

Prior Assessment, Key Questions, Hook (also see purpose and audience)
 Linked to topic - Children are learning through our Geography curriculum focus 'Houses and Homes' and will soon be learning about materials in Science. Links will be made to the types of homes that the Three Little Pigs live in.

Read the story of 'The Three Little Pigs to explore the characters and setting.

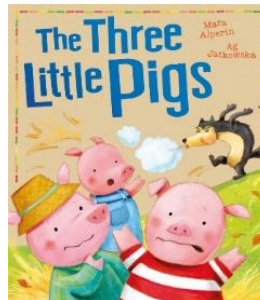
Encourage building of different houses in the construction area to determine the strongest materials. Link to the bricks in the story. Also encourage retelling of the story in the small world area to further develop an understanding of the characters and setting.

Who has heard this story before? Explain that traditional tales have been around for a long time and there are slightly different versions available but the main plot, characters or setting remain the same. Read the story to the children using a story book and character and setting props to engage (small world).

Questions

- Who are the characters in the story?
- Who are the good characters? Who is the villain / bad character? What makes you think this?
- What does the character look like? (appearance)
- What clothing do they wear?
- What material did the pig use to build their house?
- What kind of a person is the character? (personality)
- What does the character do to show they are.... ?
- What talents has the character got?
- What does this word mean? (use in context)

**YEAR 1
 AUTUMN 1**



The Three Little Pigs: A traditional Tale

Main outcome: To write a description of a character from The Three Little Pigs.

Oral composition:

Noun phrase - To be able to say a simple sentence with an adjective

Composition:

Noun phrase - To be able to write a sentence with an adjective.

SEND:

Adjectives - To be able to write a word or words to describe a character from The Three Little Pigs e.g. big, bad, pink.

PURPOSE AND AUDIENCE: To be shared with the **new Reception Children to introduce the characters before they hear the story themselves.**

Writing will also be shared and celebrated in class.

Children will provide warm feedback to their peers. Publish writing on displays/ twitter page.

1. PLANNING

In order to write about the story's characters, children will need a good understanding of the story, characters and setting. Time will be spent enjoying listening to the story, orally joining in with role playing the story and exploring the characters behaviours in the different parts of the story.

In the build up to the final piece of writing, children are being introduced to new writing lines as they have entered Year 1. Time will be spent improving letter formation and adapting their knowledge of how letters are formed using these new lines. This will help children's letter formation and writing presentation.

Children will learn about what an adjective is and identify words from the story, words through discussions with peers and with their teacher to build up a word bank of new vocabulary to describe the story's characters.

Be mindful about the current phonics phase of each child (class: phases 2 and 3). If words are discussed using phase 4/ 5 sounds, have the word available in a word bank or discuss the new grapheme in advance.

2. DRAFTING

A variety of character descriptions will be shared with the children. This will include descriptions of different well-known Disney characters and characters from traditional tales. Children will match the character to the sentence based on the description. This will help to demonstrate if the description uses new and exciting vocabulary then it will help to create an effective picture of the character. This will help to develop our imagination and love of stories.

- Class to read at their phonics level reading sentences or words or hearing a description (SEND).

Model character descriptions (WAGOLL) will be used to inspire children's writing and ideas.

Literacy Books will be used to practise writing words and sentences linked to the SPAG focus. Practice time will be scaffolded so that children have time to use adjectives in noun phrases in different everyday situations e.g. The cup is blue. The light is bright.

Children will be able to orally describe the characters using new vocabulary (primarily adjectives). Children will also prepare for writing by writing these words around the characters using their phonics knowledge and sound / word banks.

3. WRITING

Literacy Books will be used to write words and sentences about the characters, centred around the learning objectives. This writing will be independent with children using what they have practised in their drafting to help them to meet the learning objectives.

A model character description will be used (WAGOLL) to inspire children's writing and ideas. This will be up to 6 sentences about one of the story's characters and contain correct punctuation, adjectives and the connectives 'and' 'because'. This will be used in the modelling process to highlight punctuation, grammar and vocabulary choices. It will also help for children to see correct letter formation, spacing and the new handwriting lines in action.

Literacy Books will be used to practise writing words and sentences linked to the SPAG focus.

Clear modelling will again be provided by the teacher at each stage of the writing. First the teacher models then the children will write with some support and guidance before moving to their independent writing.

Example words to describe: see **vocabulary**

Example modelled sentence:

The Little Pig was foolish.

The Little Pig was strong **and** he was clever.

4. REVISING AND EDITING

Children check writing against success criteria. Teacher to model this as this is the first piece of writing (build up to peer editing). Have they used capital letters/full stops correctly? Have they used the conjunction 'and' or 'because'? Are they including simple adjectives?

Has the child formed their letters correctly? Teacher to always model correct formation for any reversals.

5. PUBLISHING

Use drafting and practice pieces to inform final short character description writing.

Each child to have a focus / target based on their revision or edit. For example: 'To remember my full stops at the end of a sentence'.

Remind children of audience and purpose to encourage and engage children in writing their best piece.

Share a child's WAGOLL and as a class evaluate what features it has that meet our success criteria, identifying next steps moving forward.

Clear modelling will be provided by the teacher at each stage of the writing. First the teacher models then the children will write with some support and guidance before moving onto their independent writing in the 'Writing Stage'.

Spelling, Grammar, Punctuation, Language features:

Use **capital letters** at the beginning of the sentence and **full stops**.

Introduce features of a fairytale / traditional tale – story language, repeated phrases, good / bad characters. Focus on a short character description.

Adjectives to describe the characters and setting, building up to a **noun phrase**.

Using the conjunction '**and**' independently.

Challenge to use the conjunction 'because' to explain why.

Introduce new handwriting line guides, reinforce correct **letter formation**

Vocabulary

Little Pigs, brave, resilient, adventurous, clever, intelligent, Wolf, fierce, strong, troublesome, foolish, persistent.