

Year 1 Spring 2:

English		
Key Learning		
Unit	Traditional Tales	Recounts
Outcome	<ul style="list-style-type: none"> An innovated story, based on model text, to entertain children. 	<ul style="list-style-type: none"> Recount of a family event.
Possible Duration	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 2–3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Listen to a range of texts (traditional tales) at a level beyond that at which they can read independently. Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Make basic inferences about what is being said and done. Apply phonic knowledge when reading. Use patterns and repetition to support oral retelling. Retelling familiar stories in a range of contexts <i>e.g. small world, role play, storytelling.</i> Give opinions and supporting with reasons. 	<ul style="list-style-type: none"> Listen to a range of non-fiction (recounts). Listen to others. Activate prior knowledge. Recall specific information in texts. Relate texts to own experiences. Discuss key vocabulary. Check that texts make sense while reading and self-correcting. Read aloud texts using that are consistent with their developing phonic knowledge. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
Key Learning Writing	<ul style="list-style-type: none"> Orally compose every sentence before writing. Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Use simple connectives to link ideas <i>e.g. and, but, or, so.</i> Say, and hold in memory whilst writing, simple sentences which makes sense. Sequence events in order. Add the prefix '<i>un</i>' to verbs and adjectives to change the meaning <i>e.g. untie, unkind.</i> 	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Reread every sentence to check it makes sense. Use capital letter for the personal pronoun 'I'. Use capital letters for people, places and days of the week. Orally plan and rehearse ideas. Sequence ideas/events in order. Write in different forms with simple text features <i>e.g. recounts.</i> Read aloud their writing to adults and peers.

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English

Key Learning (contd.)

Suggested Texts

- Rapunzel.
 - Aladdin and the Lamp.
 - Rumpelstiltskin.
 - Hop-Toads and Pearls – a retelling of story from Charles Perrault in Children's Classic Stories: Fairytales, Fables & Folktales by Belinda Gallagher available from Google Books ([here](#)).
 - Snow White and the Seven Dwarfs.
 - The Little Mermaid.
 - Little Red Riding Hood.
 - The Wolf and the Seven Young Kids by the Brothers Grimm.
 - Hansel and Gretel.
 - The Cat, the Dog, Little Red, Exploding Eggs, the Wolf and Grandma by Diane Fox.
- Books which recount family events such as:
 - Baptisms / Christenings.
 - Birthdays / family anniversaries.
 - Storybook weddings, such as:
 - Prince Charming and Cinderella.
 - Beauty and the Beast.
 - Snow White and the Prince.
 - Aladdin and the Princess.

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Traditional Tales – Creative Learning Opportunities and Outcomes

Creating interest

- Play 'who's in the box?' game with the children. Place pictures of well-known traditional tale characters in a box. Children ask questions about the character, using mini question hands, and the teacher answers using only 'yes' or 'no.' In pairs or small groups, play the game using other traditional tale characters.
- Play music from the film versions of some well-known traditional tales e.g. Cinderella, Aladdin, The Little Mermaid. Film titles could be displayed around the room and children could run to a corner with the correct title.
- Share a special bag, box or suitcase with some items belonging to the main character hidden inside. Reveal one at a time and ask the children to guess the character. If the story is unfamiliar, introduce the title and discuss the main character.

Learning outcomes

- Children will be able to make predictions.
- Children will be able to identify and discuss the main character in the story.

Reading

Grammar: Warm ups throughout the reading phase - focus on using simple connectives to link ideas e.g. *and, but, or, so*.

Reading and responding

- Read the first part of the story and stop to make a prediction about what happens to the main character. Play 'just a minute' with a talk partner (talk for one minute about the main character). Develop a 'role on the wall' of the main character together (draw an outline of the character and write inside what the character is feeling and outside facts about them). Complete a 'role on the wall' for another main character, individually or in pairs.
- Continue reading the story, pausing at certain parts to explore the events further. Play 'magic mirror' and 'magic microphone' (children step through their imaginary mirror, 'becoming' a character from the text, and their partner uses a mini microphone to question the character), modelling the technique first. Use the drama to lead into a short writing opportunity e.g. *speech bubbles, problem page etc.*
- Read a range of traditional tales for pleasure, outside of the English lessons. With the children, develop a book area or display with traditional tales which can be shared and read independently. Include books which are consistent with their developing phonic knowledge.
- Act out parts of the focus story in small groups and perform to the rest of the class. Alternatively, retell using props or small world equipment.
- Use talk partners to discuss what has already happened in the story and make a prediction about the ending. Read the rest of the text to the children, stopping to blend unfamiliar words.
- Discuss what they liked and disliked about the story, recording their thoughts on sticky notes and placing in focus boxes:

Likes	Dislikes

- Use this talk to create a short book review or rewrite the blurb. Display in the book area.

Learning outcomes

- Children will be able to listen to a range of traditional tales.
- Children will be able to discuss the main characters.
- Children will be able to make predictions.
- Children will be able to discuss the main events.
- Children will be able to apply their phonics knowledge when reading.
- Children will be able to make basic inferences about what is being said and done.
- Children will be able to say what they think and give their reasons why.

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Traditional Tales – Creative Learning Opportunities and Outcomes (contd.)

Reading and analysing

- Teach the focus story via oral storytelling, if necessary modifying the text so it is suitable for learning.
- Use story maps, images, props and key vocabulary to support oral retelling e.g. *in the beginning, after that, a bit later*.
- Create a simple whole class checklist of features, e.g. *good and bad characters, setting, events, time words*.
- With the children, chunk the traditional tale into key events using a plot pattern e.g.

Hop-Toads and Pearls	Extract the Basic Plot	Innovation
Mum orders the younger daughter to fetch water from the well.		
She meets a fairy, disguised as an old beggar-woman, who asks for a drink.		
When the girl returns, pearls come out of her mouth when she talks.		
The mum sends the other sister to the well to fetch water. She meets the fairy disguised as a princess.		
When the sister returns, toads come out of her mouth.		
The younger daughter leaves and meets a prince. They get married.		

Learning outcomes

- Children will be able to use patterns and repetition to support oral retelling.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on adding the prefix 'un' to verbs and adjectives to change the meaning e.g. *untie, unkind*.

- Use the chunked plot plan to extract the plot.
- Using the basic plot from the story, innovate to create a slightly different version of the story, e.g. *change the character, setting, events*.

Hop-Toads and Pearls	Extract the Basic Plot	Innovation
Mum orders the younger daughter to fetch water from the well.	Parent sends their youngest child to do a hard chore.	
She meets a fairy, disguised as an old beggar-woman, who asks for a drink.	She/he meets another disguised character who asks them for something.	

Learning outcomes

- Children will be able to add the prefix 'un' to verbs and adjectives to change the meaning e.g. *untie, unkind*.
- Children will be able to create own story maps with events in order.
- Children will be able to respond in role as a character and infer character feelings.
- Children will be able to orally retell their innovated story.

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Traditional Tales – Creative Learning Opportunities and Outcomes (contd.)

(contd.)

When the girl returns, pearls come out of her mouth when she talks.	When she/he returns something precious comes out of their mouth when they speak.	
The mum sends the other sister to the well to fetch water. She meets the fairy disguised as a princess.	The sibling meets the same character as before disguised as something else, who asks them for something.	
When the sister returns, toads come out of her mouth.	When she/he returns something horrid comes out of their mouth when they speak.	
The younger daughter leaves and meets a prince. They got married.	The younger sibling leaves and meets someone. They get married.	

- Using the innovated plan, model a whole class story map. Children create their own versions of the story independently or in pairs.
- In small groups or pairs, children role play the new version of their story. Use props or small world figures to support this. Use drama techniques to enhance.
- Draw a story map of their new version of the story and use the map to support retelling. Present to the class, another pair or small group.
- Orally rehearse new stories several times to embed the pattern of narrative.
- Use *think, say, feel* bubbles to add detail to the story map. Add any key vocabulary including 'un' words etc.

Writing

- Use the new class story map created during the gathering content phase to support modelling and shared writing within the writing phase. Use shared writing techniques to model a section at a time with the children.
- Focus on skills – simple connectives to link ideas e.g. *and, but, or, so* and using words with the prefix 'un' to verbs and adjectives to change the meaning e.g. *untie, unkind*
- Children follow the modelling each day from the whole class focus and use their own story map to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write their own short narrative which includes:
 - events in order – clear opening, middle and ending.
 - full stops and capital letters.
 - finger spaces.
 - simple connectives to link ideas e.g. *and, but, or, so*.
 - using words with the prefix 'un' to verbs and adjectives to change the meaning e.g. *untie, unkind*.

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English

Traditional Tales – Creative Learning Opportunities and Outcomes (contd.)

Outcome

- An innovated story, based on model text, to entertain children.

Presentation

- Publish the new story, using best handwriting, for other children to read.
- Display stories in the book area or library.

Year 1 Spring 2:

English

Recount – Creative Learning Opportunities and Outcomes

Creating interest

- Watch some clips of family events e.g. weddings, birthday, baptisms/christenings, anniversary parties, festivals etc. Discuss which family events the children have attended. Think, pair and share ideas.
- Show the children special pictures or mementos (in a special box or album) of a family event. Ask them to bring in their own in special memory boxes to talk about in class. Create a display.

Learning outcomes

- Children will be able to activate prior knowledge.
- Children will be able to listen to others.
- Children will be able to relate to their own experiences.

Reading

Grammar: Warm ups throughout the reading phase – focus on using a capital letter for the personal pronoun 'I'.

Reading and responding

- Through shared reading, explore a selection of similar family events from a range of texts e.g. the marriage of Cinderella and Prince Charming; Aladdin and the princess; non-fiction books on baptism/christenings etc.
- Play 'pass the microphone' (pass a microphone around a small group) and talk about a familiar family event, which they have attended.
- Through shared reading, explore a selection of recounts (composed by the teacher or simple recount texts), identify key vocabulary and add to working wall.
- Children to read in pairs, prewritten recounts that are consistent with their developing phonic knowledge, and pull out any key vocabulary e.g. *last week, after that, then, next, later that day etc.*

Learning outcomes

- Children will be able to use a capital letter for the personal pronouns 'I'.
- Children will be able to talk about an event which they have attended.
- Children will be able to read a range of recounts in line with their own phonic development.
- Children will be able to listen to others.
- Children will be able to discuss key vocabulary.
- Children will be able to understand simple recounts.

Reading and analysing

- Using one recount, teacher to model how to pull out who, what, where, when, why, how using mini question hands.
- Complete a question grid on own texts. Children to do this on another recount in pairs.
- Model how to draw the text features out of a simple recount. With the children, compose a list of text features, such as using personal pronoun 'I', events in order, words which signal time e.g. *last week, after that, then, next, later that day*, and a closing statement.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on using capital letters for people and places.

- Hold a mock family event e.g. a birthday party, a wedding, a baptism/christening for all the children to attend in role. Include music, food, costumes etc. Record the event on film and take photographs for future use.
- Using still images or photographs order the events with the children. Model writing sentences for each picture, including the use of the pronoun 'I'.
- In small groups children re-enact, using props, a familiar event from a previously read story e.g. Cinderella and Prince Charming's wedding. Take photographs of the events at each stage.
- Order the events from the photographs as a plan for writing.
- Talk through the events, including key vocabulary, such as *last week, next, after, later that day, then etc.* to embed the sequence.

Learning outcomes

- Children will be able to use capital letters for people and places.
- Children will be able to take turns.
- Children will be able to use role play to retell an event.
- Children will be able to order events in sequence.
- Children will be able to discuss key vocabulary.

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Recount – Creative Learning Opportunities and Outcomes (contd.)

Writing

- Using the photographs from the mock event as a plan for writing, use shared writing techniques to model a section at a time with the children. Focus on skills – personal pronouns for 'I', capital letters for names and places and text features.
- Children to use the photographs from their group's family event (taken during the gathering content phase) to write one section a day following the model from the shared write.
- Continue this pattern over several days if necessary, using their group's photographs to inform writing, until the outcomes are completed.
- Model the 'think it, say it, write it, read it' approach (use of talking tins or other recording devices to support as necessary).
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Provide opportunity for children to evaluate their writing with adults and peers.

Learning outcomes

- Children will be able to write a recount based on a model which includes:
 - a capital letter for the personal pronoun 'I'.
 - capital letters for names and places and text features.
 - features of a recount.

Outcome

- Recount of a family event.

Presentation

- Read recounts to another group of children.
- Type recounts over a photostory of the video of their event and present to others.