

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)

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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