

Dragon Slayer - Year 4 Stories that raise issues and dilemmas

Prior learning - Check that children can already:

- Write complete stories with a full sequence of events in narrative order
- use either 1st or 3rd person consistently
- use conventions for written dialogue and include some dialogue that shows the relationship between two characters.

Experience – Hide a sword, shield, helmet and bits of burnt paper around the classroom. Let children ‘discover’ them and ask ‘who owns the sword?’ ‘what has happened...?’

Familiarisation and immersion in text

Listen to the sound track of the Dragonslayer short animation. Ask children what they think is happening. They can show this through drawings or discussion. Now play the beginning of the film. Which elements were surprises? Illicit initial responses to the film – what did you think about it? What did you like? How did each part of the film make you feel?

Focus on the portrayal of character – what can we tell from facial expressions, body language, reaction to other characters.

Re-play the part where the dragon slayer meets the blacksmith – role play the conversation between the 3 characters. How can we tell what they might be saying?

Focus on the dilemma – how could it be resolved? What are the options? Use conscience alley – what should the dragon slayer do?

Use an emotions graph to record the feelings of the dragon slayer at points in the story. What changes? Why?

‘Read’ the film to look in depth at different aspects, using C’s and S’s.

Use a jigsaw group to investigate specific focus and share findings.

Phase outcome: Recognise when a character faces a dilemma. Predict the outcome.

Oral Rehearsal

Identify and discuss characters’ viewpoints and possible actions, using freeze frame, thought tracking and/or forum theatre.

Note down the key elements of the story into a story map. Retell the story collaboratively and in pairs.

Consider how the mood and atmosphere are created with music, images and words. How can we get this across in writing? Use stills from the film to challenge the children to ‘write a picture’, creating atmosphere.

Retell the story, this time improving the retelling by adding in atmospheric phrases and words. How has this improved the story for the reader/listener?

Phase outcomes: Explore different characters thoughts and feelings.

Consider alternative viewpoints.

WRITING: Model, scribe, support INDEPENDENT

Children will either – write the dragon slayer story, or invent their own story using the structure and issues involved in this story e.g. the lion hunter, the rat catcher, the forester cutting down trees.

Create own emotions graph for their main character – how will their emotions change over time? What brings about the change?

Teacher models planning of the story, using the story map or alternative planning method.

Teacher models use of plan when writing story, making explicit the decisions made along the way. Teacher uses teacher modelling, teacher scribing and supported composition to gather, shape and re-shape text, explaining choices and justifying decisions. Demonstrate how to write the opening part of the story to set the scene and consider ways to draw the reader in. Children write their own stories independently using the plans.

Demonstrate how to write the ending of the story, focussing on how the character has changed through the story and their final decision and feelings.

Unit outcome: A story which develops action and plot, where the ending resolves the issue in a satisfactory way.