

Aesop's Fables : English : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To become familiar with a range of Aesop's Fables	In this first lesson, children will find out both what a fable and a moral are. They will find out a little about Aesop, the Greek slave and storyteller thought to be the origin of many fables. In their independent activities, children will read a range of short fables, discussing and matching morals to each one. In the alternative activity, children are each given a fable to learn the main points of, and then retell it orally to others in their group, discussing the moral of the story with each of their listeners.	<ul style="list-style-type: none"> Can children explain what a fable is? Can children explain what a moral is? Are children aware of a range of different Aesop's fables? 	<ul style="list-style-type: none"> Slides Fable Cards Moral Cards Blank Moral Cards
Lesson 2	To understand and identify the features of fables	After recapping on the definitions of a fable and a moral, children will focus on the common features of this genre. They will revisit 'The Tortoise and the Hare', analysing and identifying the fable features as a class. In their independent activities, children further analyse both familiar and new fables. In the alternative activity, children are challenged to create a new version of an original fable by changing some of the aspects of the story, but keeping the original moral the same and using the structure of a fable.	<ul style="list-style-type: none"> Do children know what the main features of a fable are? Can children identify these features in a given fable? Can children discuss the similarities and differences across a range of fables? 	<ul style="list-style-type: none"> Slides Fable Cards (includes six new fables plus those from the previous lesson) Worksheet 2A/2B/2C Worksheet 2D (FSD? activity only) Fable Sheet (FSD? activity only)
Lesson 3	To explore the characters from fables through role-play	Children will focus on the characters in the fables in this lesson, using their inference skills to explore what they might be thinking and feeling at different points in their story. In small groups, children are challenged to turn a fable into a role-play, using freeze-frames, thought-tapping and stream of consciousness to relay a character's thoughts and feelings. In the alternative activity, children use hot-seating to further explore the characters from the fables.	<ul style="list-style-type: none"> Can children infer what characters might be thinking and feeling? Do children understand the different dramatic devices of freeze-framing, thought-tapping and hot-seating? Do children understand how 'stream of consciousness' can help to portray a character's thoughts and feelings? 	<ul style="list-style-type: none"> Slides Fable Cards Set 3A/3B/3C Challenge Cards 3A/3B/3C Hot-seating Set A/B/C/D/E/F/G (FSD? activity only)
Lesson 4	To plan a fable around a moral	In this lesson, children will begin to think about ideas for their own fable. They will first explore a selection of morals together, discussing their meaning. They will then, as a class, look at how story ideas for a fable based on a specific moral could be generated and developed. In their independent activities, children choose a moral, a setting and two characters, and develop ideas for their own fable.	<ul style="list-style-type: none"> Can children use their knowledge of Aesop's Fables to generate ideas for their own fable? Can children plan their fable including the appropriate features? Does the planned fable match the moral? 	<ul style="list-style-type: none"> Slides Morals Sheet (Teaching Input) Settings Cards Character Cards Planning Sheet 4A
Lesson 5	To write a fable	In this final lesson, children will first look at and discuss together how notes from the previous lesson can be developed into a finished fable. In their independent activities, children will use their planning sheets and given checklists to write their own fables for a specific moral.	<ul style="list-style-type: none"> Can children write a fable including the main features of this genre? Have children conveyed their chosen moral clearly through their fable? Can children identify the morals in one another's fables? 	<ul style="list-style-type: none"> Slides Planning Sheets from the previous lesson Fable Writing Checklists A/B/C 'A Book of Fables' Front Cover Sheet Blank Fable Sheets (for finished fables) Character Cards

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Reading - word reading
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension	
<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.

Writing - transcription HANDWRITING
<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

Writing - transcription SPELLING
<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus

Writing - composition
<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors

Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

English Appendix 2	
WORD <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] 	
SENTENCE <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 	TEXT <ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
PUNCTUATION <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	TERMINOLOGY FOR PUPILS modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity