

Talk about it

SECTION

5

Story language

Objective: To tell real or imagined stories using the conventions of familiar story language.

What you need: Copies of *Amazing Grace*, photocopiable page 23 (one for each child) and a selection of favourite stories.

What to do

- Read *Amazing Grace* and ask the children to look through the selection of storybooks for examples of story language. Make a list of 'story words' together, such as 'Once upon a time' and 'Happily ever after'. Then move on to talk about how all stories have a beginning, middle and end.
- Return to *Amazing Grace* and talk about what happens at the beginning, middle and end of the story.
- Provide each child with a copy of photocopiable page 23 to complete. Ask them to decide if the

phrases come from the beginning, middle or end of a story, then draw a line to the correct box. They should be as follows: Beginning – Once upon a time, At first, A long time ago there lived; Middle – And then, After that, By and by; End – Happily ever after, In the end.

- Use the completed lists to help to write a story, either to make up a new one or to retell a well-known one.

Differentiation

For older/more confident learners: Invite individuals to read their completed stories aloud and discuss how they can be developed or extended.

For younger/less confident learners: Use the story language as you re-enact a simple traditional story with the class. Encourage the children to emphasise the beginning and end of the story with phrases, such as 'Once upon a time' and 'Happily ever after'.

Favourite stories

Objective: To engage with books through exploring and enacting interpretations.

What you need: Copies of *Amazing Grace*; books telling traditional and pantomime stories mentioned in *Amazing Grace*; everyday props similar to those used by Grace (such as a broom, tights, a cardboard box, a bag, a stick and a bicycle pump) and photocopiable page 24 (one for each child).

Cross-curricular links: History; ICT.

What to do

- Talk about the everyday items Grace uses as props when she pretends to be the characters featured in the story.
- Provide each child with a copy of photocopiable page 24 to complete. Encourage them to refer to the text and illustrations of *Amazing Grace* to help them with sentence content. The answers are: lamp, horse, Juliet, Joan and Dick.

- Read some of the books of traditional and pantomime stories and discuss the links with *Amazing Grace*.

- Invite the children to work in groups, with each group selecting an event from one of the stories to dramatise. Use clothes and props to enhance the dramatisation for the rest of the class.

Differentiation

For older/more confident learners: In pairs encourage the children to use websites and books to find out more about historical characters featuring in the story, such as Joan of Arc and Hannibal. Invite them to share these facts with the rest of the class.

For younger/less confident learners: Invite the children to choose a picture of a character that Grace dresses up as, and draw their own interpretation. Help them find out more about the character's life from books so that they can enhance their illustration.