

Traditional Tales : Little Red Riding Hood : English : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to read and retell the story of Little Red Riding Hood.	Children are introduced to and discuss what they already know about the story of Little Red Riding Hood. The story will be shared as a class and the children are challenged to retell the story orally using props such as puppets and story maps. Children can act out the story using the provided character masks.	<ul style="list-style-type: none"> Do children know that Little Red Riding Hood is a traditional tale? Can children answer comprehension questions about a story they have read? Can children retell the story of Little Red Riding Hood? 	<ul style="list-style-type: none"> Slides Character Cut-Out Cards Lolly sticks or art straws Speech Bubble Cards Story Map Sheet Character Masks (FSD? activity only)
Lesson 2	To be able to sequence events in a story.	Children re-read the story together and segment the story into its main events. The children are challenged to choose between two events in the story to determine which came first and discuss how they know this. They then use picture prompts and sentences to sequence events in the story in chronological order.	<ul style="list-style-type: none"> Can children retell the main events of the story of Little Red Riding Hood? Can children sequence the events of the story correctly? Can children write short sentences to retell a story? 	<ul style="list-style-type: none"> Slides Sentence Cards 2A/2B/2C Worksheet 2A/2B Word Bank 2A/2B Picture Cards (FSD? activity only) A3 paper (FSD? activity only)
Lesson 3	To explore the characters in Little Red Riding Hood.	Children explore adjectives and how they can be used to describe different characters in the story of Little Red Riding Hood. They use the lesson slides to discuss and choose adjectives which suit specific characters. They replicate this activity independently, supported with word cards and word banks.	<ul style="list-style-type: none"> Do children know that an adjective is a describing word? Can children accurately read a variety of adjectives? Can children use adjectives to describe characters in a story? 	<ul style="list-style-type: none"> Slides Word Cards 3A/3B/3C Worksheet 3A/3B/3C Word Bank Game Cards (FSD? activity only) Sentence Cards (FSD? activity only)
Lesson 4	To be able to write a wanted poster.	Children will discuss what wanted posters do and what effective one looks like. They will explore the different details they can include on the poster and then create their own describing the Big Bad Wolf and his crimes.	<ul style="list-style-type: none"> Do children know what a wanted poster is? Can children generate adjectives to describe the Big Bad Wolf? Can children write a wanted poster to describe the Big Bad Wolf and why he is wanted? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Word Bank Vandalised Poster (FSD? activity only)
Lesson 5	To read and understand an alternative version of Little Red Riding Hood.	Children will read the story of <i>Little Red and the Very Hungry Lion</i> as a class and discuss the similarities and differences between this version and the original story of Little Red Riding Hood.	<ul style="list-style-type: none"> Can children answer questions on a familiar story? Can children discuss similarities between two versions of a story? Can children discuss differences between two versions of a story? 	<ul style="list-style-type: none"> Slides Sentence Cards 5A/5B Worksheet 5A/5B Story Maps 5A <i>Little Red and the Very Hungry Lion</i> by Alex T. Smith (not provided)

Traditional Tales : Little Red Riding Hood : English : Year 1

Reading - word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

Writing - transcription HANDWRITING

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing - transcription SPELLING

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - composition

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- **sequencing sentences to form short narratives**
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Reading - comprehension

- **listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently**
- **being encouraged to link what they read or hear read to their own experiences**
- **becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics**
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- **predicting what might happen on the basis of what has been read so far**
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Writing - spelling, punctuation and grammar

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

English Appendix 2

WORD

- Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How the **prefix un–** changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat]

SENTENCE

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using and

TEXT

- Sequencing **sentences** to form short narratives

PUNCTUATION

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun I**

TERMINOLOGY FOR PUPILS

letter, capital letter
word, singular, plural
sentence
punctuation, full stop, question mark, exclamation mark

The Gingerbread Man: English : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To become familiar with a traditional tale.	In this first lesson, children will become familiar with the story of <i>The Gingerbread Man</i> . They will have the opportunity to join in with repeated phrases and predict what might happen next. Following this, children will draw their own story map and verbally retell the story to their peers.	<ul style="list-style-type: none"> • Can children recognise and join in with predictable phrases? • Are children able to predict what might happen next? • Can children remember the main events? 	Slides Story Map Worksheet Character Mat Story Map The Gingerbread Man Story Story Scene Cards (FSD? only activity) Story Role Cards (FSD? only activity)
Lesson 2	To sequence the main events in a story.	Following on from the previous lesson, children will apply their knowledge of the story by sequencing the main events into chronological order. As an alternative activity, children collaborate to create a freeze frame of each main event and sequence these as a class.	<ul style="list-style-type: none"> • Can children sequence events in chronological order? • Can children retell what happens in the story? • Can children remember the main events? 	Slides Story Sequence Cards 2A/2B Worksheet 2A/2B/2C Picture Cards
Lesson 3	To be able to follow verbal instructions.	This is an introductory lesson about instructions. Children will take a closer look at how the Little Old Lady made the Gingerbread Man and discuss how instructions can appear in different forms, such as recipes. Children will also think about how instructions can be given verbally. They will have a go at giving verbal instructions to a partner and consider how successful these instructions were.	<ul style="list-style-type: none"> • Can children say why instructions are important? • Can children follow verbal instructions? • Can children give examples of different instructions? 	Slides Character Card Set 3A/3B/3C Worksheet 3A Teacher Instruction Card (FSD? only activity) Group Instruction Card (FSD? only activity)
Lesson 4	To identify imperative verbs.	In this lesson, teachers will begin by engaging children through bossy role play. Children will learn how bossy words (otherwise known as imperative verbs) are used in instructions to tell us what to do. They will be given the opportunity to apply their understanding on the worksheets provided.	<ul style="list-style-type: none"> • Can children use imperative verbs in a sentence? • Are children able to identify imperative verbs in a set of instructions? • Can children give an example of an imperative verb? 	Slides Bossy Verb Puzzle Worksheet 4A/4B Bossy Verb Mat Challenge Card Teacher Notes Bossy Verb Hunt Cards (FSD? only activity)
Lesson 5	To understand how time conjunctions are used in instructions.	Children will learn what time conjunctions are and why they are important when following instructions. They will look to see if instructions make sense and whether particular time conjunctions work for each instruction. As an alternative activity, children will take part in a time conjunction treasure hunt and work together to work out the code word.	<ul style="list-style-type: none"> • Can children give an example of a time conjunction? • Are children able to say why time conjunctions are important when following instructions? • Can children put instructions in order? 	Slides Instructions 5A/5B/5C Worksheet 5A/5B/5C Time Conjunction Treasure Hunt (FSD? only activity) Worksheet 5D (FSD? only activity)
Lesson 6	To understand the structure of instructions.	Children will briefly recap their understanding of imperative verbs and time conjunctions. They will then look at example instructions on 'How to make a gingerbread man' considering how the instructions are laid out. Alternatively, children can work in small groups to make their own gingerbread men!	<ul style="list-style-type: none"> • Can children identify time conjunctions? • Can children identify imperative verbs? • Are children able to imitate the structure of instructions? 	Slides Instructions Template 6A/6B/6C Recipe Picture Cards 6A/6B/6C Gingerbread Man Recipe (FSD? only activity) Hand Washing Poster (FSD? only activity)
Lesson 7	To write a set of instructions.	This final lesson allows children to apply their learning from the week and write their own set of instructions on how to make a gingerbread man. During the input, the class will be given the opportunity to 'shared write' with the teacher before starting their own instructions.	<ul style="list-style-type: none"> • Can children write instructions in order? • Are children able to use some features of instruction writing? • Can children say why instructions are important? 	Slides Worksheet 7A/7B/7C Bossy Verb Mat Time Conjunctions Mat Lost Poster Template 7A/7B (FSD? only activity)

The Gingerbread Man: English : Year 1

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Writing - transcription HANDWRITING

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- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
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- discussing the significance of the title and events
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English Appendix 2

WORD

- Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
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sentence
punctuation, full stop, question mark, exclamation mark

Goldilocks and the Three Bears : Traditional Tales : English : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To retell a traditional tale.	Children will listen to the story of Goldilocks and the Three Bears. They will retell the story using props or a storytelling pathway and be encouraged to use repeated refrains from the tale. They will then be challenged to identify the elements of the story that have been changed in the plenary.	<ul style="list-style-type: none"> Can children talk about a traditional tale? Can children retell a traditional tale? Can children order the events in a traditional tale? 	<ul style="list-style-type: none"> Slides Prop Cards 1A/1B Story Map 1A Storytelling Path 1A (FSD...? activity only) Large strips of paper and pens (FSD...? activity only)
Lesson 2	To use phonic knowledge to write labels and captions.	Children will use their phonic knowledge and knowledge of the story to fill in the gaps in the Goldilocks and the Three Bears story. The plenary challenges them to find and correct the spelling mistakes in Goldilocks' letters to the three bears.	<ul style="list-style-type: none"> Can children retell a story? Can children use phonic knowledge to read words? Can children use phonic knowledge to spell words? 	<ul style="list-style-type: none"> Slides Mini-whiteboards (Teaching input only) Worksheet 2A/2B/2C Picture Cards 2A (FSD...? activity only) Caption Cards 2A/2B (FSD...? activity only)
Lesson 3	To plan a story based on a familiar tale.	Children will change elements of the Goldilocks story to create their own versions of the story. They will have plans and resources to support them coming up with ideas and following the structure of the original story. The plenary introduces the children to an alternative version of the Goldilocks story to inspire them with writing their own stories in the next lesson.	<ul style="list-style-type: none"> Can children describe elements of a familiar tale? Can children change elements of a story? Can children use a story plan to plan their own story? 	<ul style="list-style-type: none"> Slides Story Map 3A/3B/3C Character Suggestion Cards 3A Setting Suggestion Cards 3A Story Map 3D (FSD...? activity only) Story Dice 3A/3B/3C/3D/3E/3F (FSD...? activity only)
Lesson 4	To write a story using a plan.	Children will use their story plans to write their own simplified versions of the Goldilocks story. They will use synonym continuums and word banks to help them select the most appropriate vocabulary for their stories.	<ul style="list-style-type: none"> Can children follow a plan to write a story? Can children use a variety of elements in their writing to make it interesting? Can children read their work out loud? 	<ul style="list-style-type: none"> Slides Story Plans (from lesson 3) Worksheet 4A/4B Word Bank 4A/4B Story Plan 4A/4B/4C (FSD...? activity only)
Lesson 5	To edit and improve writing.	Children will edit and improve their stories, thinking carefully about how they can make their writing easier to read and more interesting for their intended audience.	<ul style="list-style-type: none"> Can children spot mistakes in their work? Can children make suggestions about how to improve their work? Can children say how they have improved their writing? 	<ul style="list-style-type: none"> Slides Story Plans (from lesson 3) Marked stories (from lesson 4) Worksheet 5A Challenge Cards 5A/5B Word Cards 5A/5B Thesaurus Editing Cards 5A/5B (FSD...? activity only)

Goldilocks and the Three Bears : Traditional Tales : English : Year 1



Reading - word reading
<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading

Writing - transcription HANDWRITING
<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing - transcription SPELLING
<ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing - composition
<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher

Reading - comprehension
<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them

Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing

English Appendix 2	
WORD <ul style="list-style-type: none"> Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	
SENTENCE <ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and 	TEXT <ul style="list-style-type: none"> Sequencing sentences to form short narratives
PUNCTUATION <ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I 	TERMINOLOGY FOR PUPILS letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Estate Agents : Traditional Tales : English : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use reading skills to answer questions.	Children will be introduced to the purpose and features of property listings before looking at the property description in more detail. They will then answer questions about different traditional tale properties or match properties to their owners.	<ul style="list-style-type: none"> • Can children read fluently? • Can children understand what they have read? • Can children answer comprehension questions about a text they have read? 	<ul style="list-style-type: none"> • Slides • Property Listings Cards 1A/1B/1C • Worksheet 1A/1B/1C • Character Cards 1A/1B (FSD...? activity only)
Lesson 2	To use descriptive language when writing.	Children will be introduced to some of the descriptive language estate agents use and they will begin to think about why the language has been chosen. They will then have a go at writing their own property descriptions for traditional tale properties.	<ul style="list-style-type: none"> • Can children use descriptive language? • Can children make appropriate vocabulary choices? • Can children write for a purpose? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Word Bank 2A • Character Cards 2A (FSD...? activity only) • Worksheet 2D (FSD...? activity only)
Lesson 3	To use reasoning to explain why a character should choose a property.	Your class will take on the role of estate agents as they try to persuade characters to move into the properties on their books. Your class will need to think carefully about the character's requirements and each property's features.	<ul style="list-style-type: none"> • Can children understand what they have read? • Can children make appropriate choices using information they have read? • Can children explain their choices? 	<ul style="list-style-type: none"> • Slides • Audio files (Teaching Input only) • Property Listings Cards 3A/3B • Property Request Cards 3A/3B • Response Cards 3A • Property Cards 3A (FSD...? activity only) • Character Cards 3A (FSD...? activity only)



Estate Agents : Traditional Tales : English : Year 1

Reading - word reading
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WORD <ul style="list-style-type: none"> Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	
SENTENCE <ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and 	TEXT <ul style="list-style-type: none"> Sequencing sentences to form short narratives
PUNCTUATION <ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun 'I' 	TERMINOLOGY FOR PUPILS <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>