

THE EDGE CHRONICLES

A fantasy series for the 21st century

It is now a requirement that at least one book from the fantasy genre is taught in schools.

The Edge Chronicles are engaging, well-written and above all fun to read!

Why not treat your pupils (and yourself!) by embarking on a real-life learning adventure with *Beyond the Deepwoods* . . .

Introduction to the resource – for teachers

This resource supports pupils as they develop the higher order skills that are needed if pupils are to meet the demands of a 21st century curriculum. Reading can be a shared, social activity and it is important that pupils are able to explore their reading through talk and other interactive approaches. The activities outlined here will enable pupils to move beyond a literal encounter with *Beyond the Deepwoods*, so that they are encouraged to develop more reflective responses and therefore make links within and beyond the text. This will enable them to explore:

- how narrative style can influence how we interpret a text
- how a variety of reading material can help to illuminate a text
- how you can build a bridge between what you have read and what you want to write
- how we can step back from a text to see how it works as a whole

The teaching methodologies used should include modelled, shared and guided work, which provide frequent opportunities to talk with 'little and often' transference into writing. These activities have therefore been designed so that there is plenty of scope for individual, pair and group work, so that the full range of teaching approaches can be used.

Outcomes include a developed understanding of how an introduction works and why the first chapter is important, as well as a creative piece of narrative writing.

Objectives which map progression from year 5 and year 6, and from year 6 into year 7, have been selected from the newly revised Primary Framework, so this resource is 'future proof' - at least for the time being!

Beyond the Deepwoods will make an excellent novel for a transition project, as pupils move from one phase of their education to the next. These resources underpin effective practice in both key stages 2 and 3, ensuring that the academic continuity is maintained. Crucially, because many of the activities are anchored in developing talk, the pupils will have plenty of opportunity to develop their social skills, but in a focused and well managed way.

Strand	Objective
Speaking	Use a range of oral techniques to present persuasive arguments and engaging narratives (yr 6)
Speaking	Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas (yr 6 into 7)
Drama	Reflect on how working in role helps to explore complex issues (yr 5)
Drama	Develop drama techniques to explore in role a variety of situations and texts or respond to stimuli (year 6 into 7)
Understanding and interpreting texts	Infer writers' perspectives from what is written and from what is implied (yr 5)
Understanding and interpreting texts	Compare different types of narrative and information texts and identify how they are structured (yr 5)
Understanding and interpreting texts	Understand how writers use different structures to create coherence and impact (yr 6)
Understanding and interpreting texts	Read between the lines and find evidence for their interpretation (year 6 into 7)
Engaging with and responding to texts	Sustain engagement with longer texts, using different techniques to make the text come alive (yr 6)
Creating and shaping texts	Experiment with different narrative forms and styles to write their own stories (yr 5)
Creating and shaping texts	Use different narrative techniques to engage and entertain the reader (yr 6)
Creating and shaping texts	Select words and language drawing on their knowledge of literary features and formal and informal writing (yr 6)
Creating and shaping texts	Independently write and present a text with the reader and purpose in mind (year 6 into 7)
Text structure and organisation	Use paragraphs to achieve pace and emphasis (yr 6)
Text structure and organisation	Organise ideas into a coherent sequence of paragraphs (year 6 into 7)