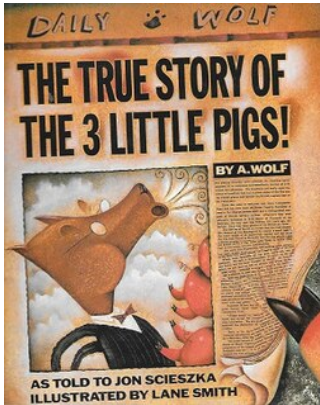


1. Responding to the text/capturing ideas/deeper exploration of the text Book talk and discussion during and after reading: Before reading: What can you see? What do you notice about the wolf? What do you think the wolf might be thinking? What does the title make you wonder? Why do you think it says “The True Story”? True according to who? What do you already know about the story of <i>The Three Little Pigs</i>? Who normally tells that story? How do you think the wolf is usually described? Do you think the wolf is good, bad or somewhere in between? Why? What questions would you like to ask the wolf? During Reading: What do we know about the wolf so far? How does the wolf want us to see him? Why does he tell us that he has a cold? Do you believe him? Why? Why might the author have chosen the wolf to tell the story? What does the wolf want us to think about the pigs?	YEAR 2 Autumn 1  The True Story of The Three Little Pigs - Jon Scieszka PURPOSE AND AUDIENCE Purpose for writing: To Entertain Audience: Children and Staff around St Peters. Intended Outcome: A character description of the wolf from the story, in the form of a wanted poster, focussing on the use of nouns, verbs and adjectives. Tone: Formal	4. Drafting/Writing Children will consider what they are going to write before beginning by: - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence (orally or on a graphic organiser). All writing opportunities to include a teacher led shared write and a WAGOLL to be unpicked. SPaG content to be taught through short-write activities.
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After reading: What happened in the story? What does the wolf say happened? How is his version different from the traditional story? Which parts of his story do you believe? Which parts make you suspicious? Character What is Alexander T. Wolf like? Has your opinion of him changed? Is he a villain, a victim, or both? What might the wolf be feeling at the end? What might the pigs be feeling?		
2. Planning Prior to writing, children will complete activities around how to craft a sentence accurately. We will look at nouns, verbs and adjectives as well as the formation of a sentence with a subject and verb, using the correct terminology. To plan their writing, children will look at an image of the wolf and choose adjectives to match, stretching this for some children to use more than one and create an expanded noun phrase. They will then use these adjectives to create descriptive sentences using subject + verb. Word banks, sentence starters and success criteria will be provided as support.	Hook Children come into class to a fairytale crime scene. They make inferences about what could have happened based on the clues. With this, they work out what the story could be about. Read the book and then play a hot seat game with the wolf to check their understanding. Discuss that there are two sides to every story. The pig side and wolf side. Children have statement cards; one set from the wolf and the other the pigs. Work out which characters would have said which statement. Children will then get into groups and re-enact the story from the wolf's point of view.	5. Revising and Editing Children will evaluate their writing with the teacher and other pupils by: Re-reading aloud to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly. Children will have the opportunity to peer critique, with the support of the class teacher and purple pen their work when revision has taken place.
3. Spelling, Grammar, Punctuation, Language features to be taught simple sentences		

Nouns
Verbs
Adjectives
Conjunctions (and) recap
Subject + verb
Full stop
Capital letters

Vocabulary

Nouns	Verb	Adjectives
wolf	creep	enormous
suspect	prowl	big
villain	sneak	huge
beast	growl	furry
creature	roar	shaggy
fur	knock	grey
eyes	bang	dark
teeth	blow	fierce
claws	smash	frightening
paws	destroy	dangerous
tail	chase	scary
snout	scare	sneaky
house	frighten	cunning
pigs	follow	greedy
straw	watch	cruel
sticks	escape	cheeky

bricks	run	mysterious
sugar	shout	suspicious
chimney	warn	angry
evidence	threaten	furious
crime	attack	misunderstood
reward	hide	innocent
culprit	mutter	clever
fugitive	demand	curious
danger	argue	frustrated
mischief	pretend	aggressive
fear	approach	dishonest
anger	investigate	threatening
hunger		selfish
		determined

★ Challenge vocabulary

Nouns	Verbs	Adjectives
culprit	prowls	terrifying
fugitive	mutters	aggressive
danger	demands	dishonest
mischief	argues	threatening
fear	pretends	selfish
anger	investigates	determined
hunger	approaches	unlucky