



Year 1, Term 3A

| Fairy Tales | |
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| Programme of study | Learning Intentions |
| <p>This unit focuses on story writing. Again there is an emphasis on the ability to construct sentences orally and then in written form. The unit builds up with opportunities for children to write short stories around the core texts.</p> | <p>The Gingerbread Man My list of characters will contain:</p> <ul style="list-style-type: none"> • a capital letter, • a describing word, and • a comma. <p>My writing will say <u>where</u> the characters are (positional vocabulary). I will write a sentence to say what the characters 'said'. I will retell the Gingerbread Man (orally) I will use role-play to retell the (original) story of the Gingerbread Man. I will use my plan to write a retell of the Gingerbread man story. My sentences will contain a describing word and a full stop. My handwriting will be as neat as possible. I will use role-play to retell a different version of the Gingerbread Man. I will use my plan to write (my own) retell of the Gingerbread man story. My sentences will contain a describing word and a full stop. My handwriting will be as neat as possible.</p> |
| End of Year Expectations | |
| <p>Spoken Language:</p> <ul style="list-style-type: none"> • listen and respond appropriately to their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge <p>Composition:</p> <ul style="list-style-type: none"> • write sentences by: • 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. | |
| Vocabulary | <p>Three Billy Goats Gruff I will use better describing words in my sentences. I will check my writing for good spelling and punctuation (capital letters and full stops). I will use role-play and talk to decide what the characters were:</p> <ul style="list-style-type: none"> • Thinking • Doing • Feeling • Saying <p>I will use my plan to write a retell of the 3 Billy Goats Gruff story. My sentences will contain a describing word and a full stop. My handwriting will be as neat as possible. I can write question sentences. I will know how to write a letter (from the troll). I will use my letter plan to write to the troll (from the Billy Goats Gruff). My own characters will give their own reasons for crossing the Troll's bridge.</p> |
| <p>Fairy Tale, Author, Character, Illustrator, Story Map, 'Retold by' Retell, Story Map Story Plan, Characters Character, Sentence, Vocabulary – adjectives, Capital letter, Full stops Hot-seating, Question sentence, Character, Question mark Story plan, Sentence Story – beginning, middle, end Full stop, Capital letter</p> | |



Thames View Infants
Blocked Unit Scheme of Work

I will use my plan to write a retell of the 3 Billy Goats Gruff story.
My sentences will contain a describing word and a full stop.
I will use my plan to write a retell of the 3 Billy Goats Gruff story.
My sentences will contain a describing word and a full stop.
I can remember different characters from different stories and describe how they behaved.