right and make accurate use of upper and lower case letters.	Students are able to place the elements of a story in the correct order. Students are able to add simple adjectives to writing to enhance detail. Students are able to make contributions to class or group discussions when planning a story. Students are able to clearly shape and correctly orientate letters. Students begin to show awareness of how full stops are used in their writing.	Students are able to build the simple profile of a character. Students are able to build up a simple setting for a story. Students are able to communicate meaning in their writing, using appropriate and interesting vocabulary. Students are able to use descriptive words and phrases to impact the reader. Students are able to use capital letters correctly. Students are able to use question marks and exclamation marks correctly in dialogue. Students are able to use a class word bank to check spelling and spell words consistently in their piece of descriptive writing. Students are able to spell correctly, simple, monosyllabic words and where there are inaccuracies the alternative is phonetically plausible. Students are able to write their ascenders and descenders clearly and consistently.	words for variety and interest. Students are beginning to structure their writing into paragraphs. Students are able to correctly use the basic grammatical structure of sentences. Students are able to use a range of punctuation and grammatical devices s: eg fronted adverbials, conjunctions, adverbs and prepositions to express time and cause. Students are able to spell words accurately, including common, polysyllabic words. Students are able to accurately use punctuation to mark sentences e.g. full stops, capital letters and question marks. Students begin to structure writing into paragraphs. Students are able to write in a mainly joined up style joining letters correctly and legibly.
Writing How to plan for a narrative text. What good looks like: appropriate form, language and structure. How to edit.	➢ Talk for Writing ➢ Rewriting a story using 'box it up' structure ➢ Writing own story using 'box it up' structure ➢ Writing activities ➢ Vocabulary building ➢ Use adjectives / describing words ➢ Write own narrative				

How to proof read.	➢ Write instructions (e.g. how to make wormy spaghetti) ➢ Create storyboards ➢ Write similes and metaphors

Online resources

https://www.roalddahl.com/roald-dahl/stories/p-t/the-twits

Evidencing Work

Photographic & video evidence
Talk for writing worksheets
Phonics worksheets
Guiding reading records