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The Fox and the Stork - a complete writing unit (Year 3)

This PDF is the whole unit, in teaching order, so you can read it on a phone without unzipping anything.

What is in this file

Every printable page — the unit plan, every lesson plan, every pupil sheet, every exit quiz and the answer keys.

What is in the ZIP instead

The slide decks, and editable Word versions of everything here. This unit has 15 decks. They are not folded into this PDF: that would run to several hundred pages and make it worse at the one job it has. Open the ZIP when you want to project or edit.

This is a complete resource, given to you free. It is not a sample or a taster. It is the same unit we sell.

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The Fox and the Stork

by Aesop

Year 3 · English · 15 Sessions · 3 Weeks

Unit Overview

Publisher	Traditional / Public Domain
Year Group	Year 3
Duration	15 sessions — 3 weeks
Main Writing Outcome	A retelling of The Fox and the Stork followed by an opinion piece arguing whether the stork's revenge was fair, with reference to the moral of the Golden Rule
Week 1 Outcome	A short retelling of the fox's trick, using introductory phrases for chronology and past tense
Week 2 Outcome	An extended retelling of the whole fable, incorporating quotation marks for dialogue and subordinating conjunctions for cause
Grammar Feature 1	Introductory phrases for chronology (e.g. One day, Before long, At last)
Grammar Feature 2	Subordinating conjunctions for cause (e.g. because, so that, although)

Key Themes

- The Golden Rule — treat others as you wish to be treated
- Cruelty masked by politeness
- Consequence and justice — the mirror-image revenge
- The fable as a form: showing morals through violation rather than example

Key Vocabulary

cunning	invitation	courteous	famished
revenge	shallow	slender	moral

Model Text — Week 1: The Fox's Trick

Writing prompt: Write a short retelling of the first part of the fable — the fox's invitation and the trick he plays on the stork. Use introductory phrases to show the order of events.

Working Towards

One day, the fox invited the stork to dinner. He put the soup in a flat dish. The stork could not eat it. The fox ate it all up and laughed.

Age Related Expectations

One sunny morning, the cunning fox invited the stork to his home for dinner. Before long, the food arrived — a thin soup served on a flat, shallow dish. Although the stork tried her best, her long beak could not reach the soup at all. At last, the fox lapped it all up while the stork went home hungry and humiliated.

Greater Depth

One bright morning, the cunning fox sent a courteous invitation to the stork, his words dripping with false kindness. Before long, the stork arrived at the fox's house, her long neck held high with

dignified hope. The food, however, was a thin soup poured onto a flat dish — a meal perfectly suited to a fox's tongue and perfectly impossible for a stork's long, slender beak. Although the stork bent forward again and again, she could not swallow a single drop. At last, the fox lapped up every last mouthful, smirking all the while, while the stork flew home with an empty stomach and a burning sense of injustice.

Model Text — Final Piece WAGOLL: Was the Stork Right to Take Revenge?

Writing prompt: Write an opinion piece arguing whether the stork's revenge was fair. Use evidence from the fable and refer to the moral of the Golden Rule. Use both grammar features in your writing.

This is the text the teacher writes live in Session 8 (Shared Writing). Post it as the class WAGOLL. Refer back to it in Sessions 9, 10 and 11.

Working Towards

I think the stork was right to take revenge because the fox was very unkind. The stork invited the fox to dinner too, but this time the food was in a tall jar. The fox could not reach it. This showed the fox what it felt like to be treated badly.

Age Related Expectations (Session 8 live write)

I strongly believe the stork's revenge was entirely fair, because the fox had treated her with deliberate cruelty. Although the fox used polite words in his invitation, he served soup on a flat dish so that the stork could not eat a single drop. The stork answered his trick with a clever one of her own: she invited the fox to dinner and served the food in a tall, narrow jar. Because the fox's wide snout could not fit inside, he went home just as hungry and ashamed as she had been. The fable teaches us that treating others badly will eventually come back to us — a lesson the fox learned the hard way.

Greater Depth

I strongly believe the stork's revenge was not only fair but deeply instructive, because it demonstrated the Golden Rule through lived experience rather than mere words. Although the fox's invitation was worded with exquisite courtesy, his true intention was to humiliate — serving soup on a shallow dish so that the stork's slender beak could reach nothing at all. The stork, rather than complaining, replied with a mirror-image trick: a cordial invitation and a tall, narrow jar that the fox's wide snout could not enter. Because the fox suffered exactly what he had inflicted, he understood the moral not as an abstract idea but as a sharp physical feeling. This is what makes the fable so powerful — it teaches the Golden Rule by showing us what its violation costs, forcing the wrongdoer to feel their own cruelty from the inside.

Session Overview

S	Wk	Session Type	Learning Objective
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SESSION 1

Week 1 · Immersion — First Encounter

To listen to and enjoy *The Fox and the Stork*, sharing first responses to the story and its moral

Pupils hear the fable read aloud, discuss immediate reactions, and begin to explore character and moral through whole-class talk and a first written response.

Success Criteria

- 🗂 I can listen carefully and retell what happens in the fable in order
- 💬 I can share my first thoughts about the fox and the stork as characters
- ☀ I can explain in my own words what I think the moral of the story means

Resources: Printed or projected text of the fable; images of a flat plate and a tall narrow jar; vocabulary display cards; voting cards (agree / disagree / not sure)

Vocabulary focus: cunning · invitation · courteous · famished

Lesson Structure

Warm Up (10 minutes)

Show pupils two pictures: a flat plate and a tall narrow jar. Ask — which is easier for a fox to eat from? Which for a long-beaked bird? Take quick votes and discuss.

Teacher: Do not reveal the story yet. Let pupils reason from the images alone. This builds schema for the central dilemma before the text introduces it.

Main Teaching (20 minutes)

Read the fable aloud expressively, twice. Pause after the fox's dinner to take a temperature check (thumbs: funny / mean / both). Read the stork's revenge. Display key vocabulary: CUNNING, INVITATION, COURTEOUS, FAMISHED. Use think-aloud to model a first-response sentence about the fox.

Teacher: First read should be uninterrupted for pleasure. Second read is slower; pause to let pupils absorb the parallel structure. Resist over-explaining the moral — pupils should arrive at it themselves through talk. Keep the atmosphere playful: the fable is brief and funny as well as instructive.

Model: "Teacher think-aloud: "My first thought is that the fox is mean but clever. He uses KIND words — 'Dear Stork, please come to dinner' — but his plan is unkind. That contrast is interesting. I'm going to write: The fox pretends to be a good friend, but his actions show he is not.""

Independent Task (20 minutes)

● **WT:** Draw and label the two dinner scenes (fox's dinner / stork's dinner). Write one sentence under each: What happened? Why couldn't they eat?

● **ARE:** Write three to four sentences giving your first response to the fable: who you felt sorry for, what the fox and stork are like as characters, and what you think the moral means.

🏆 **GD:** Write your first response AND explain why Aesop chose to show the moral through a trick rather than through a character being kind. What difference does that make?

Plenary (10 minutes)

Pupils share responses. Collect emerging ideas about the moral on a class voting card: agree / disagree / not sure — "The stork was right to trick the fox back."

Key Questions

Retrieval: What did the fox serve at dinner, and why was it a problem for the stork?

Inference: How do you think the stork felt when she arrived home hungry — and what in the story makes you think that?

Language: Aesop uses the word COURTEOUS for the stork's invitation. What does that suggest about how she feels inside?

Evaluation: Was the stork's revenge fair? Is getting someone back the same as being unkind yourself?

Greater Depth: Why do you think Aesop told this story as a fable about animals rather than people?

Assessment Focus

Can pupils articulate a personal response to character and moral, and begin to distinguish what a text says from what it implies?

SESSION 2

Week 1 · Close Reading — Text Detectives

To read closely the two dinner scenes and explore how Aesop uses parallel structure to build the moral

Pupils move from first response to close analysis of the two dinner scenes, annotating language choices and noticing how Aesop's mirror-image structure carries the moral.

Success Criteria

-  I can identify specific words Aesop uses to describe each dinner scene
-  I can explain what the parallel structure of the two scenes shows us about fairness
-  I can make inferences about the stork's feelings from her actions and words

Resources: Printed copies of the two dinner passages (fox's dinner / stork's dinner) side by side; annotation pens or pencils; visualiser for sharing

Vocabulary focus: shallow · slender · infer · parallel

Lesson Structure

Warm Up (10 minutes)

Pupils recall the fable in pairs: one tells the fox's dinner, the other tells the stork's dinner. Share back. What is the same? What is different? Build a simple two-column list.

Teacher: This activates prior knowledge and immediately foregrounds the parallel structure that pupils will analyse in depth. Keep it brisk — two minutes per pair, then whole-class sharing.

Main Teaching (20 minutes)

Display the two dinner passages side by side. Use the three-step close-reading framework: Step 1 — underline the food described. Step 2 — circle the container. Step 3 — star the word or phrase that best shows the guest's frustration. Model all three steps on the fox's dinner scene before pupils annotate the stork's dinner independently.

Teacher: The key insight is that Aesop does not describe the stork's feelings directly — we infer them from what she cannot do (eat) and from the politeness of the fox's response. Encourage pupils to notice that the stork uses exactly the same trick: courteous words, impossible situation. The parallel is the moral made concrete. Link to yesterday's vocabulary: COURTEOUS, FAMISHED, SHALLOW, SLENDER.

Model: "Teacher annotation think-aloud: "On the fox's dinner, Aesop writes 'a flat shallow dish'. I'm underlining SHALLOW because it tells me exactly why the stork fails — it's not deep enough for her beak. Now I'll circle DISH — the container is the problem, not the food. And here — 'the fox lapped it all up' — I'm starring LAPPED because that verb belongs to the fox, not the stork. It's an animal verb. It makes the fox sound greedy and natural, as if this was always going to happen.'"

Independent Task (20 minutes)

● **WT:** Use the printed passage with the three annotation steps labelled. Annotate only the stork's dinner scene: underline the food, circle the container, star one word that shows the fox cannot eat.

● **ARE:** Annotate both dinner scenes using the three-step framework. Then write two to three sentences explaining how the parallel structure helps Aesop teach the moral without stating it directly.

🏆 **GD:** Annotate both scenes, then write a paragraph arguing whether the stork's revenge is justice or cruelty — using specific words from the text as evidence for your view.

Plenary (10 minutes)

Share annotations on a visualiser. Vote: does Aesop need to state the moral explicitly, or does the structure say it all? Discuss in pairs, then whole class.

Key Questions

Retrieval: What food did the stork serve in her jar, and what made it impossible for the fox?

Inference: How do you think the stork felt as she planned her revenge dinner — and which words or actions suggest that?

Language: Aesop uses the same structure for both dinner scenes. What effect does this repetition have on the reader?

Evaluation: Do you think it is possible to read this fable and not understand the moral — or does the structure make it impossible to miss?

Greater Depth: If you could add a final scene after the fox goes home hungry, what would the fox think or do? Would he understand the lesson?

Assessment Focus

Can pupils identify specific language choices and begin to explain the effect of structural patterns on meaning and moral?

SESSION 3

Week 1 · Language Study — Author's Craft

To explore how the language of politeness and the language of cruelty work together in the fable

Pupils investigate the tension between the fable's polite surface language and its underlying cruelty, then practise writing sentences that use courteous diction to describe unkind situations.

Success Criteria

-  I can identify words and phrases in the fable that sound polite but mask unkind intentions
-  I can explain the effect of Aesop's vocabulary choices using the phrase 'this suggests'
- I can write a sentence using courteous language to describe an unkind action

Resources: Projected or printed text of the fox's and stork's invitations; two-column sorting activity (Polite Surface / Hidden Reality); sentence stem display cards

Vocabulary focus: register · courteous · imply · irony

Lesson Structure

Warm Up (10 minutes)

Read aloud the fox's invitation using an exaggeratedly warm, friendly voice. Ask: does this sound kind or unkind? Now explain what we know about his plan. How does the invitation sound now? Discuss the gap between words and intentions.

Teacher: The dramatic reading makes the irony vivid and memorable. This is the lesson's central concept: the same words can carry very different meanings depending on what we know about the speaker's intentions.

Main Teaching (20 minutes)

Introduce the concept of REGISTER — the level of formality in language. Display the fox's invitation and the stork's counter-invitation. Sort vocabulary into two columns: POLITE SURFACE (what the words say) and HIDDEN REALITY (what the speaker intends). Model the first two examples. Then introduce the sentence stem: 'Although ___ sounds ___, it actually suggests ___.' Model a completed example before pupils try their own.

Teacher: Pupils may find abstract vocabulary like REGISTER challenging; anchor it to concrete examples: 'Dear Stork, I would be delighted...' is formal register; 'Come over for dinner, yeah?' is informal. The key concept is that the fox chooses formal, courteous register deliberately — it makes his trick seem more respectable. This is the writer's choice at work. Encourage pupils to find other examples of this contrast in texts they know.

Model: "Teacher model: 'The fox writes: 'Dear Stork, I would be delighted if you would join me for dinner.' The word DELIGHTED sounds genuinely happy and warm. But we know his plan is to serve soup on a flat dish she cannot eat. So: Although DELIGHTED sounds full of warmth and pleasure, it actually suggests the fox is clever enough to hide cruelty behind good manners.'"

Independent Task (20 minutes)

● **WT:** Choose two polite words from the word bank. Write one sentence for each using the frame: '___ sounds kind, but it actually suggests ___.' Use the fox's invitation as your example.

● **ARE:** Find three examples of polite or courteous language in the fable. For each, write a sentence using the frame 'Although ___ sounds ___, it actually suggests ___.' Then write a new sentence of your own using courteous language to describe an unkind situation.

🏆 **GD:** Write a brief letter from the fox to the stork after the fable ends, using entirely polite, courteous language while actually expressing fury. Then annotate your own letter to show where the gap between words and intentions appears.

Plenary (10 minutes)

Pupils share their 'courteous but unkind' sentences. Class votes: which is the most convincing — where the gap between surface and intention is widest?

Key Questions

Retrieval: What exact words does the fox use in his invitation to the stork?

Inference: How do you think the stork felt receiving such a polite invitation — and did that make the trick worse or better?

Language: Why might the fox have chosen formal, polite language rather than simply demanding the stork come to dinner?

Evaluation: Is it more dishonest to be unkind with polite words, or unkind with rude words? Which is worse?

Greater Depth: Can you think of any other stories or situations where someone uses polite language to hide an unkind intention?

Assessment Focus

Can pupils identify vocabulary choices and explain the gap between surface meaning and implied meaning with appropriate metalanguage?

SESSION 4

Week 1 · Grammar Focus 1

To use introductory phrases for chronology to show the order of events in a narrative

Pupils are introduced to introductory phrases for chronology as an NC grammar feature, learning to recognise, sort, and write sentences using them in the context of the fable.

Success Criteria

-  I can name and explain what introductory phrases for chronology are
-  I can use introductory phrases to open sentences, separated from the main clause by a comma
-  I can choose an introductory phrase that matches the timing and feel of the event I am describing

Resources: Sorting cards (eight introductory phrases); sentence strips for sequencing warm-up; model sentence display; writing paper or notebooks

Vocabulary focus: chronology · introductory · sequence · clause

Lesson Structure

Warm Up (10 minutes)

Display six sentences about the fable in scrambled order. Pupils sequence them into the correct story order. Discuss: how did you know which came first? What words helped?

Teacher: This reveals pupils' intuitive sense of chronological sequence before introducing the grammatical term. Collect the words pupils used — they will likely include 'then', 'after', 'next': the warm-up builds directly into the grammar teaching.

Main Teaching (20 minutes)

Introduce INTRODUCTORY PHRASES FOR CHRONOLOGY: phrases placed at the start of a sentence to tell the reader WHEN something happens in a sequence. Display examples in three groups: early in a sequence (One day, At first, Long ago), during a sequence (Before long, After a while, As the days passed), late in a sequence (At last, In the end, By now). Model: phrase + comma + main clause. Show a weak sentence without the phrase and the stronger version with it. Pupils sort eight phrases into the three groups, then write three sentences about the fable.

Teacher: Emphasise the comma after the introductory phrase — this is the key punctuation point. Write the formula clearly on the board: [Introductory phrase] + [comma] + [main clause]. Contrast with conjunctions (which go in the middle of a sentence) to prevent confusion. The word CHRONOLOGY links to prior history/geography learning — worth making that connection explicit. Pupils should notice that some phrases (Before long) carry a sense of anticipation, while others (At last) carry a sense of relief or resolution.

Model: "Teacher writes: 'At last, the stork sent her own invitation to the fox.' Pointing: 'AT LAST is my introductory phrase — it tells me we are near the end of the story, and there's a sense of satisfaction about it. Here's my comma after the phrase. Then my main clause: THE STORK SENT HER OWN INVITATION TO THE FOX. Without AT LAST, the sentence works but loses that sense of time and tone. Compare: The stork sent her own invitation to the fox. It still makes sense, but something is missing.'"

Independent Task (20 minutes)

● **WT:** Sort six introductory phrases into an 'early / during / late' table. Then complete three sentence frames using the provided phrase at the start: 'One day, ___ / Before long, ___ / At last, ___'

● **ARE:** Sort eight introductory phrases into the three groups. Write five original sentences about The Fox and the Stork, each starting with a different introductory phrase. Check: comma after every phrase.

🏆 **GD:** Write five sentences using different introductory phrases. Then rewrite the same five sentences without the phrases and explain in a note to the teacher what changes — in pace, tone, and information — when the phrases are removed.

Plenary (10 minutes)

Pupils share their best sentence. Class identifies: which phrase, where in the story, what effect. Correct any missing commas together on the board.

Key Questions

Retrieval: What is an introductory phrase for chronology, and where does it go in a sentence?

Inference: Why do we put a comma after an introductory phrase?

Language: Why might a writer choose 'At last' rather than 'Then' to open a sentence near the end of a story?

Evaluation: Does changing the introductory phrase change the meaning of the rest of the sentence, or only the timing?

Greater Depth: If you could use only ONE introductory phrase for your retelling of this fable, which would you choose — and why?

Assessment Focus

Can pupils use introductory phrases correctly, with a comma, in sentences that are matched to the appropriate point in the sequence?

SESSION 5

Week 1 · Writing Outcome — Week 1

To write a short retelling of the fox's trick using introductory phrases for chronology and past tense

Pupils produce their Week 1 short writing outcome: a retelling of the fox's dinner scene, applying introductory chronology phrases, past tense, and fable vocabulary from the week.

Success Criteria

- ✍️ I can write a short retelling in past tense, using at least two introductory phrases for chronology
- 📖 I can use vocabulary from the word bank to describe the fox and the stork accurately
- ☀️ I can write a final sentence that hints at the stork's feelings without stating them directly

Resources: Writing frames (differentiated WT/ARE); word bank display; model text displayed on board (all three levels); peer edit prompts

Vocabulary focus: cunning · courteous · shallow · dignified

Lesson Structure

Warm Up (10 minutes)

Quick oral rehearsal: in pairs, pupils tell the fox's dinner story aloud in exactly four sentences, beginning 'One day...' Partner listens and taps each introductory phrase heard. Share back.

Teacher: Oral rehearsal before writing reduces cognitive load. Emphasise: we are writing only the FIRST scene today (the fox's trick), not the whole fable. This keeps the task focused and achievable in the session.

Main Teaching (20 minutes)

Shared write of the opening two sentences as a class. Teacher models thinking aloud: choosing an introductory phrase, selecting the right vocabulary from the bank, writing in past tense. Display the model text (ARE level) with four colour-coded features: introductory phrase (orange), vocabulary from the bank (purple), past tense verbs (blue), final hint-at-feelings sentence (green). Pupils annotate the model before beginning their own.

Teacher: Show all three model texts (WT, ARE, GD) side by side briefly so pupils can see the range and choose their own ambition level. Remind pupils that the GD challenge is not 'more sentences' but 'more ambitious choices'. The final hint-at-feelings sentence is the key new skill: we do not write 'the stork felt sad' — we write what she DID or how she moved that implies the feeling. This is the craft lesson.

Model: "One sunny morning, the cunning fox sent a courteous invitation to the stork. Before long, she arrived at his home with dignified hope. He served thin soup on a flat, shallow dish — a meal perfectly suited to a fox's tongue and perfectly impossible for the stork's long beak. At last, the fox lapped every drop while the stork flew home with an empty stomach."

Independent Task (20 minutes)

● **WT:** Use the writing frame with sentence starters and the word bank. Write the fox's dinner scene in four sentences, beginning with One day / Before long / After a while / At last.

● **ARE:** Write the fox's dinner scene in four to six sentences. Use at least two introductory phrases, vocabulary from the word bank, and a final sentence that shows (not tells) how the stork felt.

🏆 **GD:** Write the fox's dinner scene in six to eight sentences. Include a quotation marks dialogue line from the fox, an introductory phrase, a show-not-tell final sentence, and a sentence that uses 'although' to contrast the polite invitation with the cruel result.

Plenary (10 minutes)

Pupils share their final sentence (hint-at-feelings). Class identifies: does this SHOW or TELL? Peer edit: swap books and underline one introductory phrase and one past tense verb your partner used.

Key Questions

Retrieval: Which introductory phrase tells the reader this story happens in a specific moment — 'One day' or 'At last'?

Inference: How do we know what tense to write in for a fable retelling?

Language: What is the difference between writing 'the stork felt sad' and 'the stork flew home without a single word'?

Evaluation: Which vocabulary word from our bank is the most powerful for describing the fox's plan — and why?

Greater Depth: If you were to add one more sentence to your retelling, what would it be and where would you put it?

Assessment Focus

Can pupils apply the grammar feature (introductory chronology phrase) independently in a coherent short narrative, and begin to use show-not-tell to imply feeling?

SESSION 6 Week 2 · Deeper Reading

To explore how Aesop structures the fable so that the stork's revenge mirrors the fox's trick exactly

Pupils compare both dinner scenes side by side, identifying how Aesop constructs a deliberate mirror image. They explore the stork's silence as a craft choice.

Success Criteria

-  I can identify how the stork's dinner plan mirrors the fox's dinner plan
-  I can explain why Aesop uses this mirror structure to teach the moral
-  I can make an inference about what the stork feels but never says aloud

Resources: Printed copies of both dinner scenes; comparison table worksheet; word bank cards

Vocabulary focus: mirror · implicit · revenge · deliberate

Lesson Structure

Warm Up (10 minutes)

Display both dinner scenes side by side. Pupils orally spot three things that are the same and three that are different with a partner.

Teacher: Praise structural observations over surface-level ones. Nudge pupils to notice vessel shape, host role, and who goes hungry in each scene.

Main Teaching (20 minutes)

Shared re-reading of both dinner passages. Model a comparison annotation: underline how the fox serves soup on a flat plate; circle how the stork serves soup in a tall jar. Discuss why Aesop never shows the stork feeling angry — the revenge speaks instead.

Teacher: Ask: how does Aesop make the reader feel the injustice without telling us the stork is angry? Focus on what is absent — the stork's complaint. Compare to the fox laughing. Use the word IMPLICIT.

Model: "The fox laughed at the stork's beak. The stork said nothing — but she remembered. When her turn came, she chose a jar just tall enough, just narrow enough. She did not need to speak. The jar said everything."

Independent Task (20 minutes)

● **WT:** Complete a comparison table: Fox's dinner — what he served, who could eat, how he felt. Stork's dinner — same three columns. Use the word bank.

● **ARE:** Write four sentences comparing the two dinner scenes. Explain how the stork's plan is a mirror of the fox's and what that shows about the moral.

🏆 **GD:** Explain in writing why Aesop chose NOT to show the stork feeling angry. What effect does the stork's silence have on the reader, and why is this more powerful than showing her rage?

Plenary (10 minutes)

Share three ARE sentences. As a class, agree on one word that describes the stork's dinner plan: clever, fair, or revenge. Vote and justify.

Key Questions

Retrieval: What did the fox serve at his dinner, and what did the stork serve at hers?

Inference: Why do you think the stork chose a tall, narrow jar — was it an accident?

Language: Aesop never writes 'the stork was angry'. What effect does that silence create?

Evaluation: Is the stork's plan fair revenge or just as cruel as the fox's trick? Defend your view.

Greater Depth: If you could add one line to the stork's dinner scene — something the stork thinks but does not say — what would it be?

Assessment Focus

Can pupils identify structural mirroring and discuss the effect of the stork's silence as a deliberate authorial choice?

SESSION 7 Week 2 · Grammar Focus 2

To use subordinating conjunctions to explain cause and effect in the fable

Pupils learn subordinating conjunctions for cause (because, since, so that) and practise varying clause position, applying them to the fable's events.

Success Criteria

-  I can identify subordinating conjunctions in sentences about the fable
- I can use because, since, and so that to explain cause and effect
-  I can vary the position of the subordinate clause — start or end of sentence

Resources: Conjunction cards; mini whiteboards; activity sheet with sentence frames and sorting activity

Vocabulary focus: subordinating conjunction · cause · effect · clause

Lesson Structure

Warm Up (10 minutes)

Display three sentence halves on the board. Pupils race to match them with a conjunction card: BECAUSE, SINCE, SO THAT. Share answers aloud.

Teacher: Use fable-related sentences only. Ensure pupils read both halves before choosing a conjunction — all three may technically fit but meaning changes.

Main Teaching (20 minutes)

Teach the term SUBORDINATING CONJUNCTION. Model two cause sentences with BECAUSE, varying clause position. Demonstrate SO THAT showing intention. Pupils generate their own sentence using events from the fable with mini whiteboards.

Teacher: Distinguish main clause from subordinate clause using underlining. Show that the subordinate clause adds the reason or purpose. Reinforce: main clause = can stand alone; subordinate = depends on the main clause.

Model: "Because her beak was too long to reach the shallow plate, the stork went home hungry. The stork chose a tall jar so that the fox could not reach the soup."

Independent Task (20 minutes)

- **WT:** Choose a conjunction from the word bank and complete the sentence frames. Write three cause-and-effect sentences about the fable.
- **ARE:** Write five cause-and-effect sentences about the fable using because, since, and so that. Vary clause position in at least two sentences.
- **GD:** Write a short paragraph (four sentences) retelling the fox's trick using at least three different subordinating conjunctions. Vary clause position throughout.

Plenary (10 minutes)

Pupils share their best sentence. Class votes on which sentence uses the conjunction most effectively and explains why.

Key Questions

Retrieval: What is a subordinating conjunction — what does it join?

Inference: Which conjunction would you use if you want to show that something was planned on purpose?

Language: What happens to the sentence if you move the subordinate clause to the front?

Evaluation: Why might a writer choose to put the cause first rather than the effect?

Greater Depth: Can you write a sentence about the stork's plan using SO THAT and make it sound deliberate and clever?

Assessment Focus

Can pupils correctly form and vary subordinate clauses of cause, moving the clause to the front and back of the sentence?

SESSION 8

Week 2 · Shared Writing — Modelled Write

To write a retelling of the fable as a class, using chronological introductory phrases and subordinating conjunctions

Teacher models a complete retelling of the fable live on the board, taking suggestions from the class. Both grammar features are demonstrated in context.

Success Criteria

-  I can use introductory phrases to show the order of events in the retelling
-  I can use subordinating conjunctions to explain why things happen
-  I can use inverted commas to punctuate the fox's polite dinner-invitation dialogue

Resources: Shared class toolkit of chronological phrases on the board; word bank; writing frame for WT pupils

Vocabulary focus: invitation · discovered · patiently · unkindly

Lesson Structure

Warm Up (10 minutes)

Pupils orally retell the fable to a partner using only five words for each scene: fox, trick, soup, stork, revenge. Collect best chronological phrases as a class toolkit.

Teacher: Scribe the pupils' chronological phrases onto the board — these become the shared toolkit for the model write. Aim for at least five varied phrases.

Main Teaching (20 minutes)

Live shared writing: teacher composes the retelling sentence by sentence, thinking aloud. Pause after each sentence for pupils to suggest vocabulary. Explicitly model an introductory phrase, a subordinating conjunction, and inverted commas around the fox's invitation dialogue.

Teacher: Use a visualiser or project onto a screen. Write slowly. Ask: what should come next? Which conjunction would show WHY the stork couldn't eat? Take three suggestions per sentence. Cross out and revise in front of pupils — normalise editing. Leave the completed text visible throughout the independent task.

Model: "One sunny morning, the sly fox sent an invitation to the stork. "Please come to dinner," he said with a wide smile. When the stork arrived, she discovered that the soup was served on a flat plate. Because her beak was long and narrow, she could not take a single sip. The fox laughed unkindly. However, the stork did not complain. Instead, she waited patiently, since she had a plan of her own."

Independent Task (20 minutes)

● **WT:** Use the writing frame with sentence starters and the word bank to continue the shared retelling from the stork's dinner party onwards.

● **ARE:** Continue the shared retelling independently, writing the stork's dinner scene and the moral. Use at least one introductory phrase, one subordinating conjunction, and one set of inverted commas.

🏆 **GD:** Write the full retelling independently, including both dinner scenes and the moral. Vary sentence length and avoid starting three sentences in a row with the same word.

Plenary (10 minutes)

Share two or three pupil continuations. As a class, identify one introductory phrase and one subordinating conjunction from each. Discuss which word choices are most effective.

Key Questions

Retrieval: What happens first in our retelling, and which phrase tells the reader that?

Inference: Why did the author choose the word DISCOVERED rather than SAW when the stork arrives at the table?

Language: What does putting the subordinate clause first ('Because her beak was long') do for the reader?

Evaluation: Is our class retelling fair to both characters, or does it take sides?

Greater Depth: If you could change one word in our shared model text to make it more powerful, which would it be and why?

Assessment Focus

Can pupils contribute grammatically accurate suggestions during shared writing and apply both grammar features in their independent continuation?

SESSION 9

Week 2 · Guided Writing

To write the stork's dinner scene independently, applying both grammar features with increasing confidence

Pupils write the stork's dinner scene independently with guided support. Teacher circulates, conferencing briefly with WT pupils while ARE and GD write freely.

Success Criteria

-  I can write the stork's dinner scene in my own words using chronological phrases
-  I can use because or so that to explain why the fox cannot eat
-  I can include the stork's words in inverted commas and vary my sentence openings

Resources: S8 shared model text visible on the board; step-by-step writing frame for WT; word bank

Vocabulary focus: elegant · whimpered · invitation · smiling

Lesson Structure

Warm Up (10 minutes)

Oral rehearsal: pupils retell the stork's dinner scene to a partner as if storytelling aloud. Collect the best phrases from three pairs and display on the board as a class word hoard.

Teacher: Focus the oral rehearsal on SEQUENCE — what happens first, next, then. Pupils who struggle to remember the scene can use their S6 comparison table as a prompt.

Main Teaching (20 minutes)

Brief recap of the S8 model text. Teacher reads it aloud and points to each grammar feature. Then: 'Now it is your turn — write your own version of the stork's dinner. Borrow ideas but not the same words.' Direct WT group to the writing frame. Circulate and conference.

Teacher: During conferencing, ask: 'Which conjunction have you used?' 'Can you find a word to replace WENT with something more interesting?' Praise attempts at varying sentence openings. Keep GD pupils writing for the full 20 minutes.

Model: "Shortly afterwards, the stork sent a polite invitation. "Please do come for dinner," she said, smiling to herself. A long, elegant jar was placed on the table. Since the jar was tall and narrow, the fox could not drink a single drop. He pushed his snout against the glass and whimpered, because he finally understood."

Independent Task (20 minutes)

● **WT:** Use the step-by-step writing frame with sentence starters. Write one sentence per step. Teacher checks in after each step.

● **ARE:** Write the stork's dinner scene in your own words, four to six sentences. Use an introductory phrase, a subordinating conjunction, and inverted commas for the stork's words.

🕒 **GD:** Write the stork's dinner scene, then add a final paragraph where the fox realises the moral. Show — do not tell — that the fox understands. Use the phrase 'he finally understood' only if you have already shown WHY he understands.

Plenary (10 minutes)

Pupils read their opening sentence to a partner. Partner identifies the introductory phrase aloud. Class votes: which opening sentence draws you in most — and why?

Key Questions

Retrieval: What is the first thing that happens at the stork's dinner party?

Inference: What does the fox try to do when he sees the jar — and why can he not manage it?

Language: Which conjunction did you choose — because or so that — and what difference does it make?

Evaluation: Is your version of the stork kinder or colder than the stork in the original fable?

Greater Depth: If you could add one final sentence that shows — without telling — that the fox has learned his lesson, what would you write?

Assessment Focus

Can pupils independently deploy both grammar features accurately within a coherent narrative sequence?

SESSION 10

Week 2 · Writing Outcome — Week 2

To write a complete retelling of *The Fox and the Stork* and express an opinion on the moral

Pupils produce an extended piece: a full retelling followed by a short opinion paragraph on the Golden Rule. Both grammar features applied independently.

Success Criteria

-  I can retell both dinner scenes in order, using introductory phrases
-  I can use subordinating conjunctions to explain cause in my retelling
-  I can express my opinion on the Golden Rule using a reason and a connective

Resources: Six-box story map on mini whiteboards; S8 model text still on display; word bank; writing frame for WT

Vocabulary focus: Golden Rule · moral · therefore · evidence

Lesson Structure

Warm Up (10 minutes)

Quick-fire oral: pupils share one sentence using a chronological phrase, one using a subordinating conjunction, one using inverted commas. Teacher collects best examples on the board.

Teacher: This is a confidence-builder before extended writing. Accept any sentence, not just fable-related ones — the goal is grammar activation, not content recall.

Main Teaching (20 minutes)

Brief teacher model of the opinion paragraph structure: State the moral, give a reason, give an example from the text, give a personal example. Pupils plan their retelling using a six-box story map on mini whiteboards before writing.

Teacher: The opinion paragraph is new today. Model its structure explicitly using a sentence frame: 'I believe that... because... For example, in the fable... I also think... Therefore...' Reassure pupils this is a week-long piece — the draft does not need to be perfect today.

Model: "I believe that the Golden Rule — treat others as you would want to be treated — is the most important lesson in this fable. Because the fox never thought about the stork's feelings, he caused her real suffering. In the fable, the stork does not scold the fox; instead, she teaches him by letting him feel exactly what she felt. I think this is a cleverer lesson than simply telling someone to be kind."

Independent Task (20 minutes)

- **WT:** Write a retelling using the sentence frames from this week. Then write two sentences giving your opinion of the moral using: 'I think... because...'
- **ARE:** Write the full retelling (both dinner scenes) and then write an opinion paragraph on the Golden Rule. Give at least two reasons for your view.
- **GD:** Write the full retelling and a fully developed opinion paragraph arguing whether showing unkindness (as the fable does) is a more effective way to teach the Golden Rule than simply telling people to be kind. Use evidence from the text.

Plenary (10 minutes)

Pupils share their best sentence from the retelling and their opinion sentence. Class gives live feedback: thumb up for a grammar feature spotted; finger point to any sentence that tells rather than shows.

Key Questions

Retrieval: Which chronological phrase did you use to open each dinner scene?

Inference: Where in your retelling did you use a subordinating conjunction — and what cause did it explain?

Language: What is the Golden Rule, and where in the fable is it shown rather than stated?

Evaluation: Do you think the fox learned his lesson — and which sentence in your writing shows that?

Greater Depth: Is teaching a moral by making someone feel it (as the stork does) more powerful than simply stating it? Why?

Assessment Focus

Can pupils produce an extended, independently structured piece that applies both grammar features and moves into opinion writing with a supporting reason?

SESSION 11

Week 3 · Model Text — Boxing Up

To read and box up a model final piece, identifying structure and craft choices

Pupils analyse a model final opinion piece about the Golden Rule, boxing it up to reveal structure and craft before planning their own.

Success Criteria

-  I can identify the different sections of a model final piece
-  I can name the craft choices the writer has made (vocabulary, conjunctions, chronological phrases)
-  I can explain why those choices make the writing effective

Resources: Printed model text copies, three-colour highlighters, boxing-up planning frames

Vocabulary focus: opinion · evidence · counterclaim · conjunction

Lesson Structure

Warm Up (10 minutes)

Quick recall: pupils write three key events from the fable in order using chronological phrases (First... Then... Finally...).

Teacher: Check pupils remember both dinner scenes and the moral. Accept brief bullet notes. This primes the narrative structure they will use as evidence.

Main Teaching (20 minutes)

Display model opinion text. Read aloud together. Pupils use three colours: green for opinion statements, yellow for fable evidence, blue for subordinating conjunctions. Teacher boxes up each section: Opening opinion, Evidence 1, Evidence 2, Counterclaim, Conclusion.

Teacher: Use visualiser or printed copies. Slow down on subordinating conjunctions — pupils should locate because, although, so that. Ask: why does the writer start with an opinion, not a plot summary? Depth over breadth.

Model: "The fable of the Fox and the Stork teaches us that we should treat others as we would like to be treated. When the sly fox served soup on a flat plate, although he smiled politely, he knew the stork could not eat it. Because the stork had been humiliated, she decided to teach the fox the same lesson in return."

Independent Task (20 minutes)

 **WT:** Pupils annotate a printed copy of the model text with teacher guidance: find one opinion, one because, one fable reference.

 **ARE:** Pupils create a boxing-up planner from the model: label each paragraph's job and copy one key phrase from each section.

 **GD:** Pupils annotate the model then write a paragraph explaining whether the counterclaim section strengthens or weakens the overall argument and why.

Plenary (10 minutes)

Cold call: pupils share one craft choice they noticed and say whether they will borrow it for their own piece.

Key Questions

Retrieval: What opinion does the model writer state in the opening?

Inference: How does the writer use the fox's dinner to support the opinion — do they retell the whole story or just the key moment?

Language: Find a subordinating conjunction. What does it do to the meaning of the sentence?

Evaluation: Does the counterclaim make the argument stronger or weaker? Why might a writer include it?

Greater Depth: If you were to write one sentence that summed up the model writer's whole argument, what would it say?

Assessment Focus

Can pupils identify opinion, evidence, and conjunction use in a model? Can they articulate why each structural move works?

SESSION 12

Week 3 · Planning — Final Piece

To plan a final opinion piece about the Golden Rule using evidence from the fable

Pupils complete a structured plan for their final opinion piece, selecting evidence from the fable and deciding on their personal stance about the Golden Rule.

Success Criteria

-  I can plan each section of my opinion piece before I write
-  I can choose two moments from the fable to use as evidence
-  I can decide on a strong opening opinion and a thoughtful conclusion

Resources: Boxing-up planning frames, word banks from S11, mini-whiteboards for warm-up

Vocabulary focus: counterclaim · evidence · moral · justify

Lesson Structure

Warm Up (10 minutes)

Talk partners: pupils tell each other the moral of the fable in ONE sentence, then discuss whether showing is better than telling when teaching a lesson.

Teacher: Listen for pupils who grasp the fable teaches through experience. Collect strong oral opinions to share as example opening statements. Keep energy high.

Main Teaching (20 minutes)

Teacher models completing the boxing-up planner live, thinking aloud at each stage. Focus on choosing evidence: model picking the MOST relevant moment rather than summarising the whole story. Demonstrate signalling a counterclaim with 'Some people might think... however...'

Teacher: Pupils often want to retell the whole plot. Remind them: opinion writers borrow one or two precise moments, not the whole story. Model how a short fable reference carries more weight than a long summary.

Model: ""Opening: I believe the Fox and the Stork teaches us that cruelty always returns to the person who chose it. Evidence 1: the fox's flat plate — he smiled, but his smile was a lie. Evidence 2: the tall jar — the stork did not shout; she simply repeated his trick. That is what makes the moral powerful.""

Independent Task (20 minutes)

● **WT:** Pupils complete a partially filled planning frame with sentence starters and a word bank. Teacher or TA circulates to check evidence choices.

● **ARE:** Pupils complete the full five-section boxing-up planner, writing brief notes in each box and marking their two chosen fable moments.

🏆 **GD:** Pupils plan a sixth section: a reflection on whether the stork's revenge was morally justified. They must hold two views and come to a conclusion.

Plenary (10 minutes)

Pupils share their opening opinion sentence with a partner. Class votes: clear opinion or needs strengthening? Refine two examples together.

Key Questions

Retrieval: What is the Golden Rule in one sentence?

Inference: Which moment from the fable best proves your opinion — the fox's dinner, the stork's dinner, or the fox going home hungry?

Language: How will you signal that you are moving to a new point in your writing?

Evaluation: Is there another way of looking at this moral that you need to address?

Greater Depth: How will you make your final sentence land with impact?

Assessment Focus

Are plans focused and specific, or vague and plot-heavy? Do pupils select evidence purposefully?

SESSION 13

Week 3 · Drafting — Final Piece

To write a first draft of my final opinion piece using my plan

Pupils write their full first draft of the final opinion piece, using their plan from S12. Teacher circulates, prompting conjunction use and evidence specificity.

Success Criteria

- ✍️ I can write a full draft using my plan as a guide
- 🔗 I can use subordinating conjunctions to link my ideas
- 💬 I can include chronological phrases and evidence from the fable

Resources: Completed planning frames from S12, lined drafting paper, word banks, conjunction prompt cards

Vocabulary focus: draft · evidence · conjunction · analytical

Lesson Structure

Warm Up (10 minutes)

Pupils re-read their planning frame from S12 and annotate it: mark where they will use each conjunction (because, although, so that).

Teacher: This activates plans before writing. Pupils who cannot find places for conjunctions may need prompting: 'Where is the cause? Where is the contrast?' Keep this brief — the priority is writing time.

Main Teaching (20 minutes)

Teacher models drafting the opening and first evidence paragraph live, narrating decisions: 'I said in my plan I'd use the flat plate scene — now I write it, but I won't retell it, I'll use it to prove my opinion.' Remind pupils: drafts can have crossings-out; what matters is getting ideas down.

Teacher: Model crossing something out and restarting — normalise imperfect drafts. Pupils who freeze should be told: write your opening opinion sentence from the plan, then write the next sentence. One sentence at a time.

Model: ""The fable of the Fox and the Stork shows us that cruelty harms the person who chose it, not just the person it was aimed at. Although the fox smiled as he served soup on a flat plate, he had not considered that the stork would remember — and that she would feel exactly what he had felt, because she was cleverer than he knew.""

Independent Task (20 minutes)

- 🟦 **WT:** Pupils draft using a sentence-by-sentence writing frame with starters provided for each section. TA support available.
- 🟢 **ARE:** Pupils draft all five sections of their plan into continuous prose, aiming for five to seven paragraphs.
- 🏆 **GD:** Pupils draft their sixth section (philosophical reflection on revenge vs. justice) and include a rhetorical question in their conclusion.

Plenary (10 minutes)

Pupils count how many conjunctions appear in their draft and share the sentence containing their favourite one with their partner.

Key Questions

Retrieval: Which section of your plan have you drafted so far?

Inference: Where have you used a subordinating conjunction in your draft?

Language: Have you used your fable evidence as proof, or have you just retold the story?

Evaluation: What will you write in your conclusion that goes beyond just repeating your opinion?

Greater Depth: Which sentence are you most proud of in your draft so far?

Assessment Focus

Are pupils writing continuously from their plan? Are conjunctions embedded, not bolted on? Is fable evidence used analytically?

SESSION 14

Week 3 · Editing and Improving

To edit my draft for grammar accuracy, precise vocabulary, and clear structure

Pupils edit drafts systematically using a colour-coded checklist targeting the unit's two grammar features and vocabulary precision.

Success Criteria

-  I can check my draft for correct use of subordinating conjunctions
-  I can check my inverted commas are correctly placed around any dialogue
-  I can improve at least three vocabulary choices to make my writing more precise

Resources: Drafted pieces from S13, three-colour editing pens, editing checklist, grammar reference strips from S4 and S7

Vocabulary focus: precise · deliberate · vague · revise

Lesson Structure

Warm Up (10 minutes)

Pupils read their draft silently and underline the sentence they are LEAST satisfied with. Share with a partner and discuss one way to improve it.

Teacher: Self-critical reading is a key editing skill. Normalise finding a weak sentence — identifying weakness is the first editing move. Keep tone positive and focused.

Main Teaching (20 minutes)

Teacher displays an anonymised draft. Model editing using three colours: green for subordinating conjunctions (check they are correctly placed), blue for inverted commas (check any dialogue is correctly punctuated), red for vocabulary swaps (circle one vague word and replace it). Model the think-aloud: 'I wrote "because" here — but I mean "although". Let me check which makes the meaning clearer.'

Teacher: Pupils often change things unnecessarily — model editing with PURPOSE. The question is always: does this change make the meaning clearer or more precise? Target specific craft points. Use grammar features from S4 and S7.

Model: ""Before edit: The fox was mean to the stork. After edit: Although the fox smiled and acted politely, his cruelty was deliberate — because he knew exactly what the stork could and could not eat.""

Independent Task (20 minutes)

● **WT:** Pupils work from the editing checklist, ticking each point and marking where they have made a change. TA scribes improvements if needed.

● **ARE:** Pupils edit systematically: first check conjunctions (green pen), then inverted commas (blue pen), then swap at least three vocabulary items (red pen).

🏆 **GD:** Pupils write a second draft of their weakest paragraph and compare both versions, annotating which is stronger and why.

Plenary (10 minutes)

Pupils share their best vocabulary swap: 'I changed ___ to ___ because ___.' Build a class list of the best swaps on the board.

Key Questions

Retrieval: Which conjunction in your draft could be swapped for a more precise one?

Inference: Have you used any dialogue? Are the inverted commas correctly placed?

Language: Which word in your draft is the most vague? What could you replace it with?

Evaluation: Read your conclusion aloud — does it sound like an ending or does it trail off?

Greater Depth: What is the difference between correcting an error and improving a craft choice?

Assessment Focus

Are pupils editing with purpose or making superficial changes? Are grammar features from S4 and S7 correctly applied throughout?

SESSION 15

Week 3 · Publishing and Celebrating

To produce a final published piece and celebrate our writing journey

Pupils produce their final published piece from their edited draft, self-assess against the unit rubric, and reflect on growth as writers across the three weeks.

Success Criteria

-  I can write my final piece neatly from my edited draft
-  I can check my final piece against the unit checklist before I call it finished
-  I can reflect on what I have learned as a writer this unit

Resources: Edited drafts from S14, final writing paper or books, unit rubric, coloured pens for self-assessment

Vocabulary focus: publish · reflect · criterion · achievement

Lesson Structure

Warm Up (10 minutes)

Pupils re-read their edited draft one final time, reading aloud in a whisper to hear how it sounds. They mark any final tweaks before publishing.

Teacher: Reading aloud catches errors the eye misses — encourage even confident writers to do this. Final tweaks should be small: a word swap, a missing comma. Wholesale rewrites at this stage are not appropriate.

Main Teaching (20 minutes)

Teacher models writing the final piece from an edited draft: 'I am going to copy this carefully, checking each sentence — capital letter at the start, full stop or punctuation at the end.' Introduce the self-assessment rubric and model how to use it: read each criterion, decide which tier describes your piece, circle it honestly.

Teacher: Emphasise that publishing is not just copying — it is a final quality-control stage. Praise pupils who catch a final error during publishing. The rubric self-assessment is a metacognitive step: pupils should spend at least three minutes thinking before circling.

Model: "Final title: The Golden Rule — A Response to Aesop's Fable. By [Name]. The fable of the Fox and the Stork shows us something more uncomfortable than a simple lesson about kindness: it shows us that cruelty always returns to its source. Although the fox smiled as he served soup on a flat plate, he had not considered that the stork would remember — and that she would feel exactly what he had felt."

Independent Task (20 minutes)

● **WT:** Pupils copy out their draft neatly, using the writing frame if needed. TA checks final punctuation at the end of each paragraph.

● **ARE:** Pupils produce a final handwritten or typed piece, self-assess against the rubric, and write two sentences about what they would do differently next time.

🏆 **GD:** Pupils write a short author's note (3-4 sentences) explaining their writing choices: why they chose their evidence, their conclusion, and what they hope the reader takes away.

Plenary (10 minutes)

Author's chair: three or four volunteers read their opening and conclusion aloud. Class gives one star (what they loved) and one wish (what would make it even stronger).

Key Questions

Retrieval: What is the difference between your first draft and your final published piece?

Inference: Which criterion on the rubric are you most confident you have achieved?

Language: Which criterion do you want to work on in your next unit?

Evaluation: If you could give one piece of advice to a writer starting this unit, what would it be?

Greater Depth: What has this fable taught you — not just about writing, but about how morals work?

Assessment Focus

Final pieces should demonstrate: clear opinion, subordinating conjunctions, specific fable evidence, correct inverted commas (if dialogue used), precise vocabulary, strong conclusion.

Final Piece Marking Rubric

Audience: Pupil-facing — print and give to children for self-assessment of their final writing piece. Each cell is an "I can..." statement progressing across the three tiers.

Focus	Working Towards	I am There	Greater Depth
Structure	I can write an opening that states my opinion and an ending that finishes my piece.	I can structure my piece with an opening opinion, evidence paragraphs, a counterclaim, and a conclusion that goes beyond my opening.	I can structure a sophisticated argument where each paragraph builds on the last, including a counterclaim that strengthens my position, ending with a reflection on how fables teach morals.
Subordinating conjunctions	I can use 'because' to explain a reason in at least one sentence.	I can use 'because', 'although', and 'so that' correctly to show cause, contrast, and purpose in my writing.	I can use a range of subordinating conjunctions at the start and in the middle of sentences, and I can explain the precise difference in meaning each conjunction creates.
Inverted commas for dialogue	I can place inverted commas around speech in a sentence with teacher support.	I can correctly place opening and closing inverted commas around any dialogue in my piece, including the punctuation in the right place.	I can use inverted commas accurately and purposefully — selecting dialogue from the fable that directly supports my argument and integrating it smoothly into my prose.
Vocabulary	I can choose words from the word bank that are more interesting than everyday words.	I can choose precise and ambitious vocabulary independently, including words that show the fox's deliberate cruelty and the stork's dignified response.	I can select vocabulary that carries multiple layers of meaning — words that reveal character, moral weight, and my own analytical voice — and I can explain why I chose them.
Punctuation	I can use capital letters, full stops, and commas after an opening phrase in most sentences.	I can use capital letters, full stops, commas after introductory phrases, and inverted commas consistently and correctly throughout my piece.	I can use a range of punctuation accurately and for effect — including commas to create pace, dashes to add emphasis, and question marks in my conclusion to engage the reader.
Effect on Reader	I can write a piece that tells the reader what I think the fable means.	I can write a piece that persuades the reader to agree with my opinion about the Golden Rule, using the fable as evidence rather than just retelling it.	I can write a piece that challenges the reader to think beyond the simple moral — exploring whether showing is more powerful than telling, and whether the stork's revenge was justice or cruelty.

Self-assessment: pupils tick the column that best describes their final writing piece. Use the rubric to triangulate teacher judgement against pupil voice.

Exit Ticket — Week 1 (Teacher Copy with Answer Key)

Format: 5 multiple-choice questions blending reading comprehension and grammar. Use as an end-of-week assessment-for-learning check. Print the pupil version from ExitTicket_Week1.docx. Correct answers and explanations below — do NOT distribute this teacher copy to pupils.

Q1. Why can the stork not eat the soup at the fox's dinner party?

- A. The soup is too hot
- B. The soup is served on a flat plate and her beak cannot scoop it up ✓ correct**
- C. The stork does not like soup
- D. The plate is too heavy to lift

Skill: comprehension • The fox deliberately serves soup on a flat plate, knowing the stork's long beak cannot reach it — this is the central cruel act of the fable.

Q2. Which word best describes the fox's behaviour at his dinner party?

- A. Generous
- B. Accidental
- C. Deliberate ✓ correct**
- D. Forgetful

Skill: comprehension • The fox knowingly chooses a dish the stork cannot eat, making his unkindness deliberate rather than accidental.

Q3. What is the moral of 'The Fox and the Stork'?

- A. Always cook soup carefully
- B. Treat others as you would like to be treated yourself ✓ correct**
- C. Foxes and storks cannot be friends
- D. Never invite animals to dinner

Skill: comprehension • The Golden Rule — treat others as you wish to be treated — is the central moral demonstrated through the fable's mirror-image structure.

Q4. Which sentence uses 'because' correctly?

- A. Because the fox went home hungry.
- B. The fox went home hungry, because the stork had served food in a tall jar he could not reach. ✓ correct**
- C. Because went home the fox hungry.
- D. The fox because he was hungry went home.

Skill: grammar • 'Because' introduces a subordinate clause explaining cause; it must be attached to a main clause to form a complete sentence.

Q5. Which phrase is a chronological phrase that shows order?

- A. Although the fox smiled
- B. First of all, the fox invited the stork ✓ correct**
- C. Because the stork was hungry
- D. The fox who was cunning

Skill: grammar • Chronological phrases like 'First of all' signal the order of events; they are different from conjunctions that show cause or contrast.

Exit Ticket — Week 2 (Teacher Copy with Answer Key)

Format: 5 multiple-choice questions blending reading comprehension and grammar. Use as an end-of-week assessment-for-learning check. Print the pupil version from ExitTicket_Week2.docx. Correct answers and explanations below — do NOT distribute this teacher copy to pupils.

Q1. How does the stork get her revenge on the fox?

- A. She refuses to speak to him ever again
- B. She serves food in a tall narrow jar that the fox's snout cannot reach ✓ correct**
- C. She tells all the other animals what the fox did
- D. She invites him to dinner and serves the same flat plate

Skill: comprehension • The stork mirrors the fox's trick precisely — she serves food in a container designed to exclude him, just as he excluded her.

Q2. Which word best describes the stork's behaviour when she arranges her dinner party?

- A. Angry and loud
- B. Dignified and clever ✓ correct**
- C. Forgiving and kind
- D. Careless and accidental

Skill: comprehension • The stork does not confront the fox angrily — she calmly arranges a dinner that mirrors his trick, showing dignified intelligence.

Q3. Which sentence uses 'although' correctly?

- A. Although the fox smiled, he knew the stork could not eat the soup. ✓ correct**
- B. The fox smiled although.
- C. Although because the fox smiled.
- D. The fox, although, was smiling.

Skill: grammar • 'Although' introduces a subordinate clause showing contrast; the clause must be followed by a main clause.

Q4. Where should inverted commas go in this sentence: The fox said Come to dinner tomorrow

- A. "The fox said Come to dinner tomorrow"
- B. The fox said "Come to dinner tomorrow" ✓ correct**
- C. The fox said Come to dinner tomorrow"
- D. The fox said "Come to dinner tomorrow

Skill: grammar • Inverted commas wrap the spoken words only, not the speech tag. The opening mark goes before the first spoken word.

Q5. Why does the fable teach the Golden Rule through an example of cruelty rather than kindness?

- A. Because kind stories are boring
- B. Because experiencing unfairness helps us understand why kindness matters more than just being told about it ✓ correct**
- C. Because Aesop did not believe in kindness
- D. Because the fox and stork are too different to be kind to each other

Skill: comprehension • The fable's power comes from making the fox feel what the stork felt — teaching through felt experience rather than instruction.

Exit Ticket — Week 3 (Teacher Copy with Answer Key)

Format: 5 multiple-choice questions blending reading comprehension and grammar. Use as an end-of-week assessment-for-learning check. Print the pupil version from ExitTicket_Week3.docx. Correct answers and explanations below — do NOT distribute this teacher copy to pupils.

Q1. In an opinion piece about this fable, what is the difference between 'using fable evidence' and 'retelling the fable'?

A. There is no difference — both mean writing what happened

B. Using evidence means selecting one moment to prove a point; retelling means summarising the whole story ✓ correct

C. Retelling is for fiction; evidence is only used in non-fiction

D. Using evidence means copying the fable word for word

Skill: comprehension • Opinion writers select specific moments as proof of their argument; retelling the plot is not the same as using it analytically as evidence.

Q2. Which sentence is the best example of analytical writing about the fable?

A. The fox invited the stork to dinner and served soup on a flat plate.

B. First, the fox invited the stork, then the stork invited the fox.

C. The fox's flat plate reveals deliberate cruelty — he designed the meal to humiliate. ✓ correct

D. The story has a fox and a stork who both have dinner parties.

Skill: comprehension • Analytical writing interprets evidence and draws conclusions; option C uses the flat plate detail to make an argument about the fox's character.

Q3. Which sentence uses a subordinating conjunction to show contrast?

A. The stork invited the fox to dinner because she was polite.

B. Although the fox smiled, his invitation was a cruel trick. ✓ correct

C. The fox went home so that he could think about what happened.

D. First, the fox was hungry, then he went home.

Skill: grammar • 'Although' signals a contrast between the fox's outward smile and his actual cruel intention.

Q4. Why might an opinion writer include a counterclaim in their piece?

A. To confuse the reader

B. To show they have thought about other viewpoints, making their argument more convincing ✓ correct

C. Because they are not sure what they believe

D. To make the piece longer

Skill: comprehension • Acknowledging and then responding to an opposing view makes an argument appear more balanced and therefore more persuasive.

Q5. Which is correctly punctuated dialogue from the fable?

A. "Please come to dinner, said the fox."

B. Please come to dinner, said the fox.

C. The fox said, "Please come to dinner." ✓ correct

D. The fox said, Please come to dinner.

Skill: grammar • The speech tag sits outside the inverted commas; the spoken words are enclosed within them, followed by a full stop inside the closing mark.

Session 1 The Fox and the Stork

 **I am learning to** listen to and enjoy The Fox and the Stork, sharing first responses to the story and its moral

Blue task

Use these sentence frames:

-  The fox served _____ on a _____ dish.
-  The stork felt _____ because _____.
-  The stork served the food in a _____ jar so the fox could not _____.
-  The moral is that you should _____.

Word bank:

soup	flat	shallow	famished
humiliated	narrow	tall	trick

Question	My answer
What did the fox serve?	
How did the stork feel?	
What is the moral?	

Session 1 The Fox and the Stork

 **I am learning to** listen to and enjoy The Fox and the Stork, sharing first responses to the story and its moral

 Green task

The Fox and the Stork — First Response

Answer these questions about the fable in full sentences.

Question	My answer
What did the fox serve at his dinner, and why was it a problem for the stork?	
How do you think the stork felt when she left the fox's house? Use a word from the word	
What did the stork serve at her dinner? Why couldn't the fox eat it?	

Fable Vocabulary

Match each word to its meaning. Then use two of the words in sentences of your own.

1. cunning — very clever, especially at tricking others

2. courteous — very polite and respectful in behaviour

Session 1 The Fox and the Stork

 **I am learning to** listen to and enjoy The Fox and the Stork, sharing first responses to the story and its moral

Purple task

After answering all four questions, write a fifth answer: why do you think Aesop told this story using animals? Would it work as well with human characters?

 The fox used polite words but an unkind plan. Is it worse to be rude and honest, or kind-sounding and secretly cruel? Why?

Session 1 The Fox and the Stork

 **I am learning to** listen to and enjoy The Fox and the Stork, sharing first responses to the story and its moral

Blue task

 In this fable, the fox...

 The stork felt... because...

Green task

Write your first thoughts about the fable. Use the steps below to help you organise your ideas.

What happens in the fable? Briefly retell it in two or three sentences.

What do you think of the fox as a character?

What do you think of the stork as a character?

What do you think the moral of the fable means?

Check your work

- ☐ I have retold what happens in the fable in order.
- ☐ I have used at least one vocabulary word from the word bank.

- I have written the moral in my own words.

Purple task

In your fifth paragraph, explain why you think Aesop chose to teach this moral through a trick rather than through an act of kindness. What difference does that make?

Can being polite and being cruel happen at the same time? Give an example from the fable.

Session 1 The Fox and the Stork

 **I am learning to** listen to and enjoy The Fox and the Stork, sharing first responses to the story and its moral

Characters and Feelings

cunning	courteous	famished
humiliated	amused	shocked
dignified	sly	

The Dinner Scenes

shallow	flat	narrow
slender	invitation	soup
jar	beak	

Morals and Fables

moral	fable	revenge
lesson	treat	deserve
justice	consequence	

Blue task — word bank

soup	flat	shallow	famished
humiliated	narrow	tall	trick

Session 2 The Fox and the Stork

 **I am learning to** read closely the two dinner scenes and explore how Aesop uses parallel structure to build the moral

Blue task

Use these sentence frames:

-  In the fox's dinner scene, the food is served in a _____ because _____.
-  In the stork's dinner scene, the food is in a _____ and the fox cannot eat because _____.
-  Both dinner scenes are similar because _____.

Word bank:

flat	shallow	dish	narrow
tall	jar	beak	snout

The Fox's Dinner	My answer
Underline the container word in scene 1.	
Underline the container word in scene 2.	
Write one sentence: How are the two scenes similar?	

Session 2 The Fox and the Stork

 **I am learning to** read closely the two dinner scenes and explore how Aesop uses parallel structure to build the moral

 Green task

Annotating the Two Dinner Scenes

Read both dinner scenes below. Use the three-step framework to annotate each one.

The Fox's Dinner	The Stork's Dinner
Step 1: Underline the word or phrase describing the FOOD in each scene	
Step 2: Circle the word or phrase describing the CONTAINER in each scene	
Step 3: Star the word that best shows the GUEST cannot eat.	

What Does the Word Do?

For each underlined word below, write what it suggests to the reader.

1. SHALLOW (as in 'a flat, shallow dish') suggests...

2. LAPPED (as in 'the fox lapped it all up') suggests...

Session 2 The Fox and the Stork

 **I am learning to** read closely the two dinner scenes and explore how Aesop uses parallel structure to build the moral

Purple task

After annotating, write a full paragraph: do you think the stork's dinner is justice, cruelty, or both? Use at least two specific words from the text as evidence.

 Aesop does not write 'And so the stork got her revenge.' Why not? What does leaving that out do for the reader?

Session 2 The Fox and the Stork

 **I am learning to** read closely the two dinner scenes and explore how Aesop uses parallel structure to build the moral

Blue task

 In the fox's dinner scene, Aesop uses the word _____ to show...

 In the stork's dinner scene, the food is in a _____ because...

Green task

Write two to three paragraphs explaining how Aesop uses the parallel dinner scenes to show the moral of the fable.

Describe the fox's dinner scene and what the word choices tell us.

Describe the stork's dinner scene and what the word choices tell us.

Explain how the parallel structure shows the moral without Aesop having to state it.

Check your work

- ☐ I have used specific words from the text as evidence.
- ☐ I have explained the effect of at least one word choice.
- ☐ I have used the word PARALLEL or STRUCTURE in my writing.

Purple task

In your fourth paragraph, explain whether you think Aesop's method of teaching the moral through violation (showing unkindness) is more effective than teaching it through an example of kindness.

Would the fable still work if the stork decided to be kind to the fox instead of tricking him back?

Session 2 The Fox and the Stork

 **I am learning to** read closely the two dinner scenes and explore how Aesop uses parallel structure to build the moral

Close Reading Words

annotate	infer	suggest
imply	parallel	structure
effect	choice	

Describing the Dinner Scenes

shallow	slender	narrow
flat	lapped	courteous
famished	impossible	

Talking About Morals

moral	lesson	shows
teaches	demonstrates	implies
reveals	without	

Blue task — word bank

flat	shallow	dish	narrow
tall	jar	beak	snout

Session 3 The Fox and the Stork

 **I am learning to** explore how the language of politeness and the language of cruelty work together in the fable

Blue task

Use these sentence frames:

 _____ sounds _____, but it actually suggests _____.

 The fox says _____ because he wants the stork to think _____.

Word bank:

kind	friendly	cunning	deliberate
hiding	trick	cruel	polite

Polite word or phrase	My answer
Choose ONE polite phrase and explain what it actually suggests.	

Session 3 The Fox and the Stork

 **I am learning to** explore how the language of politeness and the language of cruelty work together in the fable

 Green task

Polite Surface, Hidden Reality

For each polite word or phrase from the fable below, write what it really suggests when you know the speaker's true intention.

Polite word or phrase	What it sounds like	What it actually suggests
"Dear Stork, I would be delighted if you would join me for dinner "		
"Please do come to dinner at my home." (the stork's invitation)		
"I am so sorry the food did not suit you." (the fox, after dinner)		

Register Detectives

Sort these phrases into FORMAL REGISTER and INFORMAL REGISTER. Then write one sentence explaining why the fox chose formal register for his invitation.

1. Formal or informal? — 'I would be delighted if you would join me for dinner.'

2. Formal or informal? — 'Wanna come for tea?'

Session 3 The Fox and the Stork

 **I am learning to** explore how the language of politeness and the language of cruelty work together in the fable

Purple task

After completing the table, write your own 'polite but unkind' sentence — for example, a courteous invitation that is actually hiding a different plan. Annotate it to show where the gap between words and intentions lies.

 Is it ever acceptable to use polite language to hide your real feelings? When might it be kind? When might it be dishonest?

Session 3 The Fox and the Stork

 **I am learning to** explore how the language of politeness and the language of cruelty work together in the fable

Blue task

 The fox uses the words _____ because they sound _____.

 But we know the fox's real plan is to _____.

Green task

Write two to three paragraphs exploring how Aesop uses polite language to create the central trick in the fable.

Give an example of polite language from the fox and explain what it sounds like.

Explain what the fox actually intends – and how the polite words help him hide that intention.

Write your own 'polite but unkind' sentence and explain the gap between the words and the intention.

Check your work

- ☐ I have used the sentence stem 'Although ____ sounds ____, it actually suggests ____.'
- ☐ I have used a word from the word bank in my analysis.
- ☐ I have written my own example of courteous language hiding an unkind plan.

Purple task

In your fourth paragraph, explain whether you think the fox's use of polite language makes him MORE or LESS likeable as a character — and why.

💡 Could the stork have refused to go to the fox's dinner? What stopped her — and what does that tell us about the power of polite language?

Session 3 The Fox and the Stork

 **I am learning to** explore how the language of politeness and the language of cruelty work together in the fable

Analysing Language

register	formal	informal
courteous	imply	suggest
irony	intention	

Polite Words from the Fable

delighted	invitation	humbly
request	pleasure	company
graciously	welcome	

Words for Unkindness

cunning	cruel	deliberate
trick	hidden	mask
pretend	deceive	

Blue task — word bank

kind	friendly	cunning	deliberate
hiding	trick	cruel	polite

Session 4 The Fox and the Stork

 **I am learning to** use introductory phrases for chronology to show the order of events in a narrative

Blue task

Use these sentence frames:



_____, the fox invited the stork to dinner.



_____, the stork realised she could not eat.



_____, the fox understood how the stork had felt.

Word bank:

One day	Before long	At last	After a while
In the end	At first		

Early in a story		My answer	
One day			
Before long			
At last			

Session 4 The Fox and the Stork

 **I am learning to** use introductory phrases for chronology to show the order of events in a narrative

 Green task

Introductory Phrases for Chronology — Sorting and Writing

Step 1: Sort the phrases below into the correct column. Step 2: Write five sentences about The Fox and the Stork, each starting with a different phrase. Remember the comma!

Early in a story	During a story	Late in a story
One day		
At last		
Before long		

Comma Check

Three of these sentences are correct (introductory phrase + comma + main clause). Two have errors. Find the errors and correct them.

1. One day, the fox smiled and thought of a plan. ✓ or ✗?

2. At last the stork arrived at the fox's door. ✓ or ✗?

Session 4 The Fox and the Stork

 **I am learning to** use introductory phrases for chronology to show the order of events in a narrative

Purple task

Write your five sentences, then rewrite each one **WITHOUT** the introductory phrase. In a short note to your teacher, explain what changes — in pace, tone, and the information the reader receives — when the phrases are removed.

 Could you ever use 'At last' at the **BEGINNING** of a story, or 'One day' at the **END**? What would that do to the reader's expectations?

Session 4 The Fox and the Stork

 **I am learning to** use introductory phrases for chronology to show the order of events in a narrative

Blue task

 (One day / Long ago), the fox decided to _____.

 (Before long / After a while), the stork _____.

Green task

Write five sentences about The Fox and the Stork. Each sentence must start with a different introductory phrase. Use the bank below to help you choose.

Beginning of the story (use: One day / Long ago / At first)

Middle of the story (use: Before long / After a while / As time passed)

End of the story (use: At last / In the end / By now)

Check your work

- ☐ I have used a comma after every introductory phrase.
- ☐ I have used three different phrases — one for each part of the story.
- ☐ Each sentence includes a main clause with a subject and a verb.

Purple task

Rewrite your five sentences without the introductory phrases. Write a paragraph explaining what the reader loses when the phrases are removed.

💡 Can a phrase like 'At last' change how we FEEL about what happens in a sentence, not just WHEN it happens? Give an example from your own sentences.

Session 4 The Fox and the Stork

 **I am learning to** use introductory phrases for chronology to show the order of events in a narrative

Early in a Story

One day	Long ago	At first
In the beginning	Once	Early one morning
Many years ago	From the start	

During a Story

Before long	After a while	As the days passed
Meanwhile	Soon	Not long after
As time went on	Gradually	

Late in a Story

At last	In the end	Finally
By now	Eventually	After all that
At that moment	When the time came	

Blue task — word bank

One day	Before long	At last	After a while
In the end	At first		

Session 5 The Fox and the Stork

 **I am learning to** write a short retelling of the fox's trick using introductory phrases for chronology and past tense

Blue task

Use these sentence frames:

-  One day, the cunning fox decided to _____.
-  Before long, the stork arrived at _____.
-  He served thin soup in a _____ dish so that _____.
-  At last, the fox _____ while the stork _____.

Word bank:

cunning	invitation	shallow	flat
beak	lapped	flew	famished
courteous	dignified		

Story part	My answer
Opening: One day, the fox _____.	
The trick: He served _____ on a _____ dish.	
The ending: At last, the stork _____.	

Session 5 The Fox and the Stork

 **I am learning to** write a short retelling of the fox's trick using introductory phrases for chronology and past tense

 Green task

The Fox's Trick — Retelling Plan

Plan your retelling using the four-box story map below. In each box, write your key ideas and the introductory phrase you will use to open that part.

Story part	My ideas	Introductory phrase to use
Opening: Who? Where? What did the fox decide? Introductory		
The Invitation: How did the fox invite the stork? What did the		
The Trick: What was served? Why couldn't the stork eat? What did the		

Show, Don't Tell

Rewrite these three 'telling' sentences as 'showing' sentences — describe what the character does or how they look, rather than stating their feeling.

1. TELLING: The stork was very upset. SHOWING: ____

2. TELLING: The fox was very pleased with himself. SHOWING: ____

Session 5 The Fox and the Stork

 **I am learning to** write a short retelling of the fox's trick using introductory phrases for chronology and past tense

Purple task

After your four-sentence plan, add a fifth box: write one line of fox dialogue (use quotation marks) that sounds courteous but hides his satisfaction. Then write a note explaining what makes that line ironic.

 Your final sentence should SHOW, not TELL, the stork's feelings. What can she DO or HOW can she MOVE that shows she is hurt without saying it directly?

Session 5 The Fox and the Stork

 **I am learning to** write a short retelling of the fox's trick using introductory phrases for chronology and past tense

Blue task

 One day, the cunning fox _____ the stork to _____.

 Before long, the stork arrived at the fox's home, feeling _____.

Green task

Use this frame to write your short retelling of the fox's dinner scene. Fill in each section using your plan and the word bank.

Opening (introductory phrase + who + what they decided)

The invitation (what it was like and how it made the stork feel)

The trick (what was served, why it didn't work for the stork)

The ending (show — don't tell — how the stork felt as she left)

Check your work

- ☐ I have used at least two introductory phrases for chronology, each followed by a comma.
- ☐ I have used past tense verbs throughout.

- My final sentence shows how the stork felt without using the words 'sad', 'upset', or 'angry'.

Purple task

Add a line of dialogue from the fox, using quotation marks. Make it sound warm and courteous — but the reader should understand that the fox knows exactly what he has done.

 Could you write the stork's perspective in your final sentence — what she thought, but not what she felt? How would that change the effect?

Session 5 The Fox and the Stork

 **I am learning to** write a short retelling of the fox's trick using introductory phrases for chronology and past tense

Introductory Phrases

One day	One sunny morning	Before long
After a while	At last	In the end
Long ago	At first	

Describing the Fox and Stork

cunning	courteous	dignified
sly	slender	graceful
famished	humiliated	

The Dinner Scene

shallow	flat	invitation
soup	beak	lapped
impossible	narrow	

Blue task — word bank

cunning	invitation	shallow	flat
beak	lapped	flew	famished
courteous	dignified		

Session 6 The Fox and the Stork

 **I am learning to** explore how Aesop structures the fable so that the stork's revenge mirrors the fox's trick exactly

Blue task

Use these sentence frames:

 At the fox's dinner, he served _____ so the stork _____.

 At the stork's dinner, she served _____ so the fox _____.

Word bank:

flat	plate	tall	jar
soup	hungry	laughed	waited
beak	snout		

Fox's Dinner	My answer
What was served?	
Who could not eat?	
How did the host react?	

Session 6 The Fox and the Stork

 **I am learning to** explore how Aesop structures the fable so that the stork's revenge mirrors the fox's trick exactly

 Green task

Two Dinners Comparison Table

Fill in the table to compare what happens at each dinner. Then write your sentences below.

Fox's Dinner	Stork's Dinner
What was served?	
What vessel was used?	
Who could not eat?	

Spot the Mirror — Sort the Clues

Write F (Fox's dinner), S (Stork's dinner), or B (Both) next to each clue.

1. The host served food the guest could not reach: ____

2. The guest went home hungry: ____

Session 6 The Fox and the Stork

 **I am learning to** explore how Aesop structures the fable so that the stork's revenge mirrors the fox's trick exactly

Purple task

Write a paragraph explaining why Aesop chose NOT to show the stork feeling angry. Use the word IMPLICIT.

 Does the mirror structure make the stork's revenge feel fair or just as cruel? Explain your reasoning.

Session 6 The Fox and the Stork

 **I am learning to** explore how Aesop structures the fable so that the stork's revenge mirrors the fox's trick exactly

Blue task

 At the fox's dinner, _____ was served on a _____.

 At the stork's dinner, _____ was served in a _____.

Green task

Use your comparison table to write sentences comparing both dinner scenes.

The Fox's Dinner

The Stork's Dinner

How They Are the Same

Check your work

- ☐ I have named what was served at each dinner.
- ☐ I have explained who went hungry and why.
- ☐ I have used the word MIRROR or SAME to compare the two scenes.

Purple task

Explain why Aesop never shows the stork feeling angry. What is the effect of her silence?

 Is a silent, clever revenge more satisfying to read about than an angry one? Why?

Session 6 The Fox and the Stork

 **I am learning to** explore how Aesop structures the fable so that the stork's revenge mirrors the fox's trick exactly

Describing the dinners

flat	plate	narrow
jar	shallow	soup
vessel	poured	lapped
dipped		

Comparing and contrasting

mirror	similar	however
whereas	both	neither
deliberate	structure	

Feelings and reactions

implicit	revenge	satisfied
humiliated	calm	laughed
watched		

Blue task — word bank

flat	plate	tall	jar
soup	hungry	laughed	waited
beak	snout		

Session 7 The Fox and the Stork

 **I am learning to** use subordinating conjunctions to explain cause and effect in the fable

Blue task

Use these sentence frames:

 The stork could not eat _____ the plate was flat.

 The stork chose a jar _____ the fox could not reach the soup.

Word bank:

because	since	so that	flat
narrow	tall	plate	jar
hungry	laugh		

Sentence	My answer
____ the plate was flat, the stork could not eat.	
The stork chose a tall jar _____ the fox could not drink.	

Session 7 The Fox and the Stork

 **I am learning to** use subordinating conjunctions to explain cause and effect in the fable

 Green task

Subordinating Conjunctions of Cause

Complete the sentence frames using because, since, or so that. Then write two sentences of your own about the fable.

Sentence	Conjunction used	Clause position (start or end?)
The stork could not eat ____ the plate was too flat for her long beak		
The fox laughed ____ he thought the trick was very funny		
The stork planned her dinner party carefully ____ the fox would go home		

Clause Position Swap

Rewrite each sentence, moving the subordinate clause from the end to the start (or vice versa). Does the meaning change?

1. The fox laughed because the stork could not reach the soup. → ____

2. Because the jar was narrow, the fox went home hungry. → ____

Session 7 The Fox and the Stork

 **I am learning to** use subordinating conjunctions to explain cause and effect in the fable

Purple task

Write four sentences retelling the stork's revenge using at least three different subordinating conjunctions. Vary clause position in every sentence.

 Why does moving the conjunction to the start of the sentence change what the reader feels first — the cause or the effect?

Session 7 The Fox and the Stork

 **I am learning to** use subordinating conjunctions to explain cause and effect in the fable

Blue task

 The stork went home hungry because _____.

 Since the fox had been unkind, the stork _____.

Green task

Use subordinating conjunctions to retell the key moment when the stork plans her revenge.

The fox's cruel trick (use BECAUSE or SINCE)

The stork's plan (use SO THAT)

The result (use BECAUSE)

Check your work

- ☐ I have used at least two different subordinating conjunctions.
- ☐ I have put the subordinate clause at the start in at least one sentence.
- ☐ My sentences explain cause AND effect clearly.

Purple task

Use the conjunction **ALTHOUGH** to write a sentence that shows a contrast within the fox's behaviour (he seemed friendly, but...).

💡 What does using SO THAT add to a sentence that BECAUSE does not — what exactly changes about the meaning?

Session 7 The Fox and the Stork **I am learning to** use subordinating conjunctions to explain cause and effect in the fable**Conjunctions**

because	since	so that
although	when	while
until	unless	

Cause words

reason	cause	purpose
intention	result	effect
therefore		

Fable vocabulary

plate	jar	beak
snout	laughed	hunger
revenge	planned	narrow

Blue task — word bank

because	since	so that	flat
narrow	tall	plate	jar
hungry	laugh		

Session 8 The Fox and the Stork

 **I am learning to** write a retelling of the fable as a class, using chronological introductory phrases and subordinating conjunctions

Blue task

Use these sentence frames:

-  A few days later, the stork invited _____ to _____.
-  She served soup in a tall jar so that _____.
-  Because the jar was narrow, the fox _____.
-  The fox now understood that _____.

Word bank:

jar	narrow	tall	soup
beak	snout	reach	patiently
invitation	moral		

Event	My answer
Stork's dinner party	
The moral	

Session 8 The Fox and the Stork

 **I am learning to** write a retelling of the fable as a class, using chronological introductory phrases and subordinating conjunctions

 Green task

Continue the Class Retelling

Use the sentence frames and word bank to continue the retelling from the stork's dinner party. Include both grammar features from this week.

Event	Your sentences	Grammar feature used
Opening of stork's dinner party		
What was served and why the fox couldn't eat		
The moral		

Grammar Feature Hunt

Look at the shared model text on the board. Find and copy one example of each grammar feature.

1. Introductory phrase: ____

2. Subordinating conjunction of cause: ____

Session 8 The Fox and the Stork

 **I am learning to** write a retelling of the fable as a class, using chronological introductory phrases and subordinating conjunctions

Purple task

Write the complete retelling from beginning to end independently. Vary your sentence openings — no two sentences should begin with the same word.

 In a retelling, where is the best place to state the moral — at the very end, or earlier? Why does your choice change how the reader feels?

Session 8 The Fox and the Stork

 **I am learning to** write a retelling of the fable as a class, using chronological introductory phrases and subordinating conjunctions

Blue task

 A few days later, the stork _____.

 " _____," said the stork.

Green task

Continue the retelling from the stork's dinner party. Use the steps below.

The stork's invitation (use inverted commas)

What was served and why the fox couldn't eat (use a subordinating conjunction)

The moral of the fable

Check your work

- ☐ I used an introductory phrase to begin the stork's dinner scene.
- ☐ I used inverted commas around the stork's exact words.
- ☐ My moral sentence tells the reader what the fable teaches.

Purple task

Vary sentence length throughout — mix short punchy sentences with longer ones for effect.

 Where does your retelling make the reader feel most strongly for the stork? Which sentence creates that feeling — and why?

Session 8 The Fox and the Stork

 **I am learning to** write a retelling of the fable as a class, using chronological introductory phrases and subordinating conjunctions

Chronological phrases

one morning	a few days later	soon after
meanwhile	finally	at last
in time	the very next week	

Said alternatives

announced	invited	whispered
replied	declared	smiled
remarked		

Fable moral vocabulary

moral	lesson	golden rule
unkindness	justice	treat
deserve	patience	

Blue task — word bank

jar	narrow	tall	soup
beak	snout	reach	patiently
invitation	moral		

Session 9 The Fox and the Stork

 **I am learning to** write the stork's dinner scene independently, applying both grammar features with increasing confidence

Blue task

Use these sentence frames:

-  A few days later, the stork invited _____ to _____.
-  "Please _____," said the stork.
-  On the table was a tall _____ jar.
-  Because the jar was _____, the fox could not _____.

Word bank:

narrow	tall	jar	beak
soup	dinner	snout	reach
hungry	watched		

Event	My answer
Opening	
What was served	
Why the fox couldn't eat	

Session 9 The Fox and the Stork

 **I am learning to** write the stork's dinner scene independently, applying both grammar features with increasing confidence

 Green task

Write the Stork's Dinner Scene

Use the sentence frames and word bank to write your version of the stork's dinner party. Aim for four to six sentences.

Event	Your sentences
Opening (introductory phrase + invitation)	
What was on the table	
Why the fox couldn't eat (conjunction)	

Grammar Feature Checker

Read your writing. Tick each feature you have used and write the sentence you used it in.

1. Introductory phrase: ____ ✓/x

2. Subordinating conjunction (because / since / so that): ____ ✓/x

Session 9 The Fox and the Stork

 **I am learning to** write the stork's dinner scene independently, applying both grammar features with increasing confidence

Purple task

Write the full scene in your own words without the sentence frames. Then add a final paragraph where the fox shows (not tells) that he has learned the moral.

 In your version, is the stork satisfied by her revenge or does she feel guilty too? How does your choice change the meaning of the story?

Session 9 The Fox and the Stork

 **I am learning to** write the stork's dinner scene independently, applying both grammar features with increasing confidence

Blue task

 Shortly afterwards, the stork _____.

 " _____," said the stork.

Green task

Write your version of the stork's dinner scene. Use the steps below to help you plan and write.

The invitation (include the stork's words in inverted commas)

What was on the table and why the fox couldn't eat

The fox's reaction and the moral

Check your work

- ☐ I used an introductory phrase at the start of the scene.
- ☐ I put the stork's words inside inverted commas.
- ☐ I used because, since, or so that to explain why the fox couldn't eat.

Purple task

Show the fox understanding the moral through his ACTIONS — what does he do or say that reveals he has learned?

 Does showing the fox's understanding make the reader feel more or less satisfied than simply stating the moral? Why?

Session 9 The Fox and the Stork

 **I am learning to** write the stork's dinner scene independently, applying both grammar features with increasing confidence

Stork's dinner vocabulary

elegant	graceful	patiently
politely	whimpered	struggled
invitation	narrow	tall
jar		

Conjunctions

because	since	so that
although	until	when

Moral vocabulary

understood	regret	lesson
golden rule	deserved	realised
justice	treat	

Blue task — word bank

narrow	tall	jar	beak
soup	dinner	snout	reach
hungry	watched		

Session 10 The Fox and the Stork

 **I am learning to** write a complete retelling of The Fox and the Stork and express an opinion on the moral

Blue task

Use these sentence frames:

-  One day, the fox invited _____.
-  He served soup on a _____ plate so that _____.
-  The fox laughed because _____.
-  Shortly afterwards, the stork _____.
-  Because the jar was _____, the fox _____.
-  The moral is: treat others _____.

Word bank:

flat	plate	jar	narrow
tall	beak	snout	laughed
invitation	moral		

Story event	My answer
Fox invites stork	
Fox's trick	
Stork's revenge	
The moral	

Session 10 The Fox and the Stork

 **I am learning to** write a complete retelling of The Fox and the Stork and express an opinion on the moral

 Green task

Full Retelling Plan — Six-Box Story Map

Complete the six-box plan, then write your full retelling and opinion paragraph.

Story event	Key vocabulary to use	Grammar feature to include
Box 1: Fox invites stork (opening phrase + invitation)		
Box 2: Fox's trick (flat plate, stork goes hungry)		
Box 3: Fox laughs (stork's reaction)		

Opinion Sentence Builder

Build your opinion paragraph by writing one sentence for each prompt.

1. I believe that the moral of this fable is ____ because ____.

2. In the fable, the stork teaches the fox by ____ instead of ____.

Session 10 The Fox and the Stork

 **I am learning to** write a complete retelling of The Fox and the Stork and express an opinion on the moral

Purple task

Write a fully developed argument in your opinion paragraph: is teaching the Golden Rule by showing unkindness more powerful than telling people to be kind? Use two pieces of evidence from the fable.

 Aesop never states the Golden Rule directly in the fable. Does the absence of an explicit moral make the story more or less powerful? Why?

Session 10 The Fox and the Stork

 **I am learning to** write a complete retelling of The Fox and the Stork and express an opinion on the moral

Blue task

 One day, the fox _____.

 A few days later, the stork _____.

Green task

Use the steps below to write your full retelling and opinion paragraph.

The fox's dinner (use an introductory phrase and inverted commas)

The stork's dinner (use a subordinating conjunction)

My opinion on the Golden Rule

Check your work

- ☐ I used a chronological introductory phrase to begin each dinner scene.
- ☐ I used a subordinating conjunction to explain a cause.
- ☐ My opinion paragraph states a view AND gives a reason with evidence.

Purple task

Argue that showing someone what unkindness feels like is more effective than telling them to be kind. Use the fable as your evidence.

💡 If Aesop had stated the moral at the start of the fable rather than the end, would the story be less powerful? Why?

Session 10 The Fox and the Stork

 **I am learning to** write a complete retelling of The Fox and the Stork and express an opinion on the moral

Retelling phrases

one morning	a few days later	soon after
at last	meanwhile	shortly afterwards
in the end	finally	

Opinion connectives

I believe	I think	therefore
because	for example	however
in addition	furthermore	

Moral vocabulary

Golden Rule	moral	lesson
unkindness	justice	deserve
treat	empathy	revenge
wisdom		

Blue task — word bank

flat	plate	jar	narrow
tall	beak	snout	laughed
invitation	moral		

Session 11 The Fox and the Stork

 **I am learning to** read and box up a model final piece, identifying structure and craft choices

Blue task

Use these sentence frames:

 The opening opinion is:

 One piece of evidence is:

 The conclusion says:

Word bank:

opinion	evidence	because	although
stork	fox	humiliated	lesson
clever	moral		

Section	My answer
Opening opinion	
Evidence 1	
Conclusion	

Session 11 The Fox and the Stork

 **I am learning to** read and box up a model final piece, identifying structure and craft choices

 Green task

Box Up the Model Text

Label each section of the model text with its job. Copy one key phrase from each section into the table below.

Section	Job of this section	Key phrase I will borrow
Opening opinion		
Evidence 1 (Fox's dinner)		
Evidence 2 (Stork's revenge)		

Craft Choices

Find one example of each craft choice in the model text and write it below.

1. A subordinating conjunction I found: ____

2. An opinion statement: ____

Session 11 The Fox and the Stork

 **I am learning to** read and box up a model final piece, identifying structure and craft choices

Purple task

Annotate the model and write a paragraph evaluating whether the counterclaim strengthens or weakens the argument. Use the word 'however'.

 Why might a writer include a counterclaim even if they disagree with it?

Session 11 The Fox and the Stork

 **I am learning to** read and box up a model final piece, identifying structure and craft choices

Blue task

 I think the fable shows us that

 In the story, the fox

Green task

Use this frame to plan your own opinion piece. Write notes in each box — not full sentences yet.

My opening opinion about the Golden Rule

Evidence 1 — a moment from the fable that proves my point

Evidence 2 — a second moment from the fable

Counterclaim — what someone who disagrees might say

My conclusion — what the fable teaches us about how morals work

Check your work

- ☐ I have stated a clear opinion
- ☐ I have used at least one moment from the fable as evidence
- ☐ I have thought about how my conclusion will end strongly

Purple task

Add a reflection box: explain why showing someone an experience teaches more than telling them a rule.

 Is the stork's revenge kind or cruel? Does that change the moral of the story?

Session 11 The Fox and the Stork

 **I am learning to** read and box up a model final piece, identifying structure and craft choices

Opinion Words

I believe	I think	In my opinion
clearly	undoubtedly	it is evident
this shows	this proves	

Fable Vocabulary

cunning	humiliated	revenge
politely	cruel	elegant
lesson	moral	deceive

Conjunctions

because	although	so that
even though	however	therefore
furthermore	in contrast	

Blue task — word bank

opinion	evidence	because	although
stork	fox	humiliated	lesson
clever	moral		

Session 12 The Fox and the Stork

 **I am learning to** plan a final opinion piece about the Golden Rule using evidence from the fable

Blue task

Use these sentence frames:

-  This is the strongest because
-  This shows that
-  I chose this moment because

Word bank:

cruel	proves	shows	lesson
moral	humiliated	revenge	feeling

Evidence moment	My answer
The fox served soup on a flat plate	
The fox went home hungry	

Session 12 The Fox and the Stork

 **I am learning to** plan a final opinion piece about the Golden Rule using evidence from the fable

 Green task

Evidence Chooser

Look at the three possible pieces of evidence below. Rank them 1-3 (1 = best) and explain why your top choice is the strongest.

Evidence moment	My rank (1-3)	Why this is or isn't the strongest
The fox served soup on a flat plate		
The stork could not eat and went home hungry		
The fox went home from the stork's dinner hungry		

Opening Opinion Practice

Write three different opening opinion sentences for your final piece. Circle the strongest.

1. I believe that ____

2. The fable of the Fox and the Stork proves that ____

Session 12 The Fox and the Stork

 **I am learning to** plan a final opinion piece about the Golden Rule using evidence from the fable

Purple task

Write a sentence using each of your top two evidence moments in the same paragraph, linked with a conjunction.

 Does the order in which you present your evidence matter? Why?

Session 12 The Fox and the Stork

 **I am learning to** plan a final opinion piece about the Golden Rule using evidence from the fable

Blue task

 My opinion is that

 The moment when the fox _____ shows that

Green task

Write planning notes in each section. Use keywords and short phrases — you will write full sentences in Session 13.

Opening opinion — what I believe the fable teaches

Evidence 1 — my chosen fable moment + what it shows

Evidence 2 — my second fable moment + what it proves

Counterclaim — a different view, and my response

Conclusion — what the fable teaches us about how morals work

Check your work

- ☐ My opening states a clear opinion
- ☐ I have chosen two specific fable moments as evidence
- ☐ My conclusion goes beyond the plot to say something about morals

Purple task

Plan a final reflection: is showing someone an experience always the best way to teach a moral? Are there risks?

Can revenge ever be the same as justice? Does the fable answer this?

Session 12 The Fox and the Stork

 **I am learning to** plan a final opinion piece about the Golden Rule using evidence from the fable

Opening Opinion Starters

I believe	In my opinion	I think
It is clear that	This fable shows	I am convinced
Without doubt	The evidence suggests	

Fable Evidence Words

cunning	humiliated	revenge
politely	deceive	uninvited
elegant	cruel	smiling
hunger		

Conclusion Words

therefore	in conclusion	ultimately
above all	this fable reminds us	we can learn
the most powerful lesson	in the end	

Blue task — word bank

cruel	proves	shows	lesson
moral	humiliated	revenge	feeling

Session 13 The Fox and the Stork **I am learning to** write a first draft of my final opinion piece using my plan **Blue task****Use these sentence frames:**

-  I believe that
-  The moment when _____ shows that
-  Although _____, the truth is
-  In conclusion

Word bank:

cruel	lesson	because	although
so that	moral	revenge	humiliated
polite	clever		

What to include	My answer
Opening opinion	
One conjunction	
One fable moment	
Conclusion	

Session 13 The Fox and the Stork **I am learning to** write a first draft of my final opinion piece using my plan Green task**Drafting Checklist**

As you draft, tick each box when you have included it in your writing.

What to include	Tick when done	Line number (approx)
A clear opening opinion		
Subordinating conjunction: because		
Subordinating conjunction: although		

Conjunction Check

Find each conjunction in your draft and write the sentence it appears in below.

1. I used 'because' in this sentence: ____

2. I used 'although' in this sentence: ____

Session 13 The Fox and the Stork

 **I am learning to** write a first draft of my final opinion piece using my plan

Purple task

Add a sixth section: a philosophical question about whether fables are the best way to teach morals. Aim to end your piece with a question that stays with the reader.

 Is the stork's revenge morally different from the fox's cruelty? How might a philosopher answer this?

Session 13 The Fox and the Stork

 **I am learning to** write a first draft of my final opinion piece using my plan

Blue task

 The fable of the Fox and the Stork teaches us that

 Although the fox _____, he

Green task

Use these sentence starters to help you draft each section. Write as much as you can in each box.

Opening opinion

Evidence 1 (with conjunction)

Evidence 2 (with conjunction)

Counterclaim and response

Conclusion

Check your work

- ☐ I have used at least two subordinating conjunctions
- ☐ My fable evidence supports my opinion — it is not just a retelling
- ☐ My conclusion says something new, not just a repetition of my opening

Purple task

Write your conclusion as two sentences: one that answers the Golden Rule question, one that raises a new question for the reader.

 If you were the fox at the end of the fable, what would you have learned — and would you have deserved to learn it?

Session 13 The Fox and the Stork **I am learning to** write a first draft of my final opinion piece using my plan**Subordinating Conjunctions**

because	although	even though
so that	since	unless
while	whereas	

Opinion and Analysis Words

reveals	demonstrates	suggests
proves	shows	indicates
implies	highlights	

Fable-Specific Words

cunning	humiliated	elegant
uninvited	cruelty	revenge
deceive	moral	politely
shallow		

Blue task — word bank

cruel	lesson	because	although
so that	moral	revenge	humiliated
polite	clever		

Session 14 The Fox and the Stork

 **I am learning to** edit my draft for grammar accuracy, precise vocabulary, and clear structure

Blue task

Use these sentence frames:

-  I changed _____ to _____ because
-  I added inverted commas around
-  I checked my conjunction:

Word bank:

because	although	so that	cunning
deliberate	humiliated	elegant	reveals
proves	moral		

Check	My answer
I used 'because' correctly	
I have correct inverted commas	
I replaced one vague word	

Session 14 The Fox and the Stork

 **I am learning to** edit my draft for grammar accuracy, precise vocabulary, and clear structure

 Green task

Editing Checklist

Work through each check. Tick when done and note where you made the change (paragraph number).

Check	Done? (tick)	Where I made the change
I have used 'because' correctly to explain cause		
I have used 'although' correctly to show contrast		
I have used 'so that' correctly to show purpose		

Vocabulary Swap Practice

Replace each underlined word with a more precise choice. Write your replacement above it.

1. The fox was bad to the stork.

2. The stork felt sad when she could not eat the soup.

Session 14 The Fox and the Stork

 **I am learning to** edit my draft for grammar accuracy, precise vocabulary, and clear structure

Purple task

Write a second draft of your weakest paragraph. Annotate both versions: what did you change and why is the new version stronger?

 Which is more important: grammar accuracy or precise vocabulary? Can you have one without the other?

Session 14 The Fox and the Stork

 **I am learning to** edit my draft for grammar accuracy, precise vocabulary, and clear structure

Blue task

 Original: _____ Improved: _____
 I changed 'because' to 'although' because

Green task

Record your edits here. Write the original phrase and your improved version for each pass.

Pass 1 — Conjunction I checked or changed

Pass 2 — Inverted commas check (write sentence as it now appears)

Pass 3 — Three vocabulary swaps (old word then new word)

Check your work

- ☐ Every conjunction is correctly placed and makes meaning clearer
- ☐ Any dialogue has correct inverted commas
- ☐ I have replaced at least three vague words

Purple task

After editing, write a short paragraph explaining the three most important changes you made and why they improve the piece.

 Is there ever a reason NOT to edit something? When might leaving a sentence imperfect be the right choice?

Session 14 The Fox and the Stork

 **I am learning to** edit my draft for grammar accuracy, precise vocabulary, and clear structure

Precise Alternatives (replaces vague words)

deliberate	cunning	humiliated
elegant	revealing	demonstrates
selfish	graceful	calculated
significant		

Grammar Reminders

because (cause)	although (contrast)	so that (purpose)
opening inverted comma	closing inverted comma	fronted phrase + comma
past tense verb	subordinate clause	

Strong Conclusion Words

ultimately	therefore	in conclusion
above all	the most powerful lesson	this fable reminds us
we learn	reflects	

Blue task — word bank

because	although	so that	cunning
deliberate	humiliated	elegant	reveals
proves	moral		

Session 15 The Fox and the Stork

 **I am learning to** produce a final published piece and celebrate our writing journey

Blue task

Use these sentence frames:

 I think I am Blue task / meeting / exceeding because

 Evidence from my writing:

Word bank:

opinion	evidence	conjunction	inverted commas
precise	effect		

Focus	My answer
Structure	
Conjunctions	
Vocabulary	

Session 15 The Fox and the Stork **I am learning to** produce a final published piece and celebrate our writing journey Green task**Self-Assessment Rubric**

Read each criterion. Circle the tier that honestly describes your final piece. Use evidence from your writing to support your choice.

Focus	Blue task	Meeting Standard	Purple task
Structure			
Subordinating conjunctions (because, although, so that)			
Inverted commas for dialogue			

Author's Note

Write 3-4 sentences explaining the choices you made as a writer. Think about: Why did you choose your evidence? What did you want your reader to feel?

1. I chose to write about ____ because ____

2. I wanted my reader to think / feel ____

Session 15 The Fox and the Stork

 **I am learning to** produce a final published piece and celebrate our writing journey

Purple task

After completing the rubric, write a 'next steps' paragraph: what specific targets would you set yourself for your next opinion piece?

 Is it possible to write a perfect opinion piece? What would 'perfect' even mean?

Session 15 The Fox and the Stork

 **I am learning to** produce a final published piece and celebrate our writing journey

Blue task

 I believe that

 The moment when _____ shows that

Green task

Copy your edited draft carefully into this frame. Check each paragraph as you go.

Title and Author

Opening opinion

Evidence 1

Evidence 2

Counterclaim and response

Conclusion

Check your work

- ☐ My opening states a clear opinion
- ☐ I have used subordinating conjunctions correctly
- ☐ My conclusion goes beyond the opening opinion

Purple task

After your final piece, write an author's note explaining your three biggest writing decisions and what you hope readers take from your piece.

 Is the stork the hero or the villain of this fable? Does your final piece answer this — or deliberately avoid answering it?

Session 15 The Fox and the Stork **I am learning to** produce a final published piece and celebrate our writing journey**Final Check: Grammar**

because (cause)	although (contrast)	so that (purpose)
inverted commas	capital letter	full stop
past tense	comma after opener	

Ambitious Final Vocabulary

deliberately	demonstrates	ultimately
reflects	reveals	profound
timeless	violation	empathy
wisdom		

Reflection Words

I achieved	I am proud of	I would improve
next time I will	I learned that	this unit helped me
I am Blue task	my strongest section	

Blue task — word bank

opinion	evidence	conjunction	inverted commas
precise	effect		

Exit Ticket — Week 1

The Fox and the Stork

Name: _____

Date: _____

Read each question carefully. Circle ONE answer.

1. Why can the stork not eat the soup at the fox's dinner party?

A. The soup is too hot	B. The soup is served on a flat plate and her beak cannot scoop it up	C. The stork does not like soup	D. The plate is too heavy to lift
-------------------------------	--	--	--

2. Which word best describes the fox's behaviour at his dinner party?

A. Generous	B. Accidental	C. Deliberate	D. Forgetful
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3. What is the moral of 'The Fox and the Stork'?

A. Always cook soup carefully	B. Treat others as you would like to be treated yourself	C. Foxes and storks cannot be friends	D. Never invite animals to dinner
--------------------------------------	---	--	--

4. Which sentence uses 'because' correctly?

A. Because the fox went home hungry.	B. The fox went home hungry, because the stork had served food in a tall jar he could not reach.	C. Because went home the fox hungry.	D. The fox because he was hungry went home.
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5. Which phrase is a chronological phrase that shows order?

A. Although the fox smiled	B. First of all, the fox invited the stork	C. Because the stork was hungry	D. The fox who was cunning
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Answer Key — Week 1

The Fox and the Stork

Use this page when marking. Each question lists the correct letter, the correct answer text, the skill tested, and a one-line explanation.

- 1. B** — The soup is served on a flat plate and her beak cannot scoop it up [comprehension] The fox deliberately serves soup on a flat plate, knowing the stork's long beak cannot reach it — this is the central cruel act of the fable.
- 2. C** — Deliberate [comprehension] The fox knowingly chooses a dish the stork cannot eat, making his unkindness deliberate rather than accidental.
- 3. B** — Treat others as you would like to be treated yourself [comprehension] The Golden Rule — treat others as you wish to be treated — is the central moral demonstrated through the fable's mirror-image structure.
- 4. B** — The fox went home hungry, because the stork had served food in a tall jar he could not reach.
[grammar] 'Because' introduces a subordinate clause explaining cause; it must be attached to a main clause to form a complete sentence.
- 5. B** — First of all, the fox invited the stork [grammar] Chronological phrases like 'First of all' signal the order of events; they are different from conjunctions that show cause or contrast.

Exit Ticket — Week 2

The Fox and the Stork

Name: _____

Date: _____

Read each question carefully. Circle ONE answer.

1. How does the stork get her revenge on the fox?

A. She refuses to speak to him ever again	B. She serves food in a tall narrow jar that the fox's snout cannot reach	C. She tells all the other animals what the fox did	D. She invites him to dinner and serves the same flat plate
--	--	--	--

2. Which word best describes the stork's behaviour when she arranges her dinner party?

A. Angry and loud	B. Dignified and clever	C. Forgiving and kind	D. Careless and accidental
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3. Which sentence uses 'although' correctly?

A. Although the fox smiled, he knew the stork could not eat the soup.	B. The fox smiled although.	C. Although because the fox smiled.	D. The fox, although, was smiling.
--	------------------------------------	--	---

4. Where should inverted commas go in this sentence: The fox said Come to dinner tomorrow

A. "The fox said Come to dinner tomorrow"	B. The fox said "Come to dinner tomorrow"	C. The fox said Come to dinner tomorrow"	D. The fox said "Come to dinner tomorrow
--	--	---	---

5. Why does the fable teach the Golden Rule through an example of cruelty rather than kindness?

A. Because kind stories are boring	B. Because experiencing unfairness helps us understand why kindness matters more than just being told about it	C. Because Aesop did not believe in kindness	D. Because the fox and stork are too different to be kind to each other
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Answer Key — Week 2

The Fox and the Stork

Use this page when marking. Each question lists the correct letter, the correct answer text, the skill tested, and a one-line explanation.

- 1. B** — She serves food in a tall narrow jar that the fox's snout cannot reach [comprehension] The stork mirrors the fox's trick precisely — she serves food in a container designed to exclude him, just as he excluded her.
- 2. B** — Dignified and clever [comprehension] The stork does not confront the fox angrily — she calmly arranges a dinner that mirrors his trick, showing dignified intelligence.
- 3. A** — Although the fox smiled, he knew the stork could not eat the soup. [grammar] 'Although' introduces a subordinate clause showing contrast; the clause must be followed by a main clause.
- 4. B** — The fox said "Come to dinner tomorrow" [grammar] Inverted commas wrap the spoken words only, not the speech tag. The opening mark goes before the first spoken word.
- 5. B** — Because experiencing unfairness helps us understand why kindness matters more than just being told about it [comprehension] The fable's power comes from making the fox feel what the stork felt — teaching through felt experience rather than instruction.

Exit Ticket — Week 3

The Fox and the Stork

Name: _____

Date: _____

Read each question carefully. Circle ONE answer.

1. In an opinion piece about this fable, what is the difference between 'using fable evidence' and 'retelling the fable'?

A. There is no difference — both mean writing what happened	B. Using evidence means selecting one moment to prove a point; retelling means summarising the whole story	C. Retelling is for fiction; evidence is only used in non-fiction	D. Using evidence means copying the fable word for word
--	---	--	--

2. Which sentence is the best example of analytical writing about the fable?

A. The fox invited the stork to dinner and served soup on a flat plate.	B. First, the fox invited the stork, then the stork invited the fox.	C. The fox's flat plate reveals deliberate cruelty — he designed the meal to humiliate.	D. The story has a fox and a stork who both have dinner parties.
--	---	--	---

3. Which sentence uses a subordinating conjunction to show contrast?

A. The stork invited the fox to dinner because she was polite.	B. Although the fox smiled, his invitation was a cruel trick.	C. The fox went home so that he could think about what happened.	D. First, the fox was hungry, then he went home.
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4. Why might an opinion writer include a counterclaim in their piece?

A. To confuse the reader	B. To show they have thought about other viewpoints, making their argument more convincing	C. Because they are not sure what they believe	D. To make the piece longer
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5. Which is correctly punctuated dialogue from the fable?

A. "Please come to dinner, said the fox."	B. Please come to dinner, said the fox.	C. The fox said, "Please come to dinner."	D. The fox said, Please come to dinner.
--	--	--	--

Answer Key — Week 3

The Fox and the Stork

Use this page when marking. Each question lists the correct letter, the correct answer text, the skill tested, and a one-line explanation.

- 1. B** — Using evidence means selecting one moment to prove a point; retelling means summarising the whole story [comprehension] Opinion writers select specific moments as proof of their argument; retelling the plot is not the same as using it analytically as evidence.
- 2. C** — The fox's flat plate reveals deliberate cruelty — he designed the meal to humiliate. [comprehension] Analytical writing interprets evidence and draws conclusions; option C uses the flat plate detail to make an argument about the fox's character.
- 3. B** — Although the fox smiled, his invitation was a cruel trick. [grammar] 'Although' signals a contrast between the fox's outward smile and his actual cruel intention.
- 4. B** — To show they have thought about other viewpoints, making their argument more convincing [comprehension] Acknowledging and then responding to an opposing view makes an argument appear more balanced and therefore more persuasive.
- 5. C** — The fox said, "Please come to dinner." [grammar] The speech tag sits outside the inverted commas; the spoken words are enclosed within them, followed by a full stop inside the closing mark.

The Fox and the Stork

I Can... Final Writing Checklist

Year 3 · A retelling of The Fox and the Stork followed by an opinion piece arguing whether the stork's revenge was fair, with reference to the moral of the Golden Rule

Focus	 I am Blue task	 I am There	 Purple task
Structure	I can write an opening that states my opinion and an ending that finishes my piece.	I can structure my piece with an opening opinion, evidence paragraphs, a counterclaim, and a conclusion that goes beyond my opening.	I can structure a sophisticated argument where each paragraph builds on the last, including a counterclaim that strengthens my position, ending with a reflection on how fables teach morals.
Subordinating conjunctions	I can use 'because' to explain a reason in at least one sentence.	I can use 'because', 'although', and 'so that' correctly to show cause, contrast, and purpose in my writing.	I can use a range of subordinating conjunctions at the start and in the middle of sentences, and I can explain the precise difference in meaning each conjunction creates.
Inverted commas for dialogue	I can place inverted commas around speech in a sentence with teacher support.	I can correctly place opening and closing inverted commas around any dialogue in my piece, including the punctuation in the right place.	I can use inverted commas accurately and purposefully — selecting dialogue from the fable that directly supports my argument and integrating it smoothly into my prose.
Vocabulary	I can choose words from the word bank that are more interesting than everyday words.	I can choose precise and ambitious vocabulary independently, including words that show the fox's deliberate cruelty and the stork's dignified response.	I can select vocabulary that carries multiple layers of meaning — words that reveal character, moral weight, and my own analytical voice — and I can explain why I chose them.
Punctuation	I can use capital letters, full stops, and commas after an opening phrase in most sentences.	I can use capital letters, full stops, commas after introductory phrases, and inverted commas consistently and correctly throughout my piece.	I can use a range of punctuation accurately and for effect — including commas to create pace, dashes to add emphasis, and question marks in my conclusion to engage the reader.

Focus	● I am Blue task	● I am There	● Purple task
Effect on Reader	I can write a piece that tells the reader what I think the fable means.	I can write a piece that persuades the reader to agree with my opinion about the Golden Rule, using the fable as evidence rather than just retelling it.	I can write a piece that challenges the reader to think beyond the simple moral — exploring whether showing is more powerful than telling, and whether the stork's revenge was justice or cruelty.

Self-assessment: tick the column that best describes your writing.

Name: _____ Date: _____

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Questions or corrections

Reply to the email this arrived in, or write to dan@theteachingcouple.com. If you find a mistake we want to know — we fix them and re-issue.

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