



📖 Oxford Level 15

Twice Upon a Time

Author: John Dougherty

Illustrator: Emi Ordás

Teaching Notes author: Gill Howell

Synopsis

These two stories feature the same main characters and need to be read in sequence.

- 'Once Upon a Time': Will doesn't notice the weird things happening as he goes to school, apart from three very strange old ladies. Because he helps them to cross the road, they give him three 'gifts'. Will doesn't realise it, but these gifts are going to turn the school day into the worst day ever.
- 'Once More Upon a Time': Will's friend, Courtney Glover, also encounters the three strange old ladies. They have just cast a spell on the school bully, Fraser Gribblethwaite, which turned him into a frog/toad/rat. They grant Courtney the gift of hearing animals talk. But when she hears Fraser speaking as a frog, her day turns into hysterical attempts to protect him from the perils of being an animal and get the old ladies to change him back into a boy.

Group or guided reading

Introducing the book

- (*Questioning, Clarifying, Predicting*) Look at the front cover and read the title. Ask the children what sort of story they think this will be. Invite the children to read the Contents page. Ask them what impression the second story title gives them about these stories.
- (*Clarifying*) Invite the children to read the back cover blurb and discuss if their first impressions were right.

Strategy check

- Turn to page 5 and point out the word 'traversing'. Discuss its meaning with the children and remind them to use the context to work out meaning and to look up any unfamiliar words in a dictionary.
- Remind the children to use the sounds of letters to work out new and unfamiliar words. Ask them to suggest other strategies for working out words if they are unsure.

During reading

- (*Clarifying*) Invite the children to read the first story, 'Once Upon a Time'. Ask the children, while they read, to make a note of any references to traditional fairy stories they find.
- As the children read independently, listen to them in turn and prompt as necessary. Note the strategies used to decode words.

Independent reading

Objective: Make comparisons within and across books. (*Summarising*)

- When the children have read the story, ask them to focus on characterisation. Ask them to describe Mrs Squiggins. Encourage them to find words and phrases the author used that they think give a vivid picture of her and that they found funny.



Chucklers

- Ask them then to describe Mr Barker and find words and phrases that give a vivid picture of him. Which character do they like the most, and why?
- Invite them to share their notes of fairy tale references. Have they all noted the same tales?
- Invite them to read the remaining story.

Assessment:

- Can the children find vocabulary used by the author to give a vivid character portrayal?

Returning and responding to the text

Objective: Identify and discuss themes and conventions in and across a wide range of writing.

(Imagining, Summarising)

- Invite the children to say which story they enjoyed the most and why. Ask them to describe how the stories differed.
- Discuss the fairy tale references with the children. Ask them what was similar to and different from traditional fairy tales.
- Discuss the three old ladies. Ask the children if there was anything particular that they liked about them.
- Ask the children to comment on the ending of the second story. How does it differ from the conventional endings of fairy tales?
- Invite the children to summarise the event in the story they enjoyed most to their partner.

Assessment: Check that the children:

- can find evidence in the text to support their ideas about each story.
- can identify how the stories differ from traditional fairy tales.

Speaking and listening

Objective: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

- Arrange the children into groups. Ask them, independently, to look through the story and to collect three or four examples of speech from different characters that they think is typical of the character.
- Play a 'Who would say this?' game. Each child takes a turn to say 'Who would say this?' and reads an example of a character's speech while the others have to guess which character from the story said it.

Assessment:

- Can the children identify characters from their direct speech?

Writing activities

Objective: Plan writing by considering how authors have developed characters and settings.

- Discuss how the gifts from the three old ladies had a negative effect on the recipients in the stories.
- Ask the children to work in pairs and to make notes for a new story where a magic gift has a bad effect.



Chucklers

- Ask them to plan three characters for the story. Explain that they can re-use characters they already know from fairy tales or invent new ones.
- Encourage them to sequence the events in their story so it has a clear beginning, middle and end.
- Invite the pairs to share and compare their notes with their class before writing up a draft of the story.

Assessment:

- Can the children collaborate with a partner to plan a story?

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk

Twice Upon a Time (Oxford Level 15)

curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can refer to the text to support opinions and predictions. (R/D) [ORCS Standard 5, 7]
- Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs. (E) [ORCS Standard 5, 17]
- Is beginning to identify differences between some different fiction genres. (A) [ORCS Standard 5, 21]

Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they read, in books they can read independently. In these Teaching Notes the following strategies are taught: *Predicting, Questioning, Clarifying, Summarising, Imagining*

ENGLAND The National Curriculum in England: Years 3–4

Spoken language	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7)
Reading: Comprehension	Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes (Y3/4 ReadComp.1ii) Pupils should be taught to develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books (Y3/4 ReadComp.1v)
Writing: Composition	Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3/4 WritComp.1i)

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Second level

Listening and talking	I can recognise how the features of spoken language can help in communication, and I can use what I learn [...] (ENG 2-03a)
Reading	Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes (LIT 2-14a) I can: <ul style="list-style-type: none"> • recognise the relevance of the writer's theme and how this relates to my own and others' experiences • discuss the writer's style and other features appropriate to genre (ENG 2-19a)
Writing	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life (ENG 2-31a)

WALES Programme of Study for English: Year 4

Oracy	Learners are able to explore different situations through role play (Y4_OracSpea.6)
Reading	Learners are able to select and use information and ideas from texts (Y4_ReadResp.1) Learners are able to identify how texts differ in purpose, structure, layout (Y4_ReadStrat.7)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 3

Talking and listening	Pupils can follow the main points of discussions and make contributions which show understanding (L3_com_talk.2i)
Reading	Pupils can recognise, understand and sequence main points (L3_com_read.1i) Pupils can use organisational features, including alphabetical order, to locate and obtain information (L3_com_read.3)

"Twice Upon a Time" is an episode of the British science fiction television series Doctor Who, written by Steven Moffat, directed by Rachel Talalay, and was broadcast as the thirteenth Christmas special on 25 December 2017 on BBC One. It features the final regular appearance of Peter Capaldi as the Twelfth Doctor, the first official appearance of Jodie Whittaker as the Thirteenth Doctor, and guest-stars David Bradley as the First Doctor, having previously portrayed original First Doctor actor William Once Upon a Time. Once Upon A Time In Wonderland. One Day at a Time. One Dollar. One of Us.