

# Thames View Infants

## **Blocked Unit Scheme of Work**

#### Year 1, Term 3A

## **Fairy Tales**

## Programme of study

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.

#### **End of Year Expectations**

## Spoken Language:

- listen and respond appropriately to their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge

#### Composition:

- 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

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

## **Learning Intentions**

## The Gingerbread Man

My list of characters will contain:

- a capital letter,
- a describing word, and
- a comma.

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.

#### **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:

- Thinking
- Doing
- Feeling
- Saying

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.

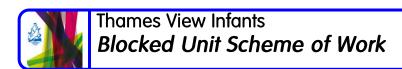
My handwriting will be as neat as possible.

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.



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.