



## KS2 lesson plan for literacy

Background work: Before studying this story, it would be helpful if children were aware of other Arthurian legends and/or traditional tales and fairy tales.

Lesson tips: This story is quite a long one, and you may wish to separate the shared reading from the rest of the lesson to give you more time, or to read the story over a few days. The lesson plan provided comes at the end of the whole story, but you may wish to spend a few lessons working on the story in smaller stages; the discussion points given, as well as some of the cross-curricular ideas below may help you to plan extra lessons to precede this one.

Section	Activity	Assessment criteria/aims
Shared reading and discussion 15-20 mins	As a class, read the story up to the point when Guingamor has decided to hunt the white boar, then stop and check children's understanding by discussing: why do you think Guingamor wants to hunt the boar? Is it a sensible decision? What do you think of Queen Guinevere - why might she be acting this way? What do you think will happen to Guingamor if he goes to hunt the boar? Then read or tell the rest of the story. You could split this up so that some children have a go at reading parts of it, or so that they read it in bits individually and come back to talk about it. At the end of the story, there is a challenge to keep telling it if you know what happens next! Ask the children what they think happened to Guingamor - did he die, stay old forever or turn back into a young knight? Did Tryamor still love him? Was she angry that he broke his promise not to eat - how did she feel? Ask them to give reasons.	<b>Children should:</b> <ul style="list-style-type: none"> <li>Listen to a story, or have a go at reading some of it</li> <li>Keep telling a story beyond the ending</li> </ul>
Independent work 20 mins	The children write their versions of what happens after Guingamor has gone back across the river. According to age and ability, and to your focus and aim for the lesson, they could do this in the form of a play, or a diary entry for Tryamor or Guingamor, or as narrative; or they could write notes on the characters' thoughts and feelings using the pictures and speech bubbles on the sheet provided.	<b>Children should:</b> <ul style="list-style-type: none"> <li>Create an ending to a story</li> <li>Write in a given genre and in keeping with the tale</li> </ul> <b>Some children may be able to:</b> <ul style="list-style-type: none"> <li>Consider the characters' feelings and reasons for them</li> </ul>
Guided activity with a focus group 20 mins	Ask the group to consider what would happen if another knight decided to try crossing the river and arrived in today's world. What would they think of it? What kind of things might they not understand? Who could they meet? As a group, hotseat each child as the knight and ask him to ask the rest of the group questions about the world he sees. Encourage the group to respond with questions about where he comes from. The group could follow this activity by writing down, or producing a short play in pairs, a conversation between themselves and the visiting knight.	<b>Children should:</b> <ul style="list-style-type: none"> <li>Recognise differences between the Arthurian world and today's world</li> <li>Think creatively about how the knight would react to various modern things eg cars, planes and how they could be explained.</li> </ul>
Plenary 10 mins	Share ideas for the rest of the story; children read or perform their work, others give positive feedback (eg three stars and a wish)	<b>Children should:</b> <ul style="list-style-type: none"> <li>Present their work</li> <li>Talk positively about others' work</li> </ul>

## Further ideas and cross-curricular activities

Curriculum area(s)	Age range	Activity
Literacy/Drama/ Storytelling	Year 3-4	<p>Focus on the character of the woodcutter at the end of the story. He is the one who passes the story on, just as we can now that we have heard it - he is the first storyteller. Children could</p> <ul style="list-style-type: none"> <li>• Write an entry in the woodcutter's diary, telling the story from his point of view</li> <li>• Role-play as the woodcutter in the pub that evening, telling other people the story - do they believe it?</li> <li>• Role-play as the woodcutter giving the boar's head to the new king and trying to explain where he got it</li> </ul>
PE/Dance/Drama	All	<p>Children freeze as (a) a young knight, then (b) a very old man. Talk about posture, facial expression etc to achieve these two poses. Then, when you are happy with them both, practise moving from young to old very slowly and gradually, as if under the enchantment.</p>
Art/Literacy/ Storytelling	All	<p>Children make a map of the landscape of the story - it should include King Arthur's castle, the enchanted forest, the river and Tryamor's palace. Ask them to mark incidents from the story on the map, eg where Guingamor first saw the white boar, where Tryamor was bathing, where Guingamor met the woodcutter. Ask the child to take you through each location on their map; as they do so, they will be retelling the story in their own words.</p> <p>The maps could be developed into a class display or collage, paintings or models.</p>

What happened next?  
What are Tryamor and Guingamor saying to each other?

