



## P.I.C.C. a Text Unit Overview Year 3

### Final outcomes for the unit (including audience/purpose):

Outcome: retelling of the Cinderella story where the setting is changed significantly.

Reason: to entertain and introduce people to different representations of traditional tales from across the world.

Audience: parents, carers, families and the community.

Features: it needs to: follow the structure of the Cinderella plot; have a different setting (a different time, place or both); make sense; have correct sentence demarcation; have some dialogue and have well-chosen expanded noun phrases. It doesn't need: too many adjectives.

Tone: follow the tone of the original story arc (e.g. Cinderella is dejected...then happy...then resigned...then ecstatic)

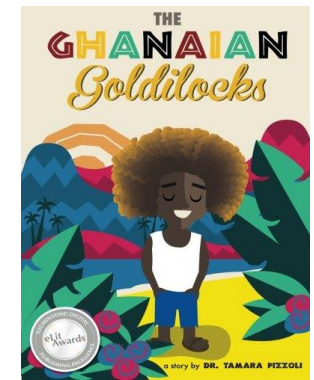
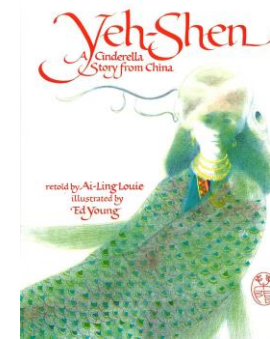
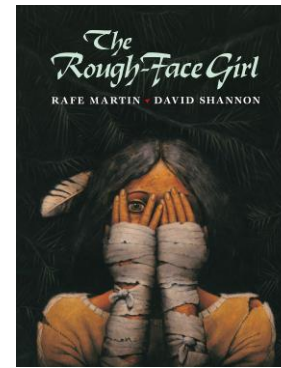
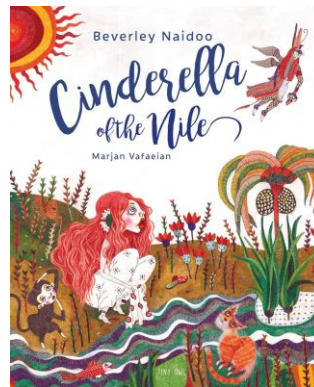
### Main text:

*Cinderella of the Nile* by Beverley Naidoo and Marjan Vafaean

### Accompanying texts:

*The Rough-Face Girl* by Rafe Martin and David Shannon  
*Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie and Ed Young

*Cendrillon: A Caribbean Cinderella* by Robert D San Souci  
*The Ghanaian Goldilocks* by Dr Tamara Pizzoli





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### Hook

See prediction activity.

### Phase 1 – Predict

**Key objective and outcome for this phase: to use inference skills to build justified predictions.**

Objective	Activities
I can make a justified prediction using evidence.	<p>Wrap main text and companion texts up individually with three clues on the front of each.</p> <p>Recap what prediction is with children. What do we need to make an effective prediction? Show children an example of a wrapped-up book with three clues on the front cover, e.g. fiction; traditional tale; glass. Model making a first prediction based on the evidence. Can children add, build upon or challenge your prediction?</p> <p>Children to work in groups to discuss the clues on their wrapped-up book. Can they make links to their background knowledge, experiences and prior reading? Can they make a justified prediction? A scribe for each group should write down their final prediction.</p> <p>Children to repeat the process with the other books.</p> <p>Come back together and discuss the predictions from each group – are they similar/different? Vote on the most plausible.</p> <p>Unwrap the main text and discuss whether, on seeing the front cover, they were correct. Can children see the link between the texts?</p> <p>Share the main text together.</p>



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### Phase 2 – Interrogate (Building Understanding of the Inspiration Text and Linking that to our Writing)

**Key objective and outcome for this phase: to build understanding of the hook text and the features of the text type they will be writing.**

Objective	Task
<p>I can make links between the texts I am reading.</p>	<p>Ask children who can remember the traditional story of Cinderella. Share the traditional story with the children, plotting out the main points of the story as you go. Reread Cinderella of the Nile together, again plotting out points as you go together on big sheets of paper.</p> <p>Discuss the meaning of the word ‘comparison’ and the fact that it involves looking at similarities and differences. Unpick and model how to find a similarity with children. Discuss any initial similarities children can find between the traditional story and our text. Children to mind-map similarities in groups.</p> <p>Come back together and share the similarities. Relate this to the plotted points – can we see any similarities between specific parts of the plot? Unpick and model how to find and articulate a difference with children. Discuss any initial differences children can find between the traditional story and our text. Children to mind-map differences in groups.</p> <p>Come back together and share the differences. Relate this to the plotted points – can we see any differences between specific parts of the plot? Model choosing key similarities and differences and gathering them in a Venn diagram. Children to do the same independently.</p>
<p>I can make inferences about a character’s thoughts and feelings.</p>	<p>Re-read the text together using the plotted points from yesterday to refer to.</p> <p>Children to retell the story in pairs and plot out the main plot points independently in a storyboard.</p> <p>Come back together and discuss how Cinderella is feeling at each of these major plot points (link to inference in Reading). Recap how we make an inference – what we know + what we think. Using thought bubbles, model adding Cinderella’s emotions and thoughts to the first three plot points with children contributing to discussion.</p> <p>Children to then independently complete thought bubbles and add them to the final plot points.</p>



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<p>I can discuss similar writing to that I am planning to write</p>	<p><b>NB – GPS needs to be closely aligned to the needs of your pupils. You may need to choose other aspects to focus upon.</b></p> <p>By now, children should have read part of Yeh Shen as well as Cinderella of the Nile. Discuss briefly the fact that the two stories (and The Rough-face girl which will read in GR next week) are both versions of Cinderella – they have the same main plot points but their setting is very different.</p> <p>Look at examples of how different settings are depicted in fairy tales, e.g. Cinderella of the Nile; Yeh Shen; The Rough Face Girl; Mufaro’s beautiful daughters (all Cinderella). Discuss how the settings are described. Model close reading an extract from Cinderella of the Nile, pulling it apart (using thinking aloud voice) and annotating how the author has shown the setting.</p> <p>Children to pull apart and annotate different examples of fairy tales with different settings (other fairy tales as well as Cinderella if wanted, e.g. The Ghanaian Goldilocks).</p> <p>Come back together and bring the conversation towards GPS – what grammatical features has the author used to describe the setting? What effect do they have?</p>
<p>I can choose and use effective expanded noun phrases.</p>	<p><b>NB – GPS needs to be closely aligned to the needs of your pupils. You may need to choose other aspects to focus upon.</b></p> <p>Show children an extract from the text with expanded noun phrases highlighted. Can children see a pattern? What do the highlighted phrases do in the text? What effect do they have? What are they called.</p> <p>Briefly recap the rules for creating expanded noun phrases. Explore the idea that how good an expanded noun phrase is depends on our choice of words and how many there are. We need to focus on powerful choices and use them sparingly.</p> <p>Look at sentence examples (Good and could be better) where expanded noun phrases have been used. Discuss which is best and why. Children to explore sections of a range of texts and discuss their use of expanded noun phrases. Children to rank the texts and explain to the class why.</p> <p>Children to work in pairs to improve the ‘could be better’ examples with more powerful vocabulary choices.</p>



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I can punctuate dialogue correctly.

**NB – GPS needs to be closely aligned to the needs of your pupils. You may need to choose other aspects to focus upon.**

Look at a sentence of speech punctuation. Children to unpick and discuss what it includes and where/why. Briefly recap rules for basic speech punctuation (dependent upon prior teaching).

Run three activities to support the embedding of speech punctuation understanding:

Identify – children to identify correctly punctuated speech.

Create – children to create their own dialogue for key parts of the text.

Change – children to fix errors in speech punctuation.

Challenge – if any children are secure with speech punctuation, focus on the choice of words for the reporting clause.



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### Phase 3 – Capture (Capturing Ideas for Writing)

**Key objective and outcome for this phase: to capture ideas for writing our alternative setting stories.**

Objective	Task
<p>I can gather initial ideas for my writing.</p>	<p>Model using <i>Ghanaian Goldilocks</i> to gather ideas for settings, discussing a wide range of ideas in terms of both time and locations. Model deciding on one to take forwards e.g. Spaceship goldilocks. Model gathering key vocabulary based on your background knowledge of space and spaceships, including thinking aloud specifically focusing on expanded noun phrases.</p> <p>Children to work in groups to gather different ideas for settings (time or place). Groups to vote on one idea to take forward and gather key descriptive vocabulary (including expanded noun phrases) for their setting.</p> <p>Groups to feedback to each other to share ideas for other possible settings.</p>
<p>I can expand on initial ideas for my writing.</p>	<p>Repeat yesterday’s session but focus on another setting, e.g. Australian Goldilocks.</p> <p>Children to discuss the settings from yesterday together briefly and decide which setting they would like to use. Children to justify their choices.</p> <p>Children to work independently to gather key descriptive vocabulary (including expanded noun phrases) for their final choice of setting.</p> <p>Children to share the expanded noun phrases they are most proud of with the class.</p>



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### Phase 4 – Create (Planning, Writing, Editing and Publishing)

**Key outcome for this phase: children to plan, draft and edit a narrative with an alternative setting.**

Objective	Task
I can plan my writing using similar writing as a model.	<p>Model planning the first sections of your story (focused on model text of Ghanaian Goldilocks) with children, with them contributing ideas to the storyboard– key plot points; key vocabulary for setting.</p> <p>Children to independently plan the first sections of their story in their storyboard – adding key plot points; key vocabulary for setting. Come back together and discuss children’s choices of key vocabulary. Repeat process for remaining sections.</p>
I can plan my writing using similar writing as a model.	<p>Remind children that we want to include some basic dialogue at key parts of the story.</p> <p>Model your thought process planning your dialogue for one point in the story (focused on model text of Ghanaian Goldilocks). Work together and shared write the text for the speech bubble. Add speech bubble to plan.</p> <p>Children to independently choose and plan their speech for their other chosen points of the text. Add to storyboard using pre-cut out speech bubbles</p>
<p>I can draft an effective narrative set in an alternative setting.</p> <p>(may be over more than 1 lesson)</p>	<p>Model using your plan from yesterday to shared write the first paragraph of your story (focused on the first image in the storyboard for Ghanaian Goldilocks). Put particular emphasis into modelling how to take the planned vocabulary and add it to the text (modelling thinking aloud voice) and how to take the planned speech and correctly punctuate it in the text.</p> <p>Children to write their first paragraph independently. Come back together – children to share their writing with their partner and get feedback on the key features – sense, demarcation, expanded noun phrases and dialogue. Model proofreading the paragraph if needed. Children to independently complete their first draft. Staff to focus on supporting accurate speech punctuation in guided writing groups.</p>
<b>TBC</b>	<p><b>Edit and Publish</b></p> <p><b>Focus TBC dependent on outcomes from writing.</b></p>