



The Escape

Book Band White

RR Level 23, 24

Genre Play: Fairy tale

Length 24 pages (849 words)

Letters and Sounds Phase 6

Year 2, term 3

Phonics Bug Up to Unit 30

Interest words beautiful, cruel, unfortunately, amazing, furious, abracadabra

Summary

The beautiful Princess has been rescued from the evil Wizard by the handsome Prince riding his talking horse, Chestnut. As the Wizard chases after them, the Princess uses the magical skills she learned as a prisoner to transform them. In the end, her magic makes the Wizard disappear completely.

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 LIT 1–16a (CfE) R4 (NI) RS5 (W)	Reading [Make] inferences on the basis of what is being said and done.	Y2 t3, Making Inferences [Discuss books...], making inferences on [...] what is said and done and listening to what others say.
Y2, RC, p.18 ENG 1–03a (CfE) T&L 2 (NI) OS12 (W)	Spoken Language Explain and discuss their understanding of books, poems and other material, [...].	Y2+, Personal Response and Evaluation of Text [Discuss ...] books, poems [...] giving a more detailed account of their opinions.
Y2, RC, p.21 LIT 1–22a (CfE) W5 (NI) WS9 (W)	Writing Plan or say out loud what they are going to write about.	Y2, Planning Write some useful words, phrases and/or pictures in a planning frame.

Key
CfE = The Curriculum for Excellence (2009)
NI = Northern Ireland Primary Curriculum Key Stage 1 (2007)
RC = Reading – comprehension, National Curriculum in England (2013)

W = English in the National Curriculum for Wales Key Stage 1 (2008)
WC = Writing – composition, National Curriculum in England (2013)



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Session 1: Reading & Spoken Language

Before Reading

Reading plays

Check that children can recall the features of a play and how to read a play script.

Scene: help children identify where this play takes place.

Characters: find the list of characters and decide who will play each part. (Note that the character with the most speeches is at the top or left of page 2, and the others are laid out in descending order.)

Narrator: discuss the role of the narrator.

Lines: clarify which parts are read out loud.

- Read the title and blurb, and look at the list of characters on pages 2–3. Ask children what this play reminds them of, making comparisons with other traditional fairy tales.
- Encourage children to predict what they expect each character to say and do, based on other stories they have read.
- Turn to page 7 and read the Princess's first spell. Ask children what they notice (a different font, rhyming text) and ask them to look out for more spells as they are reading.
- Check that children can read and understand the words from the story associated with riding: *gee up, gallop, whoa*.

During First Reading

- Read the play together with each child reading the line for their character out loud when it is their turn, whilst the others follow in their own books.

Main question: **What can you find out about the Princess? Does she behave in the way you expect a fairy tale princess to?**
(Y2 t3, Making Inferences)

Spoken Language

- Talk about the play and ask children whether anything surprised or puzzled them whilst they were reading.

- Focus on the character of the Princess. Ask children to suggest ways in which she was similar or different to a traditional fairy tale princess. Encourage them to refer back to the play and look for different pieces of information.
- Demonstrate how to make inferences (e.g. You can tell the Princess is not interested in marrying the Prince by the way she says, *Thanks for rescuing me, Prince. Goodbye!*). Encourage children to make further inferences about what she is thinking or feeling.

During Second Reading

- Allocate a different part for each child to read this time. Challenge them to think about what their new character is like and try to express this when they are reading (e.g. Midnight is grumpy; the Prince is a bit dim; the Princess is confident and clever).

Main question: **Which character do you think is most important in the story? Why? (Y2 t3, Personal Response and Evaluation of Text)**

After Second Reading

- Ask each child to think about the two parts that they have read and decide which one they prefer. Ask them to think about how they changed their voice to express what their new character was like.
- Talk about what worked well and think about how those ideas could be used in a performance of the play.

Session 2: Writing

S&G

Past tense

Look at page 8. Point out that the narrator is telling us about events that have happened, this is the past tense. Ask the children to identify the past tense verbs that the narrator uses (*did, came, galloped*). Write the present tense of these verbs (*do, come, gallop*).

Ask the children to help you write a list of the verbs on the rest of the page. Work together to turn the verbs into the past tense. Draw the children's attention to verbs that take the suffix '-ed' and the irregular verbs that don't.

Before Writing (Y2, Planning)

- Choose a character from the play to 'hot seat' and explain that children can ask you questions that you will answer in role. Demonstrate how to add further information about the character's thoughts and feelings by making inferences from the text.
- Look together at the PCM and think about how the role-play information could be used to write in role as the character, to express what they did and what they thought and felt.
- Invite a child to take the hot seat in role as another character, and answer questions.

During Writing

- Choose a character and write in role on the PCM.
- Remind children to write in the first person (I/me/my) and use the past tense.

After Writing

- Listen to each child reading out what they have written in role as their chosen character.
- Talk together about what new things they now know about each character.

Extension: Ideas for Performance

- Children could make a simple stop-start animated film of the play, using a digital camera or computer software. They could make models of each character using modelling material, and new models for the transformation scenes.
- Once they have modelled each scene, they could read and record the dialogue.
- The completed film could be shown to the rest of the class.