

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)

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<p>Reading - word reading</p> <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 	<p>Reading - comprehension</p> <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 				
<p>Writing - transcription HANDWRITING</p> <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. 	<p>Writing - spelling, punctuation and grammar</p> <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 				
<p>Writing - transcription SPELLING</p> <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. 	<p>English Appendix 2</p> <p>WORD</p> <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] 				
<p>Writing - composition</p> <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 	<table border="1"> <tr> <td data-bbox="1182 1150 1657 1243"> <p>SENTENCE</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using and </td><td data-bbox="1657 1150 2092 1243"> <p>TEXT</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives </td></tr> <tr> <td data-bbox="1182 1243 1657 1450"> <p>PUNCTUATION</p> <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 </td><td data-bbox="1657 1243 2092 1450"> <p>TERMINOLOGY FOR PUPILS</p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> </td></tr> </table>	<p>SENTENCE</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using and 	<p>TEXT</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives 	<p>PUNCTUATION</p> <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 	<p>TERMINOLOGY FOR PUPILS</p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>
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