

Traditional Tales—Spring 1

Purpose: To read and write simple sentences containing sounds and irregular words learnt so far. To expand the children's vocabulary through a focus on descriptive language.

Hook:

Make ginger bread men
Fairy tale dress up day!

Features of topic:

- Traditional Tales
- Repeated refrains
- Fairy tale vocab. Building on vocab of woodland creatures & farm animals
- Listen to longer stories with less pictures

Troll Words:

-the
-I
-to
-no
-go
-into
-me
-be
-my
-by
-we
-she/he
-they
-are
-you
-her
-all
-was

Sounds:

-Taught: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f/ff, l/l, ss, j, v, w, x, y, z, zz, qu

W2: Ch, sh, th, ng

W3: ai, ee, igh, oa

W4: oo, oo

W5: ar, or, ur, ow, oi

W6: ear, air, ure, er

Morning work

- Writing Troll words
- Name writing to continue for those who were in the intervention

Literacy Carousel

-5 stations: guided reading, 1:1 readers, CVC word or caption writing, letter formation practice, word building games

Phonics lessons

- Continue Phase 3 (green below) with opportunities to read and write CVC words containing the new sound
- Sentence write—yellow row: supported by SM, red row: extend with 'and' or 'but'

English lessons

Week 1: The Jolly Postman—use text as an opportunity to introduce topic and gauge existing knowledge of traditional tales. Sequence the story in guided group, using cut & stick sheet. Independently write thank you letters in the post office role play area.

Week 2: The Gingerbread Man—make gingerbread men, chn to read simple recipe instructions. Guided activity to write recipe instructions using simple sentences - 'Put it into the bowl' 'Mix it up'...

Week 3: The Three Little Pigs—Write a Wanted Poster with a character description of the Big Bad Wolf using adjectives - understand what a wanted poster is and look at some examples. UTW—exploring different materials and why can some be blown down. PSED—Learn vocab linked to types of houses and share about which type of house they live in.

Week 4: Goldilocks and the Three Bears — T4W—learn story and learn new vocab. Link to naming objects in the house and using adjectives to describe them, as Goldilocks does. Hot seat Goldilocks and the Three Bears— think about how each of them feel, oral sentences to describe. PSED - discuss how we can do more than just say sorry to apologise, we could try to make someone feel better by... gather ideas. For literacy guided activity, write sentences with ideas of how Goldilocks can make amends 'She can cook more porridge. She can fix the chair.'

Week 5: Dragons—listen to stories about dragons from different cultures, link this to UTW, how people Chinese NY and the significance of dragons. How are dragons perceived? Write words to describe dragons.

Week 6: The Princess & the Dragon— explore princess stories and the tradition role of the princess, name stories we know with princess' in—what do they do? Read The Princess and the Dragon, identifying what she does differently. Learn about royal families and key vocab surrounding them. Fairy tale dress up day! Play walk like a ___ game—reflect on how we change the way we walk to act like each character.

Stickability - how are you going to ensure the children remember the learning?

- Talk 4 Writing methods
- Fun actions to remember text, actions for full stop to help learn this punctuation
- Repeated refrains which are easy to join in with and memorise—writing activities then linked to these to reduce cognitive load when writing.
- Focusing and recalling key vocab
- Acting out the stories—learning to tell stories themselves

Progression Statements (Literacy)

- To be able to identify and use Phase 2 and Phase 3 sounds by the end of term
- Read common exception words taught so far (Troll Words)
- Re-read books to build up confidence in word reading (aim for all to be on pink)
- To form most lower and upper case letters correctly (pre-cursive)
- Orally rehearse and write simple captions using sounds and troll words learnt so far
- Early sentence writing—finger spaces—introduce capital letters and full stops.

RSC Techniques

- Hot seat characters to look at their different perspective
- 'Walk like a prince/princess/dragon/witch game
- Role play the fairy tale characters

Inclusion and Diversity

- Listen to Fairy Tales from different cultures using the World of Fairy Tales book and BBC Teach [videos](#). Understand different cultures have different versions of the fairy tales we may know.
- Explore how different cultures perceive dragons through listening to a range of stories about them from around the world—link to Chinese NY and how this culture celebrates New Year.
- Use updated version of Cinderella which has characters of different ethnicities
- The Princess & the Dragon as focus text—about a not so conventional princess who challenges

Outcome:

The children will be able to write simple sentences using the sounds and irregular words taught so far

They will be working on using finger spaces, full stops and capital letters to start a sentence.