



# Tasty tales with a twist

Teacher guide for pupils aged 9 to 11.

# Contents

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## **Tasty tales with a twist**

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## Project aims

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**Tasty tales with a twist** is a carefully designed three-part learning resource that provides a structured sequence for delivering a writing project for pupils aged 9 to 11 (Years 5 and 6 / UKS2), during the second half of the Autumn term (Monday 28th October to Monday 9th December). This project, set to be delivered in the Blackpool area, aims to nurture a love of storytelling while enhancing pupils' key literacy skills.

Throughout the project, pupils will listen to, retell, write, and perform traditional tales—each with their own creative twist. In addition to strengthening pupils reading, writing and oracy skills, the resource encourages a deeper appreciation for story writing and the tradition of sharing stories.

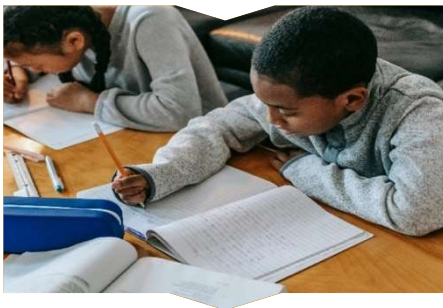
## What's included in this resource?

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- A structured three-part learning sequence with activities designed to help pupils refine their story writing skills and confidently share their stories.
- A selection of recommended traditional tales for pupils to learn, retell and creatively adapt.
- An optional fourth session encouraging pupils to share their tasty tale with a twist.
- Appendices with links to the **National Curriculum** to support teachers in aligning the project with key literacy objectives.

## How to use this resource

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Follow each stage of the provided learning sequence to guide your pupils through a story-writing journey, culminating in the creation and retelling of their own "[tasty tale with a twist](#)."

Each stage includes a variety of activities to help pupils develop and refine their story ideas and build their confidence in story writing and performance.

Before starting the project, decide how your pupils will work—either independently, in pairs or in small groups of three—depending on what works best for your class.

The learning sequence is divided into three sessions with an optional fourth session, each designed to last approximately one hour:

- **Session one:** Explore and deconstruct tasty tales.
- **Session two:** Draft, edit, and retell a tasty tale with your own twist!
- **Session three:** Write your tasty tale!
- **Session four:** Share your tasty tale!

As part of this project, **The National Literacy Trust's Blackpool Hub**, in partnership with Blackpool Council Catering Services, aim to create and print **an anthology of tasty tales with a twist**, curated from pupils work across schools in Blackpool. To do this, they are encouraging teachers to submit their top five tales from each class, with a focus on stories that showcase a fun, reimagined twist for a chance to be included in the anthology.

The project goes live **Monday 28th October** with all submissions entered by **Monday 9th December**. Please email your submissions by this date to:  
[blackpool@literacytrust.org.uk](mailto:blackpool@literacytrust.org.uk).

# Session one: explore and deconstruct tasty tales

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## Session objective

To explore traditional tales inspired by food and understand what makes a good story.

## Learning aims

- To explore the elements of a good story through traditional tales, inspired by food.
- To collate ideas for how to re-imagine a traditional tale.
- To begin to think about how to create our own 'tasty tale with a twist.'

## Introduction (5 minutes)

Introduce the project to your class.

*"Today, we're starting a fun and creative writing project called **Tasty tales with a twist!** Over the next three sessions, you'll become storytellers, reimagining a famous traditional tale with your own unique twist - inspired by food."*

*Throughout the project, we'll explore some food-inspired, traditional tales and figure out what makes them great. You'll then have the opportunity to use these ideas and create your own version of one of these tales, adding a fun twist to the characters, plot or setting. By the end of the project, you'll have a chance to perfect and share your tale, and for those who want to, perform it for the class or even a wider audience. Your tale needs to be no longer than one page of A4. For some lucky pupils, your writing may even be featured in a special anthology filled with tasty tales from across Blackpool!"*

## Read (10 minutes)

As a class, read one, two or more of the following food inspired, traditional tales.

- **The Magic Porridge Pot** found [here](#).
- **Hansel and Gretel** found [here](#).
- **The Gingerbread Man** found [here](#).
- **Stone Soup** found [here](#).
- **The Enormous Turnip** found [here](#).



### Discuss (10 minutes)

After reading some of the traditional tales, spend time discussing the questions below as a class.

- *Which tale was your favourite and why?*
- *What did the author of each story want you to take away?*
- *How did the story make you feel? How did the food contribute to those emotions?*
- *Can you think of a different way the story could have ended?*
- *How would changing the food affect the plot?*
- *How might the story change if it took place today? What modern foods could you use instead?*
- *What do you think makes a good story? And why?*

### Deconstructing and rethinking tasty tales activity (30 minutes)

Invite pupils to deconstruct and compare two of the traditional tales they have just read by completing activities **1 and 2** (found in the pupil pack).

Activity one and two give pupils the opportunity to deconstruct and compare two of the tales by reflecting on the role of food, the characters, and the plot of the tale.

For the final activity (**activity 3**), pupils will have the opportunity to reimagine **The Magic Porridge Pot**, generating ideas to support them in retelling their own tasty tale with a twist in session two.

### Plenary (5 minutes)

Invite pupils to free-write about their favourite food for 3 minutes. *What is their favourite food and why? What does this food make them think of? How would they describe this food? When do they eat this food?* Encourage pupils to not worry about grammar, punctuation or spelling and simply write as much as they can about this food. This activity will support them throughout session two.



Change your story

# Session two: draft, edit and retell a tasty tale with your own twist!

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## Session objective

To draft and edit a reimagined tasty tale inspired by one of the traditional tales explored.

## Learning aims

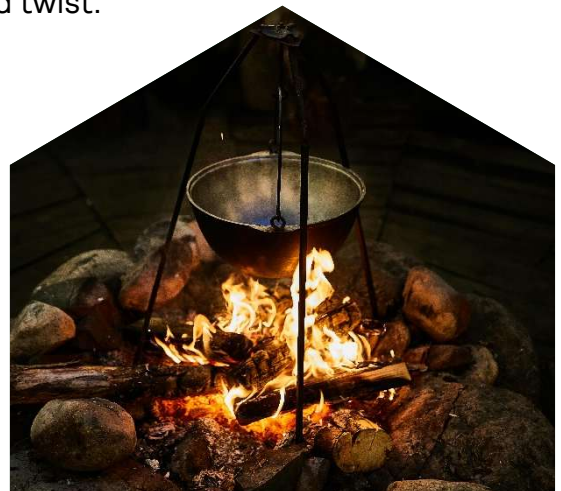
- To generate ideas to reimagine a traditional tale.
- To develop a narrative structure for the new version of the tale.
- To draft and edit a reimagined tasty tale with a twist.

## Idea generation (15 minutes)

Invite pupils to choose one of the traditional tales explored in session one.

Pupils may wish to work independently, in pairs or in small groups.

- **The Magic Porridge Pot** found [here](#).
- **Hansel and Gretel** found [here](#).
- **The Gingerbread Man** found [here](#).
- **Stone Soup** found [here](#).
- **The Enormous Turnip** found [here](#)



Once pupils have chosen the story they wish to reimagine, invite them to discuss the questions below, collating ideas for how they can add a twist to their tale.

- *How could you change the setting or time period to create a fresh perspective?*
- *What twist could you add to the original tale?*
- *What new characters could you introduce, and how would they interact with the existing ones?*
- *What new food elements could be included, and what role would they play in the story?*
- *If you were to combine two tales together, what would this story look like?*



Below is an activity aimed to get pupils' imaginations running wild!

### Twist it up!

**Materials needed:** sticky notes and pens.

**Instructions:**

1. Provide each pupil with a sticky note and ask them to write the name of a traditional tale they have chosen to reimagine on one of the sides.
2. Ask the class to swap the sticky notes around so that no one has their original sticky note.
3. Ask the class to write on the back of the sticky note three different twists for the tale.

For example, if the tale is *Hansel and Gretel*, they might suggest:

- Hansel and Gretel are now robots.
  - The witch is a friendly baker.
  - The gingerbread house is made of pizza.
4. Once everyone has added their twists, place all the notes in a box/bowl and read them as a class. This will provide the group with lots of new ideas, and they can select their favourite twist to develop further.

### Draft your own tasty tale with a twist (30 minutes)

Invite pupils to start drafting their reimagined tasty tale using **activity sheet 4** (found in the pupil pack). Remind pupils that their tales need to be no longer than one side of A4.

To help with this, suggest the following structure:

- One paragraph for the introduction.
- One paragraph to introduce the problem.
- One paragraph to present the solution.
- One paragraph for the conclusion.

Pupils will be guided through creating their tasty tale by:

- Setting the scene and introducing key characters.

- Presenting a challenge or problem that arises in the tale.
- Exploring how the characters overcome the challenge and what happens in the end.

For some pupils, you may wish to model the story writing process on the board or write a story as a class.

**Step One:** Choose a story. For example: *Hansel and Gretel*.

**Step Two:** Think aloud and write down ideas as they come to you, showing how to expand on a twist. For example: *Hansel and Gretel* are ogres in disguise.

**Step Three:** Create a simple story outline on the board—introduction, conflict, resolution—and fill in the outline as you go. Encourage pupils to join in with the story writing process – incorporating their ideas as you go.

**For example:**

**Introduction:** Hansel and Gretel, two clever ogres living in a cozy cave at the edge of the dark forest, decide to venture into the nearby village, disguising themselves as children.

**Conflict:** They stumble upon a candy house owned by a wicked witch who captures children to turn them into her secret ingredient for her magical soup. The ogres hear the cries of the trapped children inside the candy house.

**Resolution:** The ogres concoct a plan to make "witch soup" using ingredients from the forest, like toadstools and enchanted herbs. They lure the witch outside by pretending to need her special recipe. When she tastes the soup, she becomes so enchanted by the flavour that she forgets about the captured children. While she's distracted, Hansel and Gretel free the children, and together they send the witch running with a few tricks of their own!

**Step Four:** Start drafting the story using the prompts below. Be sure to demonstrate how to use descriptive language to bring the characters and setting to life. For example, instead of saying, "They entered the kitchen," you might say, "They stepped into a bustling kitchen filled with the delicious aroma of freshly baked cookies."

**Step Five:** Encourage questions and ideas. Invite pupils to generate ideas while you write. This will help them feel invested in the story.

## Editing and peer review (10 minutes)

Once pupils have drafted their tasty tale with a twist, encourage them to exchange their stories with another person or with another group for peer feedback. Below are some questions pupils may wish to reflect on during the peer review:

- *Is there a clear beginning, middle and end to the tale? Can you clearly identify where these parts are?*
- *What twist did they add to the original story? How does it make their version unique?*
- *How does the food element contribute to the plot? Does it play a significant role?*
- *Are there any parts of the story that feel 'choppy' or could be smoother?*

### **Plenary (5 minutes)**

Invite pupils to sit down and reflect on the openings of their favourite stories or films. You may wish to have a few examples of stories or films on hand for reference. Ask pupils to share these with the class. Encourage them to discuss what makes these openings memorable or effective.

### **Examples of opening lines:**

- The first line of *The Lion, the Witch, and the Wardrobe* by C.S. Lewis: "*Once there were four children whose names were Peter, Susan, Edmund, and Lucy.*"
- The first line of the film *Cloudy with a Chance of Meatballs*: "*This is a story about a boy who wanted to be a hero.*"
- The first line of the film *Ratatouille*: "*In many ways, the kitchen is the most dangerous place in the world.*"

Tell pupils they may want to "steal" or borrow one of these openings for their own *tasty tale with a twist*. If they have already created their own opening lines, invite pupils to share them with the class.



Change your story

# Session three: Write your tasty tale!

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## Session objective

To write a story with a twist, inspired by a traditional tale.

## Learning aims

- To develop writing skills, focusing on clarity, structure and creativity.
- To write a story with a twist, inspired by a traditional tale.
- To review our writing based on peer feedback.

## Edit drafts (30 minutes)

Invite pupils to look at their drafts from session two, ensuring their story has a clear food focus, key characters and a clear beginning, middle and end, alongside a twist! If they are happy with the structure and content of their story, they can then spend time enhancing their writing by ensuring they have included the following:

- Vivid descriptions of place, characters and food, by using key literacy techniques such as similes, metaphors, personification. *You may wish to spend time refreshing these techniques beforehand.*
- A clear structure including paragraphs and punctuation.
- A clear beginning, middle and end!
- Dialogue (if appropriate).
- A fantastic opening line.

Allow adequate time for pupils to write their story. Explain that they will have time to format this later on and display their work neatly.

## Peer review (10 minutes)

Once pupils are happy with their story, invite them to swap their work with another person or group, who will then provide constructive feedback on the tale they have been given, using the peer review sheet (found in the pupil pack).

Once they have received their feedback, invite pupils to spend time reflecting on the comments and then self-editing their tale. Remember pupils do not have to listen to every comment – if they are happy with their story then that is all that matters!

### Final edits (20 minutes)

Once pupils are happy with their tale, encourage them to display their work neatly and consider the following.

- *What is the title going to be for their tasty tale with a twist?*
- *Can they add any illustrations or doodles that will complement their story?*

Remind pupils that their work may be included in the printed anthology, which will be shared with schools in Blackpool, hosting a number of tasty tales and, therefore, they want to make sure their tasty tale with a twist stands out!

# Optional Session four: Share your tasty tale!

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## Session objective

To share a story, inspired by a traditional tale.

## Learning aims

- To perform my tasty tale with a twist inspired by a traditional story.
- To develop key performance skills, focusing on clarity and expression.
- To identify key Oracy skills to enhance the act of storytelling.

## Develop pupils' performance confidence (10 minutes)

Invite pupils to complete the activities below to develop their confidence in Oracy and storytelling performance.

Activity	Aim	Description
Eye to eye	Develops eye contact	In pairs, ask pupils to stand facing one another and speak for 30 seconds on a topic that interests them, without breaking eye contact. Switch partners and repeat. Repeat the activity so that pupils have the chance to work with different partners.
Talking in tone	Develops tone of voice	In small groups or pairs, invite pupils to take turns discussing a topic while altering their tone, according to a list provided. Suggested tones could include silly, angry, friendly, polite, rude, grumpy, jolly, bored...
Walking in a character's shoes	Develops performance skills	This activity requires a large space in which your pupils can move around. Invite pupils to move around while portraying different characters silently. You may wish to choose well known characters or characters from the traditional tales explored. Then, they can add voice and language, focusing on body language and expressions.

### Rehearse for a story sharing event (30 minutes)

Pupils will need to review their story from session three and learn their tale with a twist by heart, to be able to retell it. To support pupils in doing this, we suggest completing the oracy and sequencing activity below.

#### Five finger retell (5 minutes)

Invite pupils to outline their hand on a piece of paper. In each finger space, ask pupils to summarise the setting of the story, the characters and the beginning, middle and end. Afterwards, randomly select numbers and ask for pupils to share their summary on the corresponding finger. For example: if you picked the number 1, pupils would provide the setting of their tasty tale with a twist. Select fingers randomly and quickly!

#### Performance planning (25 minutes)

Allow time for pupils to develop their performance, practise and rehearse their tasty tale with a twist.

Encourage pupils in their groups/pairs to plan moments in their performance, where they will add in gestures and actions, or where they will vary their tone of voice. They'll also need to decide who in their group will be telling which part of the story.

Once pupils have planned their performance, provide ample time for them to rehearse.

### Share tasty tales with a twist (20 minutes)

Encourage pupils to share their recrafted traditional tale with their peers (if they wish to do so). You may wish to allow time at the end of session three, where pupils can do this in class or allow more time for rehearsals and host a sharing session at a time that works for you.

### Optional: Host a story sharing event



If you choose to host a story-sharing event, consider organising it in the school hall. You could invite other year groups to come and listen to the reimagined traditional tales with a twist, as well as parents and carers. To enhance the experience, you might want to combine the storytelling with a "tasty" theme, where pupils and guests can enjoy snacks and drinks while sharing in the storytelling festivities!

### Submit your work to us!

As part of this project, we are hoping to create an anthology of tasty tales across Blackpool. Please submit your classes top 5 tasty tales with a twist. We are looking for a variety of stories with a fun, reimagined twist to print in our anthology! Your school will get its very own copy if your pupils' work is hosted in it.

Please submit all entries by **Monday 9<sup>th</sup> December** via our email: [blackpool@literacytrust.org.uk](mailto:blackpool@literacytrust.org.uk)



## Appendices

### National Curriculum links

Taken from the English programmes of study: key stages 1 and 2, taken from National Curriculum in England

years 5 and 6 reading comprehension

**Pupils should be taught to:**

**maintain positive attitudes to reading and understanding of what they read by:**

- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions

**years 5 and 6 writing composition**

Pupils should be taught to:

**plan their writing by:**

- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to, or seen performed

**draft and write by:**

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

**evaluate and edit by:**

- assessing the effectiveness of their own and others' writing
- perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

**Notes and guidance for key stage two (non-statutory)**

Understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear, including doing so as the writing develops. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

**Spoken language Y1-6**

Speak audibly and fluently with an increasing command of Standard English

participate in discussions, presentations, performances, role play/improvisations and debates

gain, maintain and monitor the interest of the listener(s)

select and use appropriate registers for effective communication