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| **PURPOSE OF THIS PLAN – TO DEVELOP OUR LITERACY SKILLS USING THE STORY OF JACK AND THE BEANSTALK**  **The tasks children choose to do during this whole storyline will help them to:**   1. Listen and understand stories 2. Describe and create characters 3. Describe and create settings 4. Share or re-tell the events in a story in the right order 5. Use their imagination and creativity 6. Create a story which is interesting 7. Create a story which has a good ending 8. Say, tell or show what they have learned from the storyline once it is finished |  | **Depending on how children choose to do each task, this storyline won’t only help improve their literacy skills.**  **They might also use their art and design and construction skills to draw, make, design and build things.**  **They might make up drama scenes or write music and songs with their/your family to bring the story to life.**  **They might use digital technology to create their characters, their setting, or to work with others in their family or class online in a safe way.** |
| **GUIDANCE FOR PARENTS/CARERS HELPING CHILD(REN) TO USE THIS STORYLINE PLAN - SIMPLY READ THROUGH THE WORDS AND FOLLOW THE INSTRUCTIONS At THE START OF EACH EPISODE. ONE EPISODE A DAY MAY BE TOO MUCH – ENCOURAGE YOUR CHILD TO DO AS MUCH AS YOU ARE BOTH ABLE TO DO AT ANY GIVEN TIME AND USE WHATEVER YOU HAVE TO HAND TO HELP YOU. EACH FAMILY WILL DO THE STORYLINE IN THEIR OWN UNIQUE WAY AND WE LOOK FORWARD TO HEARING/SEEING WHAT YOU AND YOUR CHILD DO.** | | |

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| **EPISODE 1 – EXPLORING THE CHARACTERS IN OUR STORY**  **In this episode, you will read or hear/help your child read the story of Jack and the Beanstalk. Then ask your child key question a) and explore their answers (these answers will show you how much or little support your child will need to do task a)). Once task a) is complete move on to the next key question and task b) and so on. These tasks are designed to help your child get better at the skills in the yellow column. When your child is finished, you may want to encourage them to draw an emoji, or say or write whether or how they got better at some or each of these things.** | | | |
| **Ask these Key Questions** | **Tasks – you can choose how you do these** | **What do I want to get better at?** | **How did I do?** |
| Who is in this story? Which characters can I remember and describe?  Who is my favourite character? Why do I like this character best?  How can I create and share my description of my favourite character? (Drawing, speaking, writing, etc.) | 1. Read or listen to the story of Jack and the Beanstalk a few times, then talk about the main characters in the story. Encourage your child to choose between saying/telling, drawing or making a list 2. Your child should tell or show you what they like about their favourite character and give reasons for their answers. 3. Help your child to decide how they want to create a portrait and share important information about their favourite character (adding notes to a drawing, or creating a biography or profile works well) 4. Your child may want to play at acting out one of their character’s scenes from the story | Remembering facts I have heard |  |
| Remembering new words – especially describing words – and using them correctly |  |
| Describing characters |  |
| Thinking of ways to show what a character looks like |  |
| Drawing, recording my description, writing or making my character |  |

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| **EPISODE 2 – EXPLORING THE SETTINGS IN OUR STORY**  **This episode is about settings – the places where the action happens in your version of Jack and the Beanstalk (there are different versions from around the world which you might want to read later). Please support your child by reading all or parts of the story again to listen for information about the settings which are important in this story. Then ask your child to think about each key question and how they want to do its task. Once again, their answers will help you decide how much or little support your child will need to do teach task. Together you can decide how many of the tasks you want to do at one sitting. When your child is finished, you may want to encourage them to draw an emoji, or say or write whether or how they got better at each of the skills in the yellow column..** | | | |
| **Ask these Key Questions** | **Tasks – you can choose how you do these** | **What do I want to get better at?** | **How did I do?** |
| Which places, or settings, are important in Jack and the Beanstalk?  Which setting do I think is most important in this story? Why do I think this?  What is a beanstalk? What can we find out about plants which grow fast and very tall?  Can we find tall plants?  Can we create models of a beanstalk?  Can we play at being characters in the story? | 1. Read or listen to the story of Jack and the Beanstalk again, then talk about the places where important events in the story happen. Encourage your child to visualise and describe each setting. 2. Ask your child to explain which words in the story help them to imagine what these places are like – make a list or talk about new words & describing words. You might want to build a word wall or scrap book for special Jack in the Beanstalk words (vocabulary).You might challenge your child to find the meanings of new words in a dictionary or online. 3. Skim through the story again to help your child consider which setting might be most important. Listen to their answers and help them build on their thinking and their ability to give reasons for their answers using facts and/or words from the story. 4. Use these descriptions and the book illustrations to create one or two of these settings. Your child might want to draw the settings, make a plan or “bird’s eye view”, or use their toys or a corner of the room to recreate these. 5. Your child might be fascinated by the idea of a plant which grows fast and so tall that it reaches the sky. They might be interested in growing real beans or other seeds to experiment with how tall these grow. You could look out for tall plants or fast-growing plants when you are out for your daily exercise and perhaps take a photo or make a sketch or a note? Your child might prefer to use whatever materials they have indoors, or outside if you have garden space to build a model beanstalk. When the beanstalk is built they may want to pretend they can climb it and act out parts of the story. An imaginary beanstalk is great for pretend play acting too of course! ☺ | Listening for information |  |
| Noticing new words – especially describing words – and finding out their meanings. |  |
| Describing settings – places where the action happens in stories. |  |
| Thinking of ways to describe and show what a setting looks like |  |
| Drawing, mapping or creating a setting |  |
| Using my imagination and coming up with creative ideas and ways to solve problems |  |

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| **EPISODE 3 – EXPLORING WHAT HAPPENS IN THIS STORY – THE INCIDENTS**  **This episode is about the events in the story of Jack in the Beanstalk. It is designed to help your child understand that stories are built around a sequence of events or incidents. Each incident builds the story to make it interesting or exciting to the reader. The tasks in this episode will also help your child to learn about the ideas behind stories which also add interest for readers. Once again, you may want to encourage your child to say or write whether or how they got better at each of the skills in the yellow column..** | | | |
| **Ask these Key Questions** | **Tasks – you can choose how you do these** | **What do I want to get better at?** | **How did I do?** |
| What happens to the characters in Jack and the Beanstalk? What happens at the beginning, in the middle, and at the end?  How could I re-tell the story? In what order do things happen in this story?  What is the most exciting part of this story? Which incident do I like best?  Which characters in this story are good? Which characters in this story are bad? If a character makes bad choices does that mean they are a bad person? | 1. Read or listen to the story of Jack and the Beanstalk a few times, then talk about what happens in the story – the incidents or events. 2. If you have Post it notes or little pieces of paper then make a small sketch of each event then put the pictures in the right order like a comic strip. Your child might be able to create the comic strip without making the little pictures first, or may prefer to write a list of what happened. 3. Your child might want to create digital pictures or to draw each of the main characters, then use these to re-tell the story like a puppet show. 4. When you ask your child these questions you might get two different answers, or the same answer. Take time to encourage your child to talk about which part of the story they think is exciting (no right or wrong answers) – they should give an opinion and begin to say why they think this way. Help your child to say or show their answers to these key questions in any way they want to – writing, drawing, role play or using their character puppets. 5. Skim through the story again to help your child consider whether the characters made good or bad choices. Listen to their thinking about which characters did right or wrong then help your child to find and give reasons for their answers. You are helping your child to explore and understand that stories often give us messages which help us make choices in our real lives. | Listening for information |  |
| Putting the incidents in a story into the right order (sequence). |  |
| Describing specific incidents in a story and sharing how I feel about these |  |
| Explaining my thinking about incidents in a story and giving reasons for my answers |  |
| Explaining how the choices of characters affected others in the story. Saying how some choices helped, and some choices harmed other characters. |  |

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| **EPISODE 4 – CREATING OUR STORYLINE INCIDENTS AND WRITING GOOD STORY ENDINGS**  **This episode is about encouraging your child to be creative with the story of Jack in the Beanstalk and to change it or add to it in their unique way. This episode is where you and your child can be imaginative together by re-interpreting the story for an audience of your choice (relatives, friends, teacher, etc.). The tasks in this episode might help your child to make links between imaginary stories and real life experiences. Once again, you may want to encourage your child to say or write whether or how they got better at each of the skills in the yellow column..** | | | |
| **Ask these Key Questions** | **Tasks – you can choose how you do these** | **What do I want to get better at?** | **How did I do?** |
| How could we make the story of Jack and the Beanstalk even better? What would we change or add?  How could I re-tell the story in my own way? Who will I write this new version of Jack in the Beanstalk for?  What is the best way to create this story?  How can I make sure my audience can read or see or hear my new version of Jack in the Beanstalk? | 1. Read or listen to the story of Jack and the Beanstalk then encourage your child to explore ideas for changing or adding to the story. Help them to consider what might happen if one character does something different at the beginning or in the middle of the story. How might that change the rest of the story? 2. Encourage your child to use little pictures, a comic strip, or to write or act out the ideas they have. 3. Help your child to think about the audience for their story. Will the changes or additions they are planning be enjoyed by their audience? 4. Help your child consider whether they should simply write their story down, make a picture book or comic strip story, or if there is another way to make sure their story can be enjoyed by their audience. Maybe they will want to write first, then record themselves reading. Maybe they will want to dramatise their story and perform it for relatives the next time they see them or via family video calls if these are possible? Together you can reach a practical solution using the things available to you. 5. Enjoy exploring ideas with your child, then supporting them if needed while they create their new version of Jack in the Beanstalk. 6. Your child might want to get some feedback from someone to help them make last minute improvements to their final draft. (maybe someone else in the house can offer feedback?) 7. Celebrate the occasion when your child shares their new version with their intended audience. If at all possible, find a way to record the event and/or to capture the feedback or reaction of the person your child writes their story for. | Putting the incidents in a story into the right order (sequence). |  |
| Using my imagination and creativity |  |
| Create a story which is interesting |  |
| Create a story which has a good ending |  |
| Create a story for a particular audience – thinking about the kinds of incidents they will enjoy. |  |
| Planning and making my story – depending on how you do this you will develop your writing, drawing, drama or digital skills |
| Listening to feedback from others and using it to make my stories better |

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| **EPISODE 5 – REVIEWING AND EVALUATING WHAT WE HAVE LEARNED FROM THIS STORYLINE**  **This episode is about helping your child to review what they have learned from this Jack in the Beanstalk storyline. It is a chance for you to celebrate and give feedback to your child on how their literacy and other skills have changed through the process you have experienced together.** | | | |
| **Ask these Key Questions** | **Tasks – you can choose how you do these** | **What do I want to get better at?** | **How did I do?** |
| How did the person or people I wrote my new version of Jack and the Beanstalk for react? What feedback did they give me about my work?  What did I like best about my Jack and the Beanstalk storyline work?  What would have made this experience even better?  Which literacy skills has this Jack and the Beanstalk storyline work helped me get better at?  What other skills has this Jack in the Beanstalk storyline work helped me get better at? | 1. If you were able to record your child sharing their story – look at the recording. Ask your child to talk about how they think it went, how they felt sharing their story, etc. 2. Talk about the feedback or reaction of the person who was your child’s audience. What do you both think of this feedback? 3. Encourage your child to look and think back over all of the work they have done during their storyline. You may need to use this plan or their work to remind them of everything they have done. Ask your child to explain which part they liked best and why. 4. Ask your child to think about then share their thinking about what you both could have done to make it even better 5. Look back over the yellow column and your child’s work throughout the storyline to help them say, write or record how their talking, listening, reading and writing skills have improved. 6. Look back over the yellow column and your child’s work throughout the storyline to help them say, write or record how their art & design, drama and technology skills have improved. 7. Tell your child whether you agree and add your own feedback about their skills and the attitudes and other ways in which you think this work has helped them (and you? 8. You might want to capture all of this in a short Teams message to your child’s teacher – maybe you can add in a your story and some pictures from your storyline too? | Listening to feedback from others and using it to make my stories better |  |
| Being able to say, tell or show what I have learned |  |